Sri Lanka Child-Friendly Approach (CFA) Evaluation
Final Report

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29 February, 2016
<table>
<thead>
<tr>
<th>Acronyms</th>
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</tr>
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<tr>
<td>ALP</td>
<td>Accelerated Learning Programme</td>
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<tr>
<td>ASDP</td>
<td>Annual School Development Plan</td>
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<td>BESP</td>
<td>Basic Education Support Programme</td>
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<td>CBO</td>
<td>Community Based Organisation</td>
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<td>CSS</td>
<td>Case Study School</td>
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<td>CEC</td>
<td>Compulsory Education Committee</td>
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<td>CFA</td>
<td>Child Friendly Approach</td>
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<td>CFEP</td>
<td>Child Friendly Education Programme</td>
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<td>CFF</td>
<td>Child Friendly Framework</td>
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<td>CFS</td>
<td>Child Friendly Schools</td>
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<td>CFU</td>
<td>Child Friendly Unit</td>
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<tr>
<td>CPD</td>
<td>Continuous Professional Development</td>
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<td>CRC</td>
<td>Convention on the Rights of the Child</td>
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<td>CUE</td>
<td>Catch Up Education</td>
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<td>DRR</td>
<td>Disaster Risk Reduction</td>
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<td>ELC</td>
<td>Essential Learning Competency</td>
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<td>EFA</td>
<td>Education for All</td>
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<td>ELT</td>
<td>English Language Teaching</td>
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<td>EMIS</td>
<td>Education Management Information System</td>
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<td>EPRP</td>
<td>Education Preparedness and Response Plan</td>
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<td>ERA</td>
<td>Environment-Related Activities</td>
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<td>ESDFP</td>
<td>Education Sector Development and Framework Programme</td>
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<td>FGD</td>
<td>Focus Discussion Group</td>
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<td>G5SE</td>
<td>Grade 5 Scholarship Examination</td>
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<td>GoSL</td>
<td>Government of Sri Lanka</td>
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<td>GCE</td>
<td>Government Certificate in Education</td>
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<td>HDI</td>
<td>Human Development Index</td>
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<td>HDQEP</td>
<td>Human Development through Quality Education Programme</td>
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<td>ICR</td>
<td>Independent Completion Report</td>
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<td>ISA</td>
<td>In-Service Adviser</td>
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<tr>
<td>Abbreviation</td>
<td>Description</td>
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<tr>
<td>KS</td>
<td>Key Stage</td>
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<td>M&amp;E</td>
<td>Monitoring and Evaluation</td>
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<td>MoE</td>
<td>Ministry of Education</td>
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<td>NCoE</td>
<td>National College of Education</td>
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<td>NCFA</td>
<td>Non CFA (school)</td>
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<td>NEC</td>
<td>National Education Commission</td>
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<td>NFE</td>
<td>Non-Formal Education</td>
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<td>NIE</td>
<td>National Institute of Education</td>
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<td>ISA</td>
<td>In-Service Advisors</td>
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<td>OS</td>
<td>Observation Schedule</td>
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<td>PDE</td>
<td>Provincial Director of Education</td>
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<td>PRA</td>
<td>Participatory Rural Appraisal</td>
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<td>PRT</td>
<td>Provincial Resource Team</td>
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<td>PSI</td>
<td>Programme of School Improvement</td>
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<td>PTA</td>
<td>Parent Teacher Association</td>
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<td>SAC</td>
<td>School Attendance Committee</td>
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<td>SBM</td>
<td>School-Based Management</td>
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<td>SBTD</td>
<td>School Based Teacher Development</td>
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<td>SDC</td>
<td>School Development Committee</td>
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<td>SDP</td>
<td>School Development Plan</td>
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<td>SEN</td>
<td>Special Education Needs</td>
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<td>SHN</td>
<td>School Health and Nutrition</td>
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<td>SHPP</td>
<td>School Health Promotion Programme</td>
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<td>SSA</td>
<td>School Self-Assessment</td>
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<td>TESP</td>
<td>Transforming the Education System Project</td>
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<td>TLM</td>
<td>Teaching and Learning Materials</td>
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<td>UIS</td>
<td>UNESCO Institute of Statistics</td>
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<tr>
<td>WASH</td>
<td>Water, Sanitation and Hygiene</td>
</tr>
</tbody>
</table>
# Table of contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Summary</td>
<td>5</td>
</tr>
</tbody>
</table>

## Main Report

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 1: Evaluation Objectives and methods</td>
<td>27</td>
</tr>
<tr>
<td>Section 2: Primary Education in Sri Lanka: Situation Analysis</td>
<td>35</td>
</tr>
<tr>
<td>Section 3: The Child Friendly schools Approach: Conceptual Framework</td>
<td>47</td>
</tr>
<tr>
<td>Section 4: The Origin and Development of the CFA in Sri Lanka</td>
<td>56</td>
</tr>
<tr>
<td>Section 5: The Current Status of the CFA in Sri Lanka</td>
<td>63</td>
</tr>
<tr>
<td>Section 6: Empirical findings</td>
<td>91</td>
</tr>
<tr>
<td>Section 7: Discussion of findings</td>
<td>143</td>
</tr>
<tr>
<td>Section 8: Conclusions and recommendations</td>
<td>175</td>
</tr>
</tbody>
</table>

## References

## Annexes

<table>
<thead>
<tr>
<th>Annex</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Annex 1: The Terms of Reference</td>
<td></td>
</tr>
<tr>
<td>Annex 2: The Evaluation matrix</td>
<td></td>
</tr>
<tr>
<td>Annex 3: Tools</td>
<td></td>
</tr>
<tr>
<td>Annex 4: Sampling design</td>
<td></td>
</tr>
<tr>
<td>Annex 5: Summary of Previous Evaluation findings</td>
<td></td>
</tr>
</tbody>
</table>
Executive Summary

1. Background

1.1. Purpose and objectives of the Evaluation

The evaluation of the Child Friendly Approach (CFA) in Sri Lankan primary schools is a joint Government of Sri Lanka (GoSL) and UNICEF initiative. The purpose is to provide empirical evidence on changes in primary education resulting from CFA interventions to contribute to decision-making on Ministry of Education (MoE) policies and strategies for reforming basic education in Sri Lanka. Terms of reference (ToR) are included in Annex 1.

The objectives of the evaluation are to identify:

i) What elements of the CFA have worked well and why;
ii) What elements of the CFA have not worked well and why; and
iii) What elements of the CFA should be prioritized for further mainstreaming and scaling-up.

To do this the evaluation attempts to ascertain the results (outputs and outcomes) of CFA programming at school level in Sri Lanka and assess the relevance, effectiveness and efficiency of the interventions utilised in delivering these results. The evaluation also investigates the sustainability of CFA interventions. The evaluation includes a comparison of schools which have received targeted donor CFA support and those which have not (i.e. ‘treatment’ and ‘non-treatment’ schools).

This is an evaluation of an approach. It is not a standard project or programme evaluation, although it covers both of this. It is evaluating a concept, a framework and a range of interventions funded by GoSL and development partners in different funding arrangements. The evaluation has elements of a proof of concept research. It a complex and wide-ranging.

1.2 Evaluation Criteria

The main evaluation applies four of the DAC criteria for evaluating development assistance. It measures the relevance, effectiveness, efficiency and sustainability of the Child-Friendly Approach (CFA) in the Sri Lanka context. Key questions were provided in the ToR for these evaluation criteria. The CFA is evaluated in relation to its external environment, particularly in relation to government policies, plans and programming as well as programme interventions supported by other development partners. Evaluation questions were developed using the ToR to research these criteria (See Annex 2).

1.3 Evaluation Scope

The scope of the evaluation is the implementation of CFA from 2009-2014, though funding support commenced in 2002. This period includes several programmes with UNICEF support including the Basic Education Support Programme (BESP); Human Development through Quality Education and the Child Friendly Education Programme. In addition, support for the CFA was provided by NGOs such as Child Fund and Plan International and World Vision. Schools which received their support for the CFA are also included within this evaluation. It should be noted that there have been several different intervention packages rather than a standard set of activities.

The geographical scope for this evaluation is those provinces that have received targeted support from UNICEF and other development partners to implement the CFA. These are the Northern, Eastern, Central and Uva provinces.

The evaluation investigates three of the six Dimensions of the CFA in Sri Lanka in depth. These are as follows:
• Dimension 1: Rights-based and proactively inclusive;
• Dimension 3: Promoting quality learning outcomes; and
• Dimension 5: Child friendly schools are actively engaged with students, families and community.

The evaluation also considers indirectly Dimension 6: Supported by child-friendly systems, policies, practices and regulations.

This approach is pragmatic in that the majority of programme interventions are mainly linked to these. However, it is important to state that the MoE is involved in the implementation of all 6 dimensions and the overall integrity of the CFA as a holistic framework needs to be respected. Therefore, this evaluation includes some analysis of the CFA as a holistic approach, but focuses on specific interventions supported by development partners in particular.

1.4 Methods

This a complex evaluation which has necessitated the use of mixed methods. An evaluation matrix was developed on the basis of the ToR to guide the evaluation (See Annex 2). The following components contributed to the findings:

1.4.1 Document Review. A desk review was conducted of documents on primary education, the CFA, and the UNICEF Programme of Cooperation, including reports and evaluations, CFA guidelines and tool kits, reports on learning achievement. A substantial number of these were provided by UNICEF and complemented by an online search using key works related to the CFA and primary education in Sri Lanka.

1.4.2 Qualitative methods. Field observations were carried out where the CFA has been implemented at school level among the 1,359 schools supported by UNICEF. Also included were schools where CFA-related interventions have been supported by other development partners. The qualitative methods included key informant interviews and focus group discussions with key stakeholders in the Ministry of Education and the NIE, Provincial Education Offices, Zonal Offices and with principals and teachers at school level. Development partners were also interviewed. Tools for these qualitative data collections are included in Annex 3.

1.4.3 School sample-based survey consisting of (1) Principal and Teacher Questionnaires and (2) a Structured Classroom Observation Schedule. A classroom observation schedule (OS) developed by Hardman et al (2014) was adapted and validated to recording teacher-pupil interaction in teaching Language (Sinhala/Tamil), Mathematics and Environment Related Activities (ERA) in Grade 4 classrooms of selected schools. The purpose was to observe and measure the teaching and learning behaviours in primary classrooms to evaluate the differences between targeted and non-targeted schools (CFA and NCFA) schools. The OS was piloted in 12 classrooms and minor changes were made as necessary to the introductory sections of the observation schedule. A stratified random sample was selected on the basis of CFA implementation, district and medium of instruction. The data collection was conducted by trained enumerators that included 30 Sinhala medium enumerators who had consented to be enumerators from the batch of students who were enrolled in the MEd programme 2014/2015. 24 Tamil speaking enumerators comprising assistant directors and ISAs in primary education were selected from the Northern, Eastern and Central provinces to collect data from Tamil medium schools. Each enumerator was assigned 1-3 schools (See Annex 4).

1.4.4 Case studies. 6 case studies were conducted in rural schools to investigate in greater depth the results of CFA interventions in a single school and to gather additional data to support the triangulation of data from other sources mentioned above. The case studies also attempt to identify good practices and barriers to effectiveness.
1.5 The Evaluation Team.

The core evaluation team comprised a team of three: David Clarke (independent consultant), Subhashinie Wijesundera (Senior Lecturer) and Professor Prasad Sethunga from the Department of Education, University of Peradeniya, Kandy, Sri Lanka. They were assisted by a team of enumerators who were MEd students at the University of Peradeniya for the classroom observation study.

1.6 Methodological challenges and limitations

The evaluation faced a number of challenges. In practice distinguishing between targeted CFA and non-targeted CFA schools proved to be complex. This is a result of the implementation of a mainstreaming and targeted approach simultaneously. The establishment of Provincial Resource Teams (PRTs) has provided a capacity building resource that is available to all schools, targeted or non-targeted. Although provincial in-service training (INSET) budgets are small, the PRTs train both targeted and non-targeted schools. Both categories of school have benefited from centrally-driven MoE training initiatives e.g. 3 day residentially training on the CFA. All schools have received training and school grants through the PSI for school development planning.

There have been different packages of support for the CFA and schools have experienced it differently. For example, some schools received support for school infrastructure and furniture only, while others received teacher training, community awareness programmes, teaching and learning materials. The lack of a standard package is a confounding variable when evaluating the effectiveness of the interventions as it was not possible to differentiate specific support packages of support over time.

A further confounding issue was the spillover effect from targeted to non-targeted schools though the transfer of teachers, the widespread dissemination of CFA resources such as the Guidance Manual, and the diffusion of the approach through the setting up of model schools and the conducting of exchange visits. This has resulted in the blurring of boundaries between targeted and non-targeted CFA schools. In a sense all primary schools and sections are child friendly schools. It was therefore necessary not only to compare targeted and non-targeted schools, but also to look at the overall results in schools regardless of nominal status.

Targeted schools have received additional support that includes the following:

- CFA training for school principals which includes orientation, planning and monitoring;
- Training for teachers which included CFA orientation, CCM training, Essential Learning Competency (ELC) monitoring training;
- School Self-Assessment (SSA) and School Development Plan (SDP) training;
- Literacy promotion activities;
- Teaching and learning materials (TLM);
- CFA monitoring workshops;
- Provision of play parks;
- Renovation of WASH facilities;
- Classroom repairs;
- Experience visits to other schools.

As a result of this complex picture of interventions, analysis of data from CFA and NCFA schools has focused on aggregate results to obtain a general picture of CFA implementation across schools, but comparisons of CFA and NCFA schools to try to ascertain the results from the targeting strategy.

The main limitations encountered during this evaluation were related to the availability of data. The CFA has been implemented without a comprehensive situation analysis to inform programming priorities, baseline data to support the tracking of progress or regular M&E data concerning the uptake of interventions and their effects in schools. Further data gaps were encountered during field visits when it was found that school record keeping appears to be poor
in many instances and some key statistics e.g. attendance and drop out were not available at the school level and thus to this evaluation. There are few data obtained during the evaluation process on the perspectives of the children in relation to their experience of the CFA in school. Further research is required to analyse their perspectives on their experience of the changes resulting from CFA on the child-friendliness of their schools, teaching and learning and their participation in school activities.

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1.7 Ethical considerations

In the data analysis, the issue of confidentiality was important, and data was stored in a manner that did not identify individuals. All transcripts remained under evaluation team control, unnecessary copies were not made, and a good record was made of the location of all copies (in both electronic and other formats).

The fieldwork followed United Nations Evaluation Group (UNEG) Ethical Guidelines as well as UNICEF Ethics Procedures. While conducting interviews, focus group discussions, and observations, the evaluation team ensured that there was always a minimum of two people present, and informed consent was sought from all respondents, who were assured of the confidentiality of answers. Respondents were free to opt out of participating at any time. Participants were assured that the data collected would remain secure and confidential, and that the names of respondents would be removed before any notes were submitted to UNICEF.

2. The context for CFA Implementation

2.1 Primary education in Sri Lanka

2.1.1. The quality of education outcomes is fundamental to Sri Lanka’s socio-economic development. This applies as much to primary education as to any other level of education in the system. It can be argued that primary education has not enjoyed the level of priority it needs to develop the essential foundational skills, values and knowledge that all children need. Sri Lanka has made impressive advances in universalizing access to primary and lower education (general education). This has resulted in low levels of non-enrolment and drop out at primary level. Gender parity in enrolments has been achieved. However, there are vulnerable groups. Children with disabilities and estate children are two groups that are particularly at risk of educational exclusion. Some teachers have negative attitudes towards disadvantaged children which can lead to exclusion within the school setting. Corporal and other forms of harsh punishment remain in use in some classrooms in a social context where physical punishment is widely used in socialisation.

2.1.2. A critical issue is quality. Many children fail to achieve mastery levels of the essential learning competencies (ELCs) at the three key stages (KS 1-3). A process of silent exclusion can occur when children progress through school but do not achieve, which is often compounded by poor attendance. Among the issues to be addressed are poor quality teacher preparation; the demanding primary curriculum; and provision of adequate teaching and learning materials. At the heart of the problem is the quality of teaching and learning. Teachers are not well prepared for teaching in primary education and lack skills in child-centred methods.

2.1.3. Another critical issue is equity. There are wide disparities across and within provinces in school facilities and resources, teacher deployment and learning outcomes. Many schools do not have adequate water and sanitation facilities. Remote rural schools appear to be particularly disadvantaged. There appears to be no mechanism to reduce variation in educational opportunity between schools.

2.1.4. There are systematic problems in primary education which include the organization of primary education into schools (Type 3) and sections (all other types of schools); poor quality
preparation of teachers for this level, teacher deployment and the dominance of the testing regime at Grade 5 level. The Grade 5 Scholarship Examination has a strong wash-back effect on teaching and learning, affecting all but the first two years of primary schooling. It undermines many of the 1997 reforms in teaching and learning at this level.

2.1.5 While there are policies at the primary level which have been introduced to address demand and supply side issues in access, there is a lack of a specific national policy framework for primary education. The School Health Programme (SHPP) is comprehensive and provides a range of services that support the health, development and attendance of children. The 1997 Education Reforms represent the most significant set of reform actions that involve primary education and in particular the competency-based curriculum. This may be too demanding and overloaded. The recommended pedagogy of active learning is often not followed.

2.1.6 Education financing is a critically important issue. Primary education in Sri Lanka has been chronically underfunded, which in part explains the quality and equity issues to be faced. UIS estimate the share of GDP allocated to education in 2012 to be 1.7 per cent, the lowest among countries in the region and among lower middle-income countries. In 2016, the GoSL is planning substantial increases in the education budget. It is not yet clear how allocations have been made or the level of priority that is being given to primary education. A pledge has been made to increase the education budget up to 6 per cent of GDP by 2020. This is a positive development and an opportunity to address some of the structural problems that have been described in this section that have arisen due to inadequate state financing of primary education.

2.1.7 There are multiple implications for implementing the CFA which arise from the current status of primary education. It needs to be based on a rigorous analysis of the critical development issues in the sub-sector; it needs to be data-driven as far as possible. A prime concern needs to be improving equity in service delivery within and between schools. Targeted support to schools in disadvantaged communities is needed. A strategic approach to improving quality in teaching and learning is required, particularly in view of the some of the strategic constraints which include weak management of some primary sections, low levels of funding and inadequate teacher preparation. This implies that CFA implementation must be clearly linked to policy and longer term reform processes to address these issues, which can undermine its effectiveness.

2.2 The Child Friendly School (CFS) and the Child Friendly Approach (CFA)

2.2.1 The Child Friendly School (CFS) Framework was developed by UNICEF in the late 1990s as a means of operationalizing Child Rights in general and the United Nations Convention on the Rights of the Child (CRC) in the education sector. The CRC provided the main principles that underpin the Child-Friendly Approach (CFA). These emphasise the right of all children to receive free and compulsory education in settings that encourage enrolment and attendance; institute discipline humanely and fairly; develop the personality, talents and abilities of students to their fullest potential; respect children’s human rights and fundamental freedoms; respect and encourage the child’s own cultural identity, language and values as well as the national culture and values; and prepare the child to live as a free, responsible individual who is respectful of other persons and the natural environment (UNICEF, 2009).

2.2.2 The first attributed CFS programme to be implemented was in Thailand in 1997 (UNICEF, 2006) and this model has been influential in elaborating the CFS approach internationally. The Education Section of UNICEF’s Programme Office subsequently launched the CFS initiative in 1999. The CFS initiative gained considerable traction following the adoption of the Dakar Framework for Action for EFA in 2000. It became UNICEF’s flagship programme for EFA and was widely supported through its country programmes. By 2009, it was being implemented in 95 countries according to the Global Evaluation Report on CFS Programming (UNICEF, 2009).

2.2.3 The Global Evaluation of Child-Friendly Schools (UNICEF, 2009) developed a conceptual model to guide the evaluation in a range of country contexts. Three key underlying principles of the approach were identified:
i) **Child-centredness.** This includes child-centred pedagogy in which children are active participants and healthy, safe and protective learning environments provided through appropriate architecture, services, policies and action;

ii) **Democratic participation.** This includes policies and services to support fairness, non-discrimination and participation; strong links with home, school and community; and children, families and communities as active participants in school decision making;

iii) **Inclusiveness.** Child-friendly schools are child seeking; inclusive and welcoming for all students; gender-sensitive and girl-friendly. They have policies and services which encourage attendance and retention.

2.2.4 The CFA also provides a framework that can be used for i) analysis of current activities in schools, ii) developing policies for schools and iii) programming in strategic areas of school operations. The CFA framework was originally developed with 5 dimensions that serve to define the characteristics a child-friendly school (UNICEF, 2006). These dimensions provide a holistic framework for identifying appropriate interventions for the particular national context.

2.2.5 As the CFA is complex, it seems important to adopt systems approach and to apply the framework to the development of the core areas of education service delivery, such as policy, curriculum development, teacher education, school infrastructure, facilities and resources, school-based management, community participation etc. as implied in the UNICEF guidance (2006). Thus, CFA implementation needs to be strategic, working both upstream and downstream in the education sector with a view to developing a national approach, which may have sub-national variation to address issues in different socioeconomic contexts at decentralised levels.

2.3 The evolution of the CFA in Sri Lanka

2.3.1 The CFA is relatively long-standing in Sri Lanka. It was first introduced as a pilot project in 2002 with UNICEF support in line with the global flagship programme for Child-Friendly Schools to translate the UN Convention on the Rights of the Child (CRC) into action in primary education. The success of this resulted in the development of a country-specific CFA Framework to inform national implementation in 2007. The BESP with support from AusAID (2008-2012) enabled a significant scaling up of CFA-related targeted interventions in target provinces. This also provided a significant contribution to the reconstruction of primary education in the North after the cessation of hostilities in the civil conflict. NGOs such as Plan International, Child Fund and World Vision have also included the CFA in their programming in schools.

2.3.2 Various strategies have been implemented to mainstream the CFA in primary education. These include i) advocacy at the national level; ii) capacity building at national and provincial levels; iii) the development of the CFA framework with 6 CFA Dimensions and related criteria and guidance tools and iv) a multi-level systems approach down to the provincial, zonal and ultimately school level. The Sri Lanka CFA framework provides a holistic approach to improving the delivery of primary education in Sri Lanka from multiple perspectives. The 6 dimensions include: i) access, equity and inclusion; ii) gender responsiveness, equity and equality; iii) quality, effectiveness and assessment iv) school health, safety and protection; v) participation and empowerment of children, parents and communities and vi) education system strengthening. This is a comprehensive set of perspectives; no major area of education discourse or practice is omitted. They are also congruent with the abovementioned core CFS principles of child-centredness, democratic participation and inclusiveness.

2.3.4 The evolution and scaling up of the CFA has occurred without any clear national policy or costed strategic plan to guide the process or the quantity and quality of outcomes. A circular has not been issued concerning CFA implementation. Development partner support has been provided using project modalities rather than national programming and various targets have been set for each project. These have worked to build capacity at Provincial level through annual plans and the establishment of Provincial Resource Teams. The zonal level has been particularly important for delivering technical support to schools. In essence, it has been a process of budget support to the selected provinces. As such CFA programming has supported
a measure of decentralization. It has also provided a vehicle for introducing innovation as well as consolidating existing MoE interventions. Innovative practices include the school self-assessment (SSA) and existing initiatives include the school development plan (SDP). At the national level, the CFA principles have been mainstreamed into a number of MoE tools and the pre-service teacher training curricula. A Guidance Manual for the CFA has been published by the MoE (2013) and widely disseminated in schools.

2.3.5 For a short period the CFA was given strong Presidential support. A Child Friendly Unit (CFU) was established at the Presidential Secretariat in 2012. It was selected as the means by which 5,000 primary feeder schools would be developed to serve secondary schools across the country. Allocations of SL 500,000 rupees would be given to each participating school for infrastructure development. 1552 schools with less than 50 students were also developed. A multi-sectoral action plan was developed for CFA scaling up involving a very wide range of Ministries: 12 in all (e.g. Geological Survey and Mines Bureau, Marine Environment Conservation Authority, National Gem and Jewellery Authority and the State Timber Company). It was never fully implemented. It is hard not to draw the conclusion that the effort would have been better invested in preparing an action plan focusing on primary education and the roles of Education authorities in implementation. A change of government resulted in the CFU being disestablished and the special initiatives were abandoned. This evaluation will allow the MoE to take stock of the CFA in the current situation.

2.3.6 This is not the first evaluation of the CFA in Sri Lanka. Previous evaluation studies have yielded a considerable amount of data, mostly qualitative, on the performance of the CFA over the years. The findings from these inform this particular evaluation. The independent evaluation of the BESP (2012) highlighted the lack of data on the effect of CFA on classroom teaching and learning and the uptake of CFA interventions at the school level.

3. The current status of the CFA

3.1 The CFA is both a national and a provincial programme. The CFA has been developed at a central MoE level and is implemented through Provincial Ministries of Education and Provincial Resource Teams. Zonal Education Offices play a key role in implementation. ISAs are responsible for capacity building at school level. The CFA has been mobilized to support existing reforms and initiatives within the framework of the Education Sector Development Framework Plan (ESDFP). An important contribution lies in the mainstreaming of child-friendly principles and practices within those interventions. The CFA provides a vision for the primary school or section. This is expressed in a number of statements in the CFA Guidance Manual (MoE, 2013), which is the document of reference for the CFA. The criteria for the 6 CFA Dimensions have been revised slightly in the MoE CFA Guidance Manual demonstrating that this is a living framework that can be revised.

3.3 Implementation of the CFA is being supported by UNICEF through different programmes involving donor funding. The Australian Government-funded (DFAT) successor programme to BESP is the Child Friendly Education Programme (CFEP) which includes primary and lower secondary education and the Human Development through the Human Development through Quality Education Programme (HDQEP) with Republic of Korea Government funding (KOICA). In addition, NGOs such as Plan International and Child Fund provide support for the CFA though their programming. HDQEP targets 24 schools in 2 Provinces (Eastern and Northern). CFEP and HDEQ have different but complementary objectives.

3.4 In addition, Child Fund, Plan International and World Vision include the CFA in their programming. There is an agreement no to duplicate support in the same schools, although this has happened in some instances. The NGOs implement the CFA in line with their own programming priorities. Plan International, for example, puts emphasis on child participation and has specific tools to facilitate this. The CFA framework is also used for schools to develop their own initiatives, for example in attendance monitoring. This highlights the fact that there is variation in implementation support and schools can quite widely different experiences of the CFA in practice.
3.5 The MoE at present has little in the way of formal policy with which to support implementation of the CFA framework and related interventions in all schools in the country. Such a policy should ideally identify the rationale for CFA, prioritise interventions and describe roles and responsibilities at all levels of the education system to enable effective and efficient implementation.

3.6 A de facto policy instrument is the medium-term national Education Sector Development Framework Plan (ESDFP) Phase II document for the period 2013-2017. This includes the CFA in one of the strategic themes. The third theme: **strengthen governance and service delivery of education** includes CFA in terms of **strengthening the child-friendly school approach in all schools** with the anticipatory outcome of **CFA strengthened in all schools**.

The second theme: **improve the quality of primary and secondary education** is more expansive about the importance of the CFA to the qualitative development of primary education. CFA is specifically mentioned in four objectives and represents a reduced focus for the CFA, but national implementation is an objective (but not fully defined as to what this entails):

1. Improve the **quality** of primary education through establishing an inclusive, enabling learning environment within a child-friendly framework (CFF);
2. Elimination of **corporal punishment** and other forms of punishment which violate child rights in the schools through regulations and creating awareness among school communities in this connection through the CFF;
3. Ensure provision of safe and protective learning environment in line with emergencies and disasters and ensure functioning of quality counseling services within the CFF;
4. Ensure all schools implement the **CFS framework**.

3.7 In practice, a key implementation instrument is the Government of Sri Lanka (GoSL) and UNICEF multi-year work plan. Funding for CFA implementation is provided by UNICEF head office thematic funds and is allocated for education and health sector in the five-year plan and budget. Detailed plans and annual work plans are prepared, aligning them with the Education Sector Development Framework Programme (ESDFP) of the Ministry of Education.

3.8 The following implementation activities have been derived from available programme literature:

- Advocacy and strategic communication (e.g. awareness raising around CFA issues);
- Training (e.g. ISAs, principals, teachers)
- Targeted funding (e.g. for SDP implementation);
- Resource development (e.g. teaching and learning materials); and
- Policy development (e.g. CFA implementation guidance; inclusive education guidelines, development of school standards).

3.9 These have led to interventions in curriculum development, teacher training, school-based management and M&E/strategic information. 12 products have been developed related to CFA implementation at the national level and a number have been developed at the provincial level. These products are currently being rolled out.

4. **Key findings**

**The CFA has been an important positive factor in primary education development**

The CFA has been important as an idea and a set of actions, both theory and practice. It has been instrumental in changing ideas about how primary education is delivered, about what a school looks like and how it is experienced by children. It has brought about changes in the ways in which school principals and teachers view children and how they should interact with them in the classroom and in the school setting more generally. The CFA has helped people think more deeply and systemically about primary education. There is now the recognition that primary education reform involves changing culture, changing the attitudes and behaviours of all stakeholders involved in its delivery.
4.1 Relevance of the CFA

4.1.1 The CFA is found to be relevant to education reform in general and to the development of primary education in particular. It has ownership at both national and provincial education authority levels. It is a vehicle for promoting child rights. The CFA is a comprehensive holistic framework which covers all essential aspects of primary education sector delivery. It has been adapted from a global model to meet local needs. This is a major strength. It is considered relevant to the needs of multiple education sector stakeholders. This can also be a weakness as it can seem to be all embracing and the boundaries unclear. It is complex and hard to monitor. This can make it difficult to communicate to school communities in general and parents in particular. It does not appear that children have been targeted for CFA awareness, although this is consistent with the approach.

- The CFA is highly relevant to primary education a development framework for a child-rights perspective. The notion of a child-friendly school appears to be quite widely accepted in Sri Lanka. It embraces many different understandings but which primarily include joyful learning and happiness at school. This is relevant to a context where traditional education service delivery may be experienced as teacher-centred, boring, meaningless and oppressive. This problem has been recognized by the Government and the 1997 reforms are in part a response. The CFA Framework is relevant to primary education development. The CFA has been a useful adjunct in implementing the 1997 reforms; the CFA Framework includes some of these (E.g. Essential Learning Competencies). The child-friendly idea seems to be sticky, easy to absorb and capable of bringing about changes in attitudes of those responsible for delivery of primary schooling. It is a tool for changing school cultures. In key informant interviews with MoE and NIE, it was variously described as a good philosophy, a useful concept and a great concept. The CFA works less well as a concept that can be fully-defined; consequently, conceptual understandings of the term vary considerably among stakeholders and are even contested by some education specialists.

- The CFA is owned by education sector stakeholders at national and provincial levels. The relevance of the CFA to primary education development is recognized by MoE and integrated in the ESDFP (ESDFP1, 2006-2011 and ESDFP2, 2012-2017). This is strong evidence of ownership. The CFA is to be implemented in all primary schools. Key informant interviews in the Ministry of Education (MoE), National Institute of Education (NIE) and at the Provincial level consistently emphasized the relevance and usefulness of the CFA as a conceptual framework for enhancing education sector development.

- The CFA provides a vehicle for promoting child rights in primary education. In the ESDFP 2, the CFA is explicitly linked with child rights in relation to eliminating corporal and other forms of harsh punishment that violate child rights. This has been an important focus of implementation in schools. In key informant interviews at the MoE, it was mentioned that the CFA provides a template for human rights-based approach (HRBA) to education. The main concerns lie with implementation and raising awareness of child rights at school, in communities and among parents. The voice of the child was raised as an important, but neglected issue.

- There has been insufficient attention to gathering and analysing strategic information to ensure the maximum relevance of CFA interventions. A significant gap has been the lack of a situation analysis of primary education from a child rights perspective to inform CFA policy formulation and programme development. As a result there has been a lack of baseline data on key issues that have severely impeded the targeting of interventions and the tracking of progress with regard to the impact of interventions.

- The recent situation analysis on out of school children (UNICEF, 2013) provides relevant findings and recommendations that need to be included in the CFA. A situation analysis has recently been conducted of children out of school in Sri Lanka by the MoE with support from UNICEF and UIS (UNICEF, 2013) as part of a global initiative. The study used the 5 Dimensions of Exclusion to analyse the problem. This has enabled the development of profiles of excluded children and an estimate of 1.9 per cent of primary school-age children out of school. The original CFA focus in Dimension 1 was on preventing drop out and re-integrating children who had dropped
out back into school. A better understanding of the factors that result in non-enrolment and drop out is provided by study. This now needs to be factored into the CFA Framework and its related activities.

- The activities being currently implemented in relation to the CFA are broadly relevant to the achievement of its objectives. On the basis of a document review and key informant interviews, it has been possible to identify a number of key intervention areas. These are: i) advocacy and strategic communication (e.g. awareness raising around CFA issues); ii) training (e.g. principals, teachers, ISAs); iii) targeted funding (e.g. for SDP implementation in schools); iii) Resource development (e.g. teaching and learning materials); iv) Policy development (e.g. CFA implementation guidance; inclusive education guidelines, development of school standards). These are all relevant to achieving CFA objectives. In addition a systems approach has been adopted (See CFA Dimension 6) and activities have been implemented to support curriculum development, teacher training, school based management and M&E/Strategic information. The CFA has been mainstreamed in the system as a strategy. This is appropriate, but requires a joined-up approach involving effective coordination of all relevant departments and agencies to work well.

- The CFA training is considered to be relevant by both trainers and trainees, but a systematic training needs analysis has not been conducted to ensure the optimum relevance of training processes and packages. There was evidence of demand for CFA training from school principals and teachers in field visits key informant interviews and in the school case studies. The training packages have evolved in line with CFA implementation. The quality of these need to be kept under constant objective review to ensure they fully meet the needs of trainees. Not all trainees found the training sufficiently focused in terms of supporting their skills development. The lack of any systemic training needs analysis is a clear shortcoming. A great deal of training has taken place involving ISAs, principals and teachers, but the absence of a training needs analysis and clear training strategy has likely been a significant constraint in optimizing the relevance for trainees.

- The CFA activities being implemented are relevant to the 3 CFA Dimensions under evaluation but some highly relevant issues/activities are not included in the current CFA framework. The core activities of supporting catchment area mapping, SAC functioning, NFE support for out of school children, teacher training and school planning (SSA and SDP) lie within the mainstream of primary education development. In terms of their objectives, they are relevant to school effectiveness and to the mainstreaming of the CFA. Some gap areas in the existing MoE CFA Framework in which highly relevant issues and interventions are lacking are: i) Dimension 1: Inclusive Education; Demand-side issues and interventions; ii) Dimension 3: Remedial education for slow learners; Equity in teaching processes and learning outcomes; and iii) Dimension 5. Enabling child voice and participation in school matters; parental participation in the progress of their children at school.

- The CFA Guidance Manual needs to be kept up to date and include the evolving programmes of activities in order to remain relevant. The Guidance Manual on the CFA (MoE, 2012) is already out of date in that the illustrative activities included do not fully match those being implemented in schools. This illustrates the fact that the CFA has enabled new practices to be introduced into schools. However, to be relevant for school principals and teachers who have access to the manual, it is important that it describes the core activities of the approach and how these are to be implemented. These need to be reviewed and plans made to revise the manual in line with the findings.

4.2 Effectiveness of the CFA

Measuring the effectiveness of the CFA is problematic in the absence of a well-developed functioning M&E system. There are multiple reasons why objectively measuring the effectiveness of the CFA is problematic. There are no agreed benchmarks or standards for effectiveness in relation to the different CFA Dimensions for primary sections and schools in Sri Lanka. This makes it difficult to assess the extent to which all schools are reaching minimum standards and whether improvements are being made over time. There are no time-series data available from CFA M&E, so that trends in effectiveness cannot be identified. It has been
difficult to develop appropriate indicators to measure and monitor effectiveness. Indicators have been developed for each of the 4 criteria for CFA Dimension 1 (MoE, 2008) and subsequent efforts have been made to improve these. It is safe to say that currently there is a lack of an effective M&E system that can track the effectiveness of interventions at a system level. In fact, it does not seem possible even to track the basic coverage of interventions in primary schools and sections.

4.2.1 The implementation of CFA Dimension 1: (Rights-based and proactively inclusive) has arguably been the most effective of all the dimensions in the CFA Framework. Schools are putting in place a range of mechanisms for preventing drop out, but which mainly focus on attendance monitoring. Gender equality is being promoted in the classroom and there is empirical evidence of it being practiced in teaching and learning. There is widespread awareness in schools of the harmfulness of corporal punishment and its practice appears to be to be in decline, although no statistics are available. School communities are becoming increasingly aware of child rights. The quality of school-based management appears to be fundamentally important in determining the effectiveness of interventions; data record keeping was found to be a systemic issue and the lack of available statistics in the sample schools meant that it was not possible to calculate drop out or attendance rates and hence the effectiveness of the interventions.

Criterion 1: Effective mechanisms for preventing dropouts and responding to out of school girls and boys are in place. And in use.

- **Coverage rates of interventions need to be enhanced.** The overall coverage in ‘CFA schools’ of interventions related to functioning mechanisms preventing drop out and reintegrating into school children who have dropped out is far from universal (100 per cent of CFA ‘intervention schools’). According to data obtained from the Classroom Observation Study, 58 per cent of targeted CFA schools have conducted school catchment area mapping. This means that 42 per cent have not done so. 62 per cent of CFA schools had established Compulsory Education Committees (CECs); 38 per cent had not done so. 72 per cent had established School Attendance Committees (SACs); 28 per cent had not. It should be highlighted that 100 per cent coverage of these mechanisms has been achieved in some districts which suggests that in these effective implementation strategies are being practiced.

- **The effective functioning of the ‘mechanism’ appears to vary from school to school and this appears to relate to the quality of school based management.** Motivation is variable which may indicate a problem with the incentive framework. The commitment and capability of the principal appears to be an important success factor. Record keeping of statistics obtained through the ‘mechanism’ is not conducted in all schools.

- **Data obtained on out of school children at the school level are unavailable in the majority of CFS schools (86 per cent) or unreliable.** There are problems with both data availability and quality. It was found that when the data obtained are aggregated, the number of out of school children reintegrated outnumber the number identified through the catchment area mapping processes. Schools could not provide either population or drop out data. Data on participation of drop out children in ALP and other NFE programmes are incomplete in schools. The available data suggest very low levels of participation, which would be expected given the low drop out rates in primary schools.

- **It was not possible to measure the effectiveness of attendance monitoring.** Data on student attendance were not available at the school level in approximately 50 per cent of CFA intervention schools for 3 school years covering the period 2012-2014 and reliable statistics could not be calculated on the basis of the limited data. On the positive side around 50 per cent of CFA schools were keeping attendance records. The lack of attendance records in many schools may be indicative of weaknesses in school-based management and the functioning of the SACs. Further investigation of attendance monitoring is warranted.

- **Some schools have particularly low attendance rates which are attributed to social factors.** These are demand side factors rather than supply side (e.g. school factors). A range of factors was encountered including: poverty; hunger; poor health,
domestic work (girls); family dysfunction; lack of parental interest in education; the effects of conflict; and the absence or death of parents. These suggest the importance of social protection policies and support for education.

- **It is too early to measure the effectiveness of CFA interventions aimed at supporting inclusive education.** There was little evidence of any effect in the classroom observation study or school case studies. The CFA has supported the development of the toolkit for teachers which helps them to identify children with SEN. There is reportedly a shortage of SEN Units in schools. The deficit is most serious in rural areas. Training in inclusive education is needed for principals and teachers. In the classroom observation study, the inclusion of special needs children in teacher questioning was a practice which was absent or rarely occurred in 66.2% of lessons. Inclusive education is complex and the CFA can probably achieve only limited results in the absence of a clearly defined national policy and costed medium-term strategy to implement it in all schools.

**Criterion 2: All boys and girls have equal access to all activities and resources in school**

- Classroom observation found that interventions to promote gender equality in teaching and learning processes are having some effect in that behaviours favourable to this were commonly observed. The classroom observation study found that that the teachers commonly exhibit behaviours that promote gender equality in classrooms, such as: i) encouraging equal participation of girls and boys; ii) providing equal opportunities for girls and boys to answer teacher questions; and iii) providing equal amounts of feedback to girls and boys. The lack of any baseline data requires caution in interpreting these findings, but it does appear that some of the aims of CFA training relating to the promotion of gender equality are being translated into practice.

**Criterion 3: Corporal or psychological punishments are not practiced. Preventive measure for and responses against bullying and harassment are in place**

- The CFA has been effective in promoting positive discipline and reducing corporal punishment, but harsh punishments or language are still being practised in some classrooms. Assessing the effectiveness of CFA interventions to promote positive discipline is problematic as there are no data on the use of corporal punishment or indeed any other form of harsh or psychological punishment. Key informant interviews and case studies found widespread awareness of the issue and a commitment to eliminate it using positive discipline. This can be attributed to CFA training and awareness raising efforts. Some school principals admitted that some corporal punishment is still administered in the classroom. In one case, this was reportedly in ‘extreme cases’. Children who are late may be given school cleaning duties, but not in lesson time. In FGDs with teachers, some expressed the view that they cannot always use a soft approach and sometimes have to talk to the children with ‘hard words’ to control student behaviour. Some schools have School Discipline Committees. These appear to play a role in disciplining children where their cases are referred to the committee and parents are invited to attend. How this committee functions needs to be considered within the CFA Framework and appropriate child-friendly guidelines provided to all schools.

**Criterion 4: The entire school community is knowledgeable on the Rights of the Child. School undertakings are based on this understanding**

- School community awareness of child rights is increasing. The lack of baseline data make it hazardous to identify any trends using statistical data. However, it is likely that the CFA has made a positive contribution. Data obtained through the classroom observation study found that 80 per cent of the school SDP committee members were aware of child rights (20 per cent of these were assessed as ‘thoroughly aware’) in targeted CFA schools. All school principals had at least some awareness of child rights. Field visits revealed that some schools have taken the opportunity to educate the community about child rights. This appears to be related to the motivation and
capability of the school principal. Key informant interviews indicated that the awareness of parents about the rights of children had increased. Children are more aware of issues such as child abuse, sexual abuse and child protection. Parents are more likely to come to school, to discuss their children’s education with teachers and to help the school.

4.2.3 The implementation of CFA Dimension 3 (Promoting quality learning outcomes) is arguably the most critical in the current context of primary education, but the most problematic as regards effectiveness. There are some empirical successes. Adequate human resources and classroom facilities are available to support learning in the majority of targeted schools, although there are shortages of classroom equipment. Interventions to improve school infrastructure and attractiveness in particular are transformative. Lesson planning is in need of attention; the role of school-based management appears to be important in ensuring all plans are available and up to standard.

Criterion 1: Adequate human resources and classroom facilities are available to support learning

- School attractiveness interventions make a transformative difference to school and classroom climates. The physical environment is important to children’s perceptions of the child-friendliness of the school. Field visits to schools indicated that classroom decoration including displays of student work and learning aids was becoming universalized. These interventions can make what would otherwise be a dull room a lively and cheerful learning environment. They are low cost but transformative. This is a facet of the CFA that is easy to understand and communicate. Teachers consider classroom maintenance and attractiveness for children as integral to the CFA concept.

- There is a substantial number of targeted CFA schools with inadequate physical plant and which are also overcrowded. Many schools lack adequate levels of equipment, although support for CFA has delivered equipment to some schools. However, 76 per cent of targeted CFA schools had good quality furniture. Textbook physical quality is generally good. In the classroom observation study it was found that 32 per cent of targeted CFA schools were considered to have inadequate physical plant; 20 per cent were overcrowded. The majority of schools in the classroom observation study had deficient levels of equipment; (78 per cent of CFA schools). Schools lack necessary equipment such as white boards, OHP, multi media projectors and computers. Even blackboards may be in a poor state. The provision of good quality classroom furniture was a common input of UNICEF CFA support. This was observed in case study schools and field visits. This is beneficial in terms of attractiveness, comfort and flexibility in terms of teachers being able to change the configuration of classroom furniture for participatory activities. While the stock of textbooks is generally good, it was found that 27 per cent of targeted CFA schools had textbooks that were assessed as being of poor physical quality.

- The provision of reading corners and reading books is an important contribution to classroom learning resources, but a more comprehensive approach to strengthening early grade reading is needed. Field visits to schools enabled observation of reading corners and school libraries in use. They are clearly valued by the children in school contexts where there are relatively few reading materials for young learners aside from textbooks. The provision of reading materials without a clear strategy to improve early grade reading attainment seems to be a significant shortcoming in the CFA approach to improve the quality of learning outcomes. There appeared to be limited awareness of early grade reading issues in key stakeholder interviews. This is a critically important issue to be considered in developing future CFA programming.

- While the majority of CFA schools have lesson plans available, there appear to be systemic problems concerning their availability and use. It was observed that 78 per cent of targeted CFA schools had annual teaching plans available; 87 per cent of schools had term teaching plans available and 66 per cent of schools had daily lesson plans available. This indicates that lesson planning is not being conducted systematically in all schools. In some districts, 100 per cent of targeted CFA schools had annual and term teaching plans available, though not daily lesson plans. This
points again to the importance of school-based management in ensuring that all lesson plans are available for teaching and inspection.

- **The majority of lesson plans in targeted CFA schools were assessed as being 'good' or 'very good' but a substantial number of lesson plans were assessed as being 'unsatisfactory' or 'poor.'** The majority of lesson plans were assessed as 'good' or 'very good' for CFA schools (72.6 per cent). 25.4 per cent were considered to be 'unsatisfactory' or 'poor'. This represents a substantial proportion of unsatisfactory lesson plans. This points to the importance of school based management again in terms of ensuring standards in lesson planning.

- **Teacher deployment is a constraint in effectiveness. Rural schools are often short of teachers and short of qualified, trained primary teachers.** Teacher shortages were reported in 50 per cent of targeted CFA schools in the classroom observation study and a surplus in 14 per cent. The case study schools were variously found to have teacher shortages, newly appointed teacher and teachers not specialised in primary education.

**Criterion 2: The classroom is inclusive, stress-free and democratic. Conducive to learning**

- **The majority (71.5 per cent) of teachers in targeted CFA schools were observed to have a good general manner of teaching overall.** The professionalism of teachers was investigated in terms of three variables: i) teachers' appearance; ii) punctuality and time keeping; and iii) general manner (i.e. confidence, commitment and communication). It was found that 15.9 per cent and 55.6 per cent had a 'very good' and 'good' general manner respectively. 28.5 per cent were assessed as satisfactory. This suggests that CFA training is playing a positive role in teacher development and fostering professional behaviours, although it is not possible to identify any trends.

- **The classroom observation research found that teachers are regularly using teaching behaviours that develop and maintain good relationships with their class in targeted CFA schools.** These included relating well to the class; knowing pupil names, moving around and interacting with the class, displaying appositive tone and exhibiting personal enthusiasm. Teachers also commonly emphasise the key points of the lesson and evaluate pupil answers which are conducive to learning.

- **Teachers are not commonly using a range of key teaching behaviours that are good practices in lesson delivery, supportive of learning and indicative of a well-planned lesson.** Teachers are not commonly using teaching and learning materials, including the blackboard, effectively. Effective time management was absent or rarely observed in 46.4% of lessons. Significant variations were found across districts in the use of effective teaching and learning practices. Among the least commonly observed behaviours were those which are indicative of a well-planned lesson. These included stating lesson objectives, checking for prior knowledge among the pupils and summarizing the key points throughout the lesson. These behaviours were observed rarely or never in more than 30 per cent of lessons. Also among the least commonly observed behaviours were those relating to the effective use of teaching and learning materials in the classroom. The backboard is perhaps the most common teaching aid available and yet it was observed that teachers did not commonly make effective use of it. Similarly teachers did not commonly use a range of instructional materials or explain materials clearly or accurately.

- **Teachers in Type 3 schools were more likely to have better relationships with the students and to have a more positive classroom climate.** In a significantly high percentage of lessons observed in Type 3 schools, the teachers were more likely to; relate well to the students, exhibit personal enthusiasm, move around the classroom to interact with individual pupils, promote gender equity by providing equal opportunities for girls and boys to answer questions. They were also more likely to use some of the better assessment practices such as evaluation of pupil answers, providing equal amount of feedback to boys and girls and probing pupil answers. These findings suggest that type 3 schools i.e. those which are primary schools only, are better able to put the CFA into practice than those which also contain secondary sections. This seems to be an important finding. A type 3 school, it is hypothesized is likely to be more able to focus on developing primary education.
There are significant differences in teaching behaviours in Sinhalese and Tamil medium schools. Tamil medium teachers were more likely to engage in more dialogic practices of; allowing pupils to ask questions, build pupils’ answers to subsequent questions, comment on pupil answers, and to probe and evaluate pupils’ answers. Further to that they were more likely to use good lesson introduction, development and questioning practices in their lessons and the practices that promote gender equity and inclusion. They were also more likely to be teacher centered and to ask closed questions and to use cued elicitation and chorus responses. Sinhala medium teachers were more likely to; ask open-ended questions, know pupil names and move around the class to interact with individual pupils.

There was some evidence of teachers having prejudicial attitudes towards slow learners. In case study schools, some teachers revealed negative attitudes towards slow learners or ‘backward’ children. It is difficult to find the time to teach them and complete the curriculum. They are more demanding of teacher’s attention.

Criterion 3: School curriculum is suitably adapted to include the local environment, culture and knowledge

No evidence was obtained to assess the extent to which teachers were adapting the school curriculum to the local environment. It is beyond the scope of this evaluation to conduct a review of the curriculum.

Criterion 4: Through opportunities provided and by their own initiatives, teachers are continually improving their capacity

Teachers are being trained in CFA related principles and practices. Opportunities for in-service training are being provided through the CFA. A range of areas in being addressed and training packages are still in the process of being developed.

At the school level records of such training do not appear to be kept. As a result it is not possible to assess the quantity of training or the content that teachers in a particular school have had.

Criterion 5: Child-centred teaching methodologies are used

Child-centred teaching is not yet standard classroom practice. Pair and group work are never or rarely used in more than 50 per cent of lessons. Among the teaching behaviours that were rarely or never observed in more than 50 per cent of lessons were a cluster that include child-centred teaching and learning practices. These include the use of peer tutoring and pair or group work. These practices are however being used to some extent by some teachers. They suggest that a great deal of teaching is conducted through whole class activities, which also limits opportunities for individualized instruction. Key informant interviews indicated that a great deal of classroom teaching is monotonous and teacher-centred. Teachers are weak in classroom management techniques and have some difficulties in controlling the behavior of the children in the absence of corporal or harsh psychological punishment.

Children are not encouraged to ask questions in most lessons. It was observed rarely or never in more than 50 per of lessons that children were not being encouraged to ask questions. This suggest that a great deal of teaching is teacher-centred.

Criterion 6: Essential Learning Competencies are systematically assessed. Positive steps are taken to transform the Essential Learning Competencies of all children into mastery levels

A substantial number of children are failing to reach ELC mastery level at KS-1 in CFA schools. The performance levels are lower at KS-2 than KS-1. The performance is little improved at KS-3 and a substantial proportion of boys and girls score very low marks (>40 per cent). This suggests that the system of ELC teaching, testing and mastery is not working well. In targeted CFA schools, 57.1 per cent of boys and 65.7 per cent of girls attained mastery level in KS1. This means that 42.9 per cent of boys and 34.3 per cent of girls did not reach mastery level. 16.1 per cent of boys and 8.4 per cent of girls scored below 40 per cent. In one of the case
study schools, (CSS1) none of the children in KS-1 mastered the ELCs at this level. At KS-2, 36.5 per cent of boys and 52.7 per cent of girls attained mastery level at KS-2. This means that 63.5 per cent of boys and 47.3 per cent of girls failed to reach mastery level of the ELCs at this level. 27.9 per cent of boys and 11.5 per cent of girls scored below 40 per cent. At KS-3, the success rate in CFA schools is slightly better for boys but lower for girls. Some 39.2 per cent of boys and 51.1 per cent of girls attain mastery levels of the ELCs at this level. This means that 61 per cent of boys and 49.9 per cent of girls failed to attain mastery level of the ELCs – more than half of the school population at this level. 18.2 per cent of boys and 24 per cent of girls scored below 40 per cent.

- Good practices of student assessment, feedback and follow-up were absent or rarely observed in 34-53% of lessons.

4.3.3 CFA Dimension 5. Actively engaged with students, families and communities

Criterion 1: With effective participation of students, families and communities, schools conduct self-assessments and develop School Development Plans

The SSA and SDP are central to the current CFA approach to enhancing democratic participation in schools. The following findings are presented:

- SDP committees have been established in all CFA schools, but there appear to be low levels of parental participation in the SDP development in some schools. Parental participation was said to be ‘very poor’. As a result most of the decisions are taken by the school.
- There is a multiplicity of school committees which are in apparent need of rationalization. It was observed that schools tend to have a multiplicity of committees including the School Development Committee (SDC), the School Attendance Committee (SAC), the Self-Evaluation Committee (SEC), and the School Management Committee (SMC).
- The SSA is participatory and the SDP responds to the problems identified in the SSA. The SSA is considered to be a participatory activity by 96 per cent of CFA school principals. The same percentage considered that solutions to the problems identified in the SSA were included in the SDP. 94 per cent considered that follow up actions were conducted after the SSA had taken place.
- It is hard to discern a specific CFA intervention in some SDPs, although there are relevant activities. The SDP follows a template format. The CFA is to be mainstreamed in that, but there is no mechanism for checking the extent to which the SDP support the CFA in the individual school.

Criterion 2: The principal, teachers, students, families and the community actively participate in the implementation of the school development plan

- No statistical evidence was obtained concerning the active participation of students, families and the community in SDP implementation. It is difficult to see how children and parents can be meaningfully involved in SDP implementation apart from providing their labour, time and resources. This may militate against the participation of poor and marginalized families.

Criterion 3: The principal, teachers, students, families and the community actively participate in monitoring and evaluating the school development plan

- No statistical evidence was obtained concerning the active participation of students, families and the community in monitoring and evaluating SDP implementation. It is difficult to see how children and parents can be meaningfully involved in monitoring SDP implementation.

Criterion 4: The promotion of the child friendly home/community environment, the school is actively engaged
• No statistical evidence was obtained concerning the active engagement in the promotion of the child friendly home/community environment. There appears to be no guidance available for promoting school/home links involving the CFA.

4.2.5 Evidence of effectiveness from the 6 Case Study Schools

There is mixed evidence of effectiveness from the case study schools. In some schools the quantity and quality of interventions were insufficient to bring about significant change. Schools have experienced the CFA differently. This is largely due to the fact that there has been a lack of a standard package and that support has not been consistent or sustained. Schools have not kept records of CFA implementation and as a result interventions have been experienced in a fragmented manner. The most enduring and visible interventions are those related to improving school infrastructure and facilities: the hardware of CFA. The effects of CFA activities on attitudes and behaviours is harder to discern. A key factor in effectiveness appears to be the capacity and commitment of the school principal and the functioning of school-based management. There is also considerable variation between schools that results from socioeconomic factors and location. This results in demand-side factors that are not yet well catered for through the CFA. On the supply side there are significant barriers to effective implementation including teacher deployment practices and the pressure to perform well at the GSSE, which is the de facto key indicator of education quality.

• Activities that are related to tangible outcomes such as school infrastructure, school attractiveness, furniture and reading corners are more clearly observable. They have a positive effect on perceptions of the school by teachers, parents and children.

• The impact on attitudes and behaviours is harder to observe and measure. Nevertheless there is evidence of effects on attitudes toward corporal punishment and a reported reduction of its incidence in class

• The effect on access and inclusion is hard to substantiate. Data on attendance and drop out were largely unavailable. Committees (e.g. SAC and CEC) are in place and active. Some schools show evidence of intensive monitoring of absenteeism and this appears to have a positive effect;

• The effect on learning outcomes is very hard to discern. Low levels of performance of ELC mastery in KS-1 and KS-2 are noted, including the case study school where none of the children achieved mastery level at KS-1. ELC monitoring does not appear to be conducted as intended so as to impact positively on learning.

• The effect on participation appears to be marginal. In some of the schools where there are very low levels of parental participation in committees, the SDP and the running of the school more generally. In some schools parents are being harnessed as a resource. Their time and labour contribute to the upkeep of the school, the provision of school meals and even the cleaning of the toilets.

• It was concluded that in some schools the quantity and quality of CFA interventions were insufficient to have a significant effects on the child-friendliness of the school.

4.2.6 The evidence of effectiveness comparing targeted CFA and non-targeted (NCFA) schools

The evidence of effectiveness comparing intervention (CFA) and non-intervention (NCFA) schools is very mixed and somewhat counter-intuitive. Given that in theory targeted schools have received additional resources, it would be predicted that an effect on outcomes would be found across the range of interventions. This is not the case. The most surprising finding was the very small difference in teaching behaviours. This is hard to explain. It would appear that the training is either not adequately targeted or it is ineffective in changing classroom practices.

• Some positive effects were observed in targeted CFA schools over non-targeted (NCFA) schools, mainly in relation to increasing the coverage of interventions. The positive effects in targeted CFA schools where they outperformed non-targeted CFA schools that were observed mainly concerned process outcomes such as the
setting up of catchment area mapping, active SACs, better quality textbooks and classroom environment, training on SSA; conducting SSAs.

- Few positive effects in teaching and learning behaviours were observed in relation to non-targeted schools. The targeted schools were better than non-targeted schools in relation to 2 teaching behaviours only out of 32 observed: knowing the names of children and managing lesson time effectively. Otherwise there was no significant difference between the two types of school with regard to teaching behaviours.

- Some positive effects were observed in non-targeted schools over targeted schools, in particular in learning outcomes in ELCs in KS1-3. It was found that in non-targeted schools teachers were more likely to display a good teaching manner. The teachers were also more likely to include assessment in their lesson plan. Better learning outcomes were observed. Non targeted schools outperformed targeted schools in the percentage of children who attained mastery levels of ELCs in KS1-3.

- There was no significant difference between target and non-targeted schools in relation to data and record keeping; and lesson planning. There were significant gaps in record keeping in both targeted and non-targeted schools concerning school attendance, drop out and out of school children and the availability and quality of lesson plans.

### 4.3 Efficiency

#### 4.3.1. Measuring the efficiency of the CFA approach is problematic. This is in part due to the fact that time bound targets are set by different projects rather than for national implementation. In this regard the evaluation of BESP efficiency was positive.

- There is a question mark over the efficiency of strategies to expand the coverage of school catchment mapping to targeted schools. The 100 per cent coverage in targeted schools Batticaloa and Nuwara Eliya districts are indicative of efficient strategies. There are similar findings in terms of strategies to put in place active SACs in targeted schools. Overall the coverage rate is only 72 per cent, but the 100 per cent coverage rates in Batticaloa and Kilinochchi districts are indicative of efficient strategies.

- With regard to school-level interventions for Dimension 1, the picture of efficiency is mixed. Overall, the level of efficiency in putting core interventions in place falls short of 100 per cent, but in certain districts there appear to be high levels of efficiency. The factors that may be responsible for this are not fully clear, but probably result from a combination of commitment, capacity and strategy.

- With regard to efficiency of interventions to bring about changes in teaching and learning behaviours, the picture is mixed. Training of principals and teachers that is related to attitudes and values regarding child rights in the CFA seems to be reasonably effective and efficient in bringing about change. This seems to be reflected in evidence obtained on changes of attitude towards corporal punishment and the widespread adoption of positive classroom climate practices.

- With regard to the training of teachers to improve their skills in child-centred teaching and learning, the levels of effectiveness are quite low. The cost-efficiency of training strategies and programmes must be called into question;

- The efficiency of inputs to promote the participation of children and parents in school development seems to be quite low.

- The development of a long CFA product list may not be the most efficient way to institutionalise the CFA in all schools. The strategy of mainstreaming the CFA into a range of documents and resources including the curriculum, teacher training materials etc, is rational and can be highly efficient. To be efficient, there needs to be effective coordination of the development of the products to promote consistency in content and use. This appears not to be in place given the lack of alignment described in the previous section. The development of these multiple CFA products has outpaced the MoE CFA Guidance Manual which needs to be revised to include reference to
these. These products have been developed in the absence of an overall strategy for CFSA development and as such appears to be ad hoc. There is a need for a CFA ‘How to’ Manual for schools:

- **The multiplicity of overlapping school level committees that is being promoted through the CFA is not conducive to efficiency.** Schools are putting in SACs, CECs, CPCs all of which overlap to some extent. There is a need to take stock and to see if any rationalization of roles and responsibilities can be accomplished.

- **There is some evidence of a lack of clear focus and dilution of effort.** The CFA may be trying to introduce more innovation that can easily be taken up in schools given the systemic problems they face. Given the modest levels of funding that are available for CFA development and institutionalisation, it makes strategic sense to focus on a limited set of fundamental issues, perhaps 1 or 2 and use these to promote the CFA more broadly.

- **There are systemic barriers at school level to ensuring optimal CFA efficiency.** These include; the management of primary sections in schools; the lack of primary level principals with appropriate training and experience; teacher deployment practices, the hiring of staff with no primary education training and the loss of trained staff; school-based management and poor data/record keeping; a lack of school level policies on the CFA and implementation standards and the strong focus on preparation for the GSSE and its status as the key test of learning achievement.

### 4.4 Sustainability

**Sustaining the CFA involves continuing to ensure its relevance and that it is effective.** The CFA is a continuous process with no obvious end point. It appears from the findings of this evaluation that it is still at an early stage of its development and implementation. It is not yet having a significant impact on teaching and learning. It is not clear from the available evidence that it is having much impact on inclusion in the classroom. While there is an enhanced focus on attendance monitoring this needs to be complemented by greater attention to demand side factors in school attendance, learning and school survival.

- **Some of the ideas and interventions introduced through the CFA have become widely implemented in non-targeted schools.** The ideas that the CFA has introduced into primary education (e.g. child-friendliness) and some of the activities such as classroom attractiveness have become widely adopted beyond the boundaries of the CFA interventions. This is possible due to the diffusion of ideas as well as the training given to the Provincial Resource Teams. This may account for the very small differences found between targeted and non-targeted schools in the classroom observation study.

- **Core ideas and activities in the CFA are already in the primary school mainstream.** The sustainability of mechanisms to monitor attendance (e.g.) SACs, school planning (SSA and SDP) and in-service training for teachers will continue as standard operating procedures. The strategy of mainstreaming the CFA in the curriculum, teacher training and school planning will assist in keeping the CFA relevant. The key issue is to improve the effectiveness of interventions to improve inclusion and learning outcomes, especially of those who are disadvantaged. It will be important to increase the focus on equity. The ownership displayed by some school principals will also support CFA sustainability.

- **Policy is needed.** Without specific policy either at national level or at school level, or a costed strategic plan for national implementation with revised how to guidelines, the CFA will likely struggle to be effective in all schools and make a significant difference to the educational opportunities of poor and disadvantaged children.
5. Conclusions

5.1 What has worked well?

The empirical results of attempts to measure the effectiveness of CFA interventions have been very mixed. Accordingly, it has been difficult to identify what works consistently. The following have been identified on the basis of both quantitative and qualitative research findings as working well within the CFA;

5.1.1 The idea of the ‘child-friendly school’. The concept of a learning environment in which children are happy has gained traction. It is helping to change the conception of the primary school/section among school principals and teachers. This has resulted in a greater sense of ownership of the school by children: ‘this is my school’.

5.1.2 The school and classroom climate. Efforts to improve the climate of schools and classrooms is working. This is reflected in the OS findings in which commonly used teaching behaviours are favourable to establishing a positive classroom climate. This implies that teacher training on the CFA is working at this level. It was commonly reported during school visits that children are happy coming to and being in school.

5.1.3 School attractiveness. Schools are transformed in appearance by school attractiveness interventions. They are colourful and welcoming. It is said that children like the displays and decorations. They like being in such schools.

5.1.4 Corporal punishment. Although corporal punishment cannot be said to have been eliminated, it now seems unacceptable to use it in CFA supported schools. There is enhanced awareness of the negative impact of the practice. There is anecdotal evidence that harsh punishment is in decline and positive discipline is being used more. Training and awareness raising on corporal punishment seem to be having an effect.

5.1.5 Attendance monitoring. Attendance monitoring is part of the mechanisms in to be put in place to improve enrolment and prevent school drop out. These are often innovative and reportedly contribute to improved regular attendance and reduced drop out.

5.1.6 Parental involvement in schools. There is an increase in parental participation according to key informant interviews though this is related more to assisting in school activities from preparing teaching aids to cleaning than democratic participation. Nevertheless this has reportedly resulted in positive effects including better school-community relations

5.1.7 The provision of reading materials/corners. This has stimulated reading practices in reading book-poor school environments. A more comprehensive approach to developing early grade reading and writing skills is needed.

5.1.8 School Self-Assessments (SSA). The SSA has been recognised by MoE as a useful practice to identify school, development priorities and encourage democratic participation and is being more widely adopted for the SDP process. There are currently no how to guidelines available to schools and this needs to be addressed.

5.1.9 Efforts to increase community awareness of child rights. Greater community awareness of child rights is reported in key informant interviews though there is still need to develop accessible communication products on the CFA for parents.

5.1.10 Capacity building at MoE central and provincial levels, including PRTs. The establishment of the PRTs and in the MoE has been a clear success. This has facilitated the roll out of CFAS interventions. The capacity established needs to be sustained and renewed. Further support at central and provincial level is required for this.
5.1.11 Motivation and training of some school principals. The CFA has had positive effects on the motivation of some school principals who have found it a useful framework for developing the quality of their schools.

As can be seen from the abovementioned list, these positive effects span the three CFA dimensions being evaluated. In all instances, there is still work to be done in scaling up. Each of these intervention areas needs to be continued and deepened.

5.2 Some elements of the CFA have not worked so well

This evaluation has some similar findings to the Global CFA evaluation in that the following were found:

- Data limitations at the school level;
- Resource constraints;
- Shortcomings in teacher education; and
- Challenges in including children with disabilities.

The findings of this evaluation also mirror and confirm those of the 2010 CFA evaluation (See Annex 6) in that:

- SACs were not functioning in all schools;
- ISAs do not visit remote schools;
- Rural schools face teacher shortages;
- In some schools non-partitioned classrooms disturb teaching and learning;
- A shortage of toilets and water in some schools;
- Parental participation is an issue; and
- Teachers in rural schools may not receive adequate training opportunities.

Teacher training and support. Teachers are not yet putting into practice skills they have acquired through training on child-centred methods. Teachers are weak in classroom management techniques. Reading and writing skills seem not to be generally not taught well. ELC monitoring is not conducted as intended. This suggests that the training approach is not sufficiently intensive or well followed up to be very effective in changing classroom behaviours. The attitudes of some teachers are prejudiced towards slow learners and children with disabilities.

6. Recommendations

6.1. Recommendations to MoE

The following recommendations are made for the MoE to consider:

i) Develop a substantive national policy framework for CFA implementation at primary (and junior secondary level). This will lend greater weight to its implementation and support consistency in approach. There are various ways in which this can be accomplished. Consider allowing schools to develop their own policies on CFA with guidance from the central level;

ii) Develop standards for CFA implementation in schools as part of policy;

iii) Develop a costed 5-year strategic plan to support national implementation of the CFA. This should include a specific M&E plan.

iv) Update the CFA framework to include some of the more recent developments in primary education development including the inclusive education toolkit and the out of school study.

v) Develop a theory of change for the CFA. The vision for change as a result of the CFA is far from clear in CFA documentation. The CFA does not provide a clear vision for change, nor does it propose a clearly articulated strategy to bring about
changes in school cultures. There is a lack of a theory of change that is specific to the CFA in any documentation;

vi) **Prepare a ‘how to’ manual for primary school principals/section heads for consistent CFA implementation**;

### 6.2 Recommendations to UNICEF

i) Focus on upstream policy and strategy work with MoE on advising on child-centred primary education reform/CFA and sharing good practices from other countries in Asia-Pacific region in collaboration with UNICEF regional and country offices;

ii) Work more closely with other development partners to help MoE reform primary education in line with the CFA to improve equity and quality in service delivery and learning outcomes;

iii) Continue to support the building of technical capacity at Province level focusing on strengthening PRTs implementation of the CFA;

iv) Focus on fewer technical issues at the school level for greater impact. It is recommended that the focus be confined to strengthening school-based management for implementing the CFA and for changing teaching practices to enhance the use of child-centred teaching and learning methods through pre and in-service training/SBTD particularly in terms of improving learning outcomes in early grades of primary schooling (especially in reading, writing and mathematics skills);

v) Focus on supporting MoE and Provincial Education authorities to implement inclusive education more effectively and better educational opportunities for children with disabilities;

vi) Provide a package of technical assistance and visits to selected countries in Asia to help MoE develop a policy and strategic planning framework for national CFA implementation in primary (and junior secondary level);

vii) Support a situation/needs analysis study to inform CFA implementation at junior secondary level.

### 6.3 Recommendations to development partners

i) Establish a CFA working group of development partners that are supportive of the CFA to achieve synergies, exchange best practices and improve coordination on policy dialogue.
Section 1. Evaluation Objectives and Methods

1.1. Purpose and objectives of the Evaluation

The evaluation of the Child Friendly Approach (CFA) in Sri Lankan primary schools is a joint Government of Sri Lanka (GoSL) and UNICEF initiative. The purpose is to provide empirical evidence on changes in primary education resulting from CFA interventions to contribute to decision-making on Ministry of Education (MoE) policies and strategies for reforming basic education in Sri Lanka. Terms of reference (ToR) are included in Annex 1. The evaluation design responds to the ToR and to findings in the field. The approach to the evaluation is guided by the UNICEF-Adapted UNEG Evaluation Report Standards (UNICEF, 2010).

The objectives of the evaluation are to identify:

iv) What elements of the CFA have worked well and why;
v) What elements of the CFA have not worked well and why; and
vi) What elements of the CFA should be prioritized for further mainstreaming and scaling-up.

To do this the evaluation attempts to ascertain the results (outputs and outcomes) of CFA programming at school level in Sri Lanka and assess the relevance, effectiveness and efficiency of the interventions utilised in delivering these results. The evaluation also investigates the sustainability of CFA interventions. The evaluation includes a comparison of schools which have received targeted donor CFA support and those which have not (i.e. ‘treatment’ and ‘non-treatment’ schools).

This is an evaluation of an approach. It is not a standard project or programme evaluation, although it covers both of this. It is evaluating a concept, a framework and a range of interventions funded by GoSL and development partners in different funding arrangements. The evaluation has elements of a proof of concept research. It a complex and wide-ranging.

1.2 Evaluation Criteria

The evaluation applies four of the DAC criteria for evaluating development assistance. It measures the relevance, effectiveness, efficiency and sustainability of the Child-Friendly Approach (CFA) in the Sri Lanka context. Key questions were provided in the ToR for these evaluation criteria. The CFA is evaluated in relation to its external environment, particularly in relation to government policies, plans and programming as well as programme interventions supported by other development partners.

The evaluation team investigated the various strategies employed by the MoE/UNICEF and other development partners to implement the CFA in target and non-target schools. These have been assessed in terms of their appropriateness/relevance); effectiveness in bringing about desired changes and outcomes; efficiency and sustainability (to what extent they will be implemented once UNICEF support has ceased).

1.3 Evaluation Scope

The scope of the evaluation is the implementation of CFA from 2009-2014, though funding support commenced in 2002. This period includes several programmes with UNICEF support including the Basic Education Support Programme (BESP); Human Development through Quality Education and the Child Friendly Education Programme. In addition, support for the CFA was provided by NGOs such as Child Fund and Plan International and World Vision. Schools which received their support for the CFA are also included within this evaluation. It
should be noted that there have been several different intervention packages rather than a standard set of activities.

The geographical scope for this evaluation is those provinces that have received targeted support from UNICEF and other development partners to implement the CFA. These are the Northern, Eastern, Central and Uva provinces.

The evaluation investigates three of the six Dimensions of the CFA in Sri Lanka in depth. These are as follows:

- **Dimension 1**: Rights-based and proactively inclusive;
- **Dimension 3**: Promoting quality learning outcomes; and
- **Dimension 5**: Child friendly schools are actively engaged with students, families and community.

The evaluation also considers indirectly **Dimension 6**: Supported by child-friendly systems, policies, practices and regulations.

This approach is pragmatic in that the majority of targeted interventions are mainly linked to these. However, it is important to state that the MoE is involved in the implementation of all 6 dimensions and the overall integrity of the CFA needs to be respected. Therefore, this evaluation includes some analysis of the CFA as a holistic approach, but focuses on specific interventions supported by development partners in particular.

### 1.4 The Phases of this Evaluation

Based on the ToR, a draft inception report was prepared by the international consultant in February 2015. This set out initial findings from a desk review of available literature on the evolution of CFA in Sri Lanka and the educational context for its implementation in schools. It set out an approach to the evaluation based on a theory of change methodology. Three phases were envisaged for the evaluation entailing:

- **Phase 1**: Preliminary work (e.g. drafting of tools and finalisation of the inception report)
- **Phase 2**: Field work (e.g. finalising evaluation plan, tools, quantitative and qualitative research in schools and with key primary education stakeholders) and
- **Phase 3**: Analysis and report writing.

Comprehensive feedback on the draft Inception report was provided by UNICEF which identified gaps and shortcomings in the report. In particular, it was noted there was a need to strengthen and revamp the methodological framework and work plan.

The international consultant arrived in Sri Lanka in March. A month was spent in meetings at central and decentralised levels conducting key informant interviews and focus group discussions. Time was spent with the local consultants and UNICEF staff in obtaining a better understanding of the CFA and further developing the evaluation approach.

During the initial work, a decision has been taken by UNICEF to revamp the ongoing CFA evaluation process into two Phases: 1 and 2. Phase 1 has consisted of an initial fact-finding process based on a literature review with visits to schools as well as qualitative research conducted with key stakeholders at central and decentralised levels of the basic education system. Data were obtained on the relevance, effectiveness, efficiency and sustainability of the CFA. A second phase was necessary to provide both quantitative and qualitative data that will provide critical empirical evidence primarily of the effectiveness of the CFA. Phase 1 and Phase 2 are complementary components of a comprehensive and complex evaluation. The data from the two phases were combined, analysed and triangulated in this final report.
1.5 Methods

This is a complex evaluation which has necessitated the use of mixed methods. An evaluation matrix was developed on the basis of the ToR to guide the evaluation (See Annex 2). The following components contributed to the findings:

1.5.1 Document Review

A desk review was conducted of documents related to primary education, the CFA, and to the UNICEF Programme of Cooperation, including. This included reports and evaluations, CFA guidelines and tool kits, reports on learning achievement results. A large corpus of CFA-related documents was provided by UNICEF. This was complemented by documents obtained through on-line searches using a key words such as child-friendly school; child-friendly approach, primary education, Sri Lanka, PSI, education reform, inclusive education, education exclusion, out of children, assessment, learning outcomes etc. Websites of the MoE, NIE, UNICEF and development partners were also accessed.

1.5.2 Qualitative methods

Field observations were carried out where the CFA has been implemented at the school level among the 1,359 schools supported by UNICEF. Also included were schools where CFA-related interventions have been supported by other development partners. The qualitative methods included key informant interviews and focus group discussions with key stakeholders in the Ministry of Education and the NIE, Provincial Education Offices, Zonal Offices and with principals and teachers at school level. Development partners were also interviewed. Tools such as focus-group guides, interview protocols and questionnaires were developed (See Annex 3).

1.5.4 Quantitative methods: School survey

A school sample survey was conducted in CFA and NCFA schools to supplement qualitative with quantitative data. The school survey included (1) questionnaires for principals and teachers and (2) a classroom observation schedule (OS) to record teacher-pupil interactions in Language (Sinhala/Tamil), Mathematics and Environment Related Activities (ERA) in Grade 4 classrooms.

1.5.6 Questionnaires for principals and teachers

Questionnaires were administered to principals and teachers in both CFA and NCFA schools to obtain basic data on the CFA implementation and teachers in the schools. The data collection tools are presented in Annex 3.

The following specific objectives were set for the principal and teacher questionnaires:

1. To assess whether the CFA schools have utilized funding received from different sources for activities that contribute to CFA implementation
2. To identify whether the CFA schools have adequate facilities for CFA implementation
3. To evaluate whether the CFA schools are more likely to achieve progress in rights based inclusion, students’ attendance, gender equity, ELC achievements, G5SE results than NCFA schools
4. To evaluate whether the CFA schools established school development planning processes to enhance democratic participation of community members
1.5.7 The OS research instrument

The purpose was to observe and measure the teaching and learning behaviours in primary classrooms to evaluate the differences between targeted and non-targeted CFA schools (labeled as CFA and NCFA schools respectively).

The following specific objectives were set for the classroom observation study:

1. To evaluate whether there are significant differences in the quality of physical and human resources available for teaching and learning, and planning for teaching in primary classrooms in schools between targeted CFA and non-targeted (NCFA) schools;

2. To evaluate whether there are significant differences in teaching learning behaviours in classrooms observed in targeted CFA schools and NCFA schools

3. To evaluate whether there are significant differences in teaching learning behaviours observed in classroom lessons of Language, Mathematics and Environment Related Activities (ERA) in targeted CFA and NCFA schools.

4. To evaluate whether there are significant differences in teaching learning behaviours observed in the sample of schools according to different districts, Grade type of schools, medium of instruction and class size.

5. To evaluate whether there are significant differences in teaching learning behaviours observed in targeted CFA and NCFA schools.

The observation schedule (OS) developed by Hardman et al (2014) was adapted to the Sri Lankan context. This instrument was used to study the teacher–pupil interaction in Myanmar primary schools and capture current pedagogical practices. Hardman et al point out that the instrument is valid and reliable as its development was informed by international pedagogical research into effective teaching behaviors focusing on what can be observed in the art of teaching (i.e. task, activity, interaction and assessment). The OS was piloted in 12 classrooms and minor changes were made as necessary to the introductory sections of the observation schedule.

The OS is based on a three-part teaching exchange structure which consists of initiation by the teacher in the form of a question, a response by a pupil or group of students who attempts to answer it and a follow-up move, in which the teacher provides feedback usually in the form of an evaluation. This structure is referred to as IRF (Hardman et al, 2014). Citing research into classroom interaction Hardman et al suggest that teacher follow-up which goes beyond evaluation can create greater opportunities for equality of participation.

The observation schedule consisted of 32 observable and measurable practices that were categorized into four sections. Section 1 consisted of 15 behaviours covering clarity of the lesson, setting learning objectives, use of variety of instructional materials and methods. Section 2 had six behaviours related to teacher approach to questioning. Section 3 covered another six behaviours that focus on teacher feedback and follow-up. Section 4 had three behaviours to capture the quality of teacher management of the class. The behaviours were rated on a four-point scale (1=never observed; 2=rarely observed; 3=occasionally observed; 4=consistently observed). In order to facilitate accurate observations, a similar number of observation descriptors were developed by Hardman et al in relation to the 32 indicators.

The content of the instrument was found to be quite adaptable to capture the nature of classroom practices of Sri Lankan primary schools. The 32 behaviours included in the OS are also related to child-centered teaching, inclusion, gender equity, teacher pupil relations, use of a variety of instructional materials and effective assessment which are major components of CFA dimension 1 and 3. Therefore, it is appropriate for evaluating the differences in teaching and learning behaviours in classrooms in targeted and non-targeted schools.
1.5.8 Sampling

The sample of schools for the OS was selected on the basis of School Census data (2013) which was obtained from the MoE and school lists provided by the Primary Education Branch of MOE, Plan International, Child Fund and World Vision, which respectively indicated the schools supported by UNICEF and the donors that supported CFA implementation. According to the data provided by MoE there were 1,477 schools supported by UNICEF. In addition, there were 210 schools supported by Plan International in Moneragala and Anuradhapura districts, 15 schools supported by Child Fund and 3 schools supported by World Vision. UNICEF had supported CFA implementation in 11 districts and seven districts were selected randomly for the sample.

A stratified random sample was selected on the basis of CFA implementation, district and medium of instruction. The sample of schools supported by UNICEF and Plan International was selected randomly in relation to the proportion of CFA schools that they supported and Non CFA Schools in each district as well as on the basis of medium of instruction. Two schools supported by Child Fund and 2 schools supported by World vision were added to the stratified random sample of 106 schools selected according to the above procedure to make the total sample of 110 schools. The enumerators visited 111 schools for data collection and observations were made in 323 classrooms. The total sample of teachers observed was 155. Of these, there were 83 Tamil-medium teachers and 72 Sinhala-medium teachers.

There were 108 language lessons, 109 Mathematics lessons and 106 Environment-Related Activities (ERA) lessons included in the 323 lessons that were observed.

1.5.9 Data collection

The data collection was conducted by trained enumerators that included 30 Sinhala medium enumerators who had consented to be enumerators from the batch of students who were enrolled in the MEd programme 2014/2015. 24 Tamil speaking enumerators comprising assistant directors and ISAs in primary education were selected from the Northern, Eastern and Central provinces to collect data from Tamil medium schools. Each enumerator was assigned 1-3 schools (See Annex 5).

Questionnaires and the classroom observation schedule were translated and piloted. Minor changes were made based on review of the findings from the pilot. Sinhala and Tamil medium enumerators were trained during a two-day workshop. To train enumerators on the classroom OS, a digitally recorded lesson was observed by the two groups of enumerators (i.e. Sinhala and Tamil) in the workshop and each of them was asked to complete a copy of the OS at the end of the observation. They were also given instructions on keeping relevant notes on teacher pupil interactions. A copy of the list of descriptors was also distributed among the enumerators during the training prior to the observation of the recorded lesson. The lesson plan of the digitally recorded lesson was also given to them for the benefit of the observation. Each enumerator was assigned 1-3 schools. They were instructed to observe one lesson each in Language, Mathematics and Environment related activities (ERA) in each school.

1.6 Case studies

6 case studies were conducted to investigate in greater depth the results of CFA interventions in a single school and to gather additional data to support the triangulation of data from other sources mentioned above. The case studies also attempt to identify good practices and barriers to effectiveness. The purpose of the case studies is to provide data to answer the evaluation questions from the perspective of school communities, how they have experienced CFA interventions and what differences these have made to school practices in terms of inclusiveness and quality of teaching and learning.

The case study approach was used to investigate the complexity of CFA in a small sample of selected schools. This allowed for a more intensive examination of how the CFA works in a particular setting. These case studies may be considered as exemplifying cases. Schools were selected not because they are unusual, unique or ‘examples of good practice’, but because
they will allow the evaluators to examine key educational processes. The case study data was used in triangulating findings from classroom observations and key informant interviews with a range of stakeholders. The sample comprised 6 rural schools, five of which are in receipt of support from UNICEF and one is receiving support from an NGO.

**Approach**

Research in the schools selected for the case study approach was guided by the following criteria:

- In each case study there will be a rich and vivid description of events/interventions relevant to the case;
- There will be a chronological narrative of events relevant to the case in order to identify sequencing of interventions and case and effect relationships where possible;
- There will be a focus on individual actors or groups of actors and seek to understand their perceptions of events;
- Descriptions of events will be blended with an analysis of them; and
- Specific events that are relevant or important will be highlighted;
- Impacts of the CFA interventions as perceived by stakeholders.

**Methods**

The case studies involve use of the following methods:

- Qualitative research using key informant interviews and focus group discussions with school principals, teachers and community members;
- Classroom observation and school site observation;
- Data collection from the school for analysis: School Development Plans; records of implementation of SDPs; statistics concerning attendance, drop out and learning achievement; and
- Compiling a record of CFA interventions chronologically.

1.7 **The Evaluation Team**

The core evaluation team comprised a team of three: David Clarke (independent consultant), Subhashinie Wijesundera (Senior Lecturer) and Professor Prasad Sethunga from the Department of Education, University of Peradeniya, Kandy, Sri Lanka. They were assisted by a team of enumerators who were MEd students at the University of Peradeniya for the classroom observation study.

1.8 **The Target Audience**

At the central level the target audience for the evaluation is the MoE and the different service providers in the Ministry such as the National Institute of Education (NIE), Primary Education branch, Special Education, Non-Formal Education, Planning, Data Management, Monitoring, Quality Assurance and Research for all branches within the central ministry.

At the provincial level where Education services are decentralised, the findings will inform the provincial, divisional and zonal education authorities who engage in operationalizing CFA at the local levels. This includes the In-Service Advisors (ISA) and Zonal Directors of Education in the districts; provincial level is the Provincial Director of Education (PDE); and the Director of Primary Education at the Central MoE level. The evaluation will also inform the UN and other international agencies that support the development of the school education system in the country. At the school level, the audience for the evaluation findings includes principals, teachers and communities of primary schools where the CFA approach was adopted through support either from UNICEF or other agencies.

The target audience report also includes development partners in the education sector and in particular those that have supported or continue to fund CFA programming. It includes the NGOs which agreed to participate this evaluation.
1.9 Ethical considerations

In the data analysis, the issue of confidentiality was important, and data was stored in a manner that did not identify individuals. All transcripts remained under evaluation team control, unnecessary copies were not made, and a good record was made of the location of all copies (in both electronic and other formats).

The fieldwork followed United Nations Evaluation Group (UNEG) Ethical Guidelines as well as UNICEF Ethics Procedures. While conducting interviews, focus group discussions, and observations, the evaluation team ensured that there was always a minimum of two people present, and informed consent was sought from all respondents, who were assured of the confidentiality of answers. Respondents were free to opt out of participating at any time. Participants were assured that the data collected would remain secure and confidential, and that the names of respondents would be removed before any notes were submitted to UNICEF.

1.10 Methodological challenges and limitations

The evaluation faced a number of challenges. In practice distinguishing between targeted CFA and non-targeted CFA schools proved to be complex. This is a result of the implementation of a mainstreaming and targeted approach simultaneously. The establishment of Provincial Resource Teams (PRTs) has provided a capacity building resource that is available to all schools, targeted or non-targeted. Although provincial in-service training (INSET) budgets are small, the PRTs train both targeted and non-targeted schools. Both categories of school have benefited from centrally-driven MoE training initiatives e.g. 3 day residential training on the CFA. All schools have received training and school grants through the PSI for school development planning.

There have been different packages of support for the CFA and schools have experienced it differently. For example, some schools received support for school infrastructure and furniture only, while others received teacher training, community awareness programmes, teaching and learning materials. The lack of a standard package is a confounding variable when evaluating the effectiveness of the interventions as it was not possible to differentiate specific support packages of support over time.

A further confounding issue was the spillover effect from targeted to non-targeted schools through the transfer of teachers, the widespread dissemination of CFA resources such as the Guidance Manual, and the diffusion of the approach through the setting up of model schools and the conducting of exchange visits. This has resulted in the blurring of boundaries between targeted and non-targeted CFA schools. In a sense all primary schools and sections are child friendly schools. It was therefore necessary not only to compare targeted and non-targeted schools, but also to look at the overall results in schools regardless of nominal status.

Targeted schools have received additional support that includes the following:

- CFA training for school principals which includes orientation, planning and monitoring;
- Training for teachers which included CFA orientation, CCM training, Essential Learning Competency (ELC) monitoring training;
- School Self Assessment (SSA) and School Development Plan (SDP) training;
- Literacy promotion activities;
- Teaching and learning materials (TLM);
- CFA monitoring workshops;
- Provision of play parks;
- Renovation of WASH facilities;
- Classroom repairs;
- Experience visits to other schools.

As a result of this complex picture of interventions, analysis of data from CFA and NCFA schools has focused on aggregate results to obtain a general picture of CFA implementation across schools, but comparisons of CFA and NCFA schools to try to ascertain the results from the targeting strategy.
The main limitations encountered during this evaluation were related to the availability of data. The CFA has been implemented without a comprehensive situation analysis to inform programming priorities, baseline data to support the tracking of progress or regular M&E data concerning the uptake of interventions and their effects in schools. Further data gaps were encountered during field visits when it was found that school record keeping appears to be poor in many instances and some key statistics e.g. attendance and drop out were not available at the school level and thus to this evaluation. There are few data obtained during the evaluation process on the perspectives of the children in relation to their experience of the CFA in school. Further research is required to analyse their perspectives on their experience of the changes resulting from CFA on the child-friendliness of their schools, teaching and learning and their participation in school activities.
Section 2. Primary Education in Sri Lanka: A Situation Analysis

2.1. Primary Education in Sri Lanka

This section sets out the context for CFA implementation in Sri Lanka. It investigates the status of primary education and identifies specific challenges that are likely to impact on the effectiveness of CFA programming. The country has made great strides towards universalizing primary and lower (junior) secondary education. However, there are systemic issues that compromise the quality of service delivery and will continue to do so unless a comprehensive reform process is conducted. They will also confound efforts to implement the CFA as intended.

The salient issues are discussed below in sections 2.1.1 to 2.1.14. The importance of assessing these issues cannot be underestimated and their implications for the development of primary education extend beyond the limits of the CFA evaluation ToRs. The CFA was developed and implemented in the absence of a comprehensive situation analysis to inform the selection of priorities in primary education appropriate to the Sri Lanka context. Nor was any such analysis conducted to inform the scaling up process. This is a notable gap and one which potentially undermines the approach. Some of the findings of this section were made public since the CFA was initiated. They need to inform the future directions of the CFA and a process in which strategic revisions are made.

2.1.1 Country context: a brief introduction to Sri Lanka

Sri Lanka has a total population of 20,640,000 (2014) with an annual growth rate of 1 per cent (2009). The country does not have a demographic dividend; the population is aging and by 2036, more than 22 per cent of the population will be over 60. The country is mainly Sinhalese (82 per cent) with significant minorities of Tamils (9.4 per cent) and Sri Lankan Moors (7.9 per cent). Buddhism (70.2 per cent), Hinduism (12.6 per cent), Islam (9.7 per cent) and Christianity (7.4 per cent) are the major religions (Ministry of Education, 2013).

It is a middle-income country with GDP per capita at US$ 3,256 (2013), having risen from US$859 in 2000. The average annual GDP growth rate was 6.3 per cent for the period 2002-2013 and among the fastest in South Asia. Sri Lanka’s Human Development Index (HDI) value for 2013 is 0.750, which is in the high human development category, positioning the country at 73 out of 187 countries and territories (UNDP, 2014). The country surpassed most of the Millennium Development Goal targets set for 2015. The adult literacy rate is high at 91 per cent (2007-11).

The population is mainly rural (84.9 per cent in 2009) and the current share of employment in primary agriculture is 30 per cent of the labour force. This is declining and will continue to do so as productivity increases and other sectors absorb rural labour. The percentage of people living on less than US$1.25 a day is 4.1 (2010), however, income disparity as measured by the Gini Coefficient is relatively high at 36.4 (2010). Poverty is declining, but 13 districts that account for 36 per cent of the total population are below the national poverty headcount.

The population living in the plantation sector (tea and rubber estates) is an important socioeconomic category. These comprise Tamil immigrants brought into to Sri Lanka during colonial times as labourers. They have been a marginalized group since the 19th century and disadvantaged educationally with minimal primary education provision. The estates were nationalised in the 1970s and the plantation schools were integrated in the national system of education.

The country experienced a period of intense ethnic conflict in the North and the East of the country. Commencing in the late 1970s and intensifying through the late 1980s and 1990s, hostilities ceased in 2002 and recommenced in 2005. The conflict ended in May 2009. Reconstruction and reconciliation are work in progress. There has been a peace dividend in the form of economic growth resulting from reconstruction efforts and increased consumption.

The quality of human capital is fundamental to Sri Lanka’s economic growth. It will be particularly important to improve education effectiveness and skills development. Youth unemployment is an issue that will need to be addressed. This stems from mismatched skills,
limited employment creation in the formal private sector, a lack of entrepreneurship and deeply entrenched social factors of class, ethnicity and caste. Unemployment is particularly high in areas that have been directly affected by the armed conflict (UNDP, 2014).

2.1.2 The structure of General Education

General education in Sri Lanka is delivered in four stages (5+4+2+2). The first two stages lasting 9 years of education comprise basic education. Education at this level is compulsory and inclusive education is the accepted policy (Jennings, 2009). Primary education is the first stage of general education and lasts for five years (grades 1-5 for children aged 5-10). The second cycle is junior secondary school (JSS), grades 6-9 for children aged 11-14, for which there is automatic promotion. At the end of grade 5, there is an examination, the Grade 5 Scholarship Examination (G5SE), which is taken by the majority of children. The results are used to allocate places to national Schools and provide modest bursaries for poor children.

Post-basic education begins with Upper Secondary School covering grades 10—11, for children aged 15-16. This includes the General Certificate Examination (Ordinary Level), which is the end point of secondary education. Enrolment in Advanced Secondary Education for grades 12-13 is subject to performance at Ordinary Level. This level is for preparation for the General Certificate Examination, Advanced Level, which serves as the basis for university entrance.

The educational needs of out of school children are addressed through Non Formal Education (NFE) programmes. There is a NFE Department in the MoE which focuses on the needs of disadvantaged groups in society such as out of school children and non-literate adults.

2.1.3 Multiple types of school

The majority of children (93 per cent) attend government schools. In 2010, there were 10,763 schools (9931 state funded, 98 privately funded and 743 Pirivena which are mainly for Buddhist monks). There are three types of state school: i) National, ii) Provincial and iii) Pirivena. Government schools offer curricula prepared by the NIE. National schools are elite schools with better resources, assisted by their alumni associations and places are highly sought after. The division into national and provincial schools reflects the shared responsibility for education by central government and provincial authorities.

There are three national languages: accordingly, the medium of instruction can be Sinhala or Tamil and for a small minority English (1.4 per cent). Boys and girls are schooled together (Little, 2013).

Schools are classified according to type based on the terminal grade in the school and the courses offered. There are four types of schools classified as follows:

- **Type 1AB**: Senior secondary schools with classes from grades 1 - 13 or 6 - 13 offering GCE O Level and A Level subjects in the Arts, Commerce and Science streams;
- **Type 1C**: Senior secondary schools with grades 1 - 13 or 6 - 13 offering GCE O Level and GCE A Level subjects in the Arts and Commerce streams;
- **Type 2**: Secondary schools with classes from grade 1- 11 or 6 - 11 offering GCE O Level;
- **Type 3**: Primary schools from grades 1 - 5; occasionally a grade span of 1 - 8.

2.1.4 Primary education; schools and sections of schools

Almost all schools offer primary education (96 per cent). Approximately a quarter of schools offer primary education only. This is an unusual way of organizing primary education (Little, 2013). Only **Type 3 schools** are self-contained primary schools. There are 2,870 of this type and they are concentrated in the rural provinces. They tend to be small. 83.4 per cent of schools with total enrolments of less than 50 students are of this type (World Bank, 2013). The pattern of school types has arisen historically as primary schools have expanded to include secondary education. An important factor has been parental pressure to obviate the need for children to enter other schools at secondary level and possibly have to move location.
According to the World Bank (2013), the organisation of primary education in Sri Lanka has a number of important consequences:

i) While primary education is regarded as a distinct stage of the school curriculum, it is not treated as a separate stage of education management and planning;

ii) When teachers are allocated to schools, those without any training (and those trained in primary education) are appointed to primary teaching. Sometimes teachers trained in secondary education are appointed at this stage. Many teachers seek to upgrade their qualifications to upgrade them to secondary level;

iii) In the vast majority of schools offering primary education, the principal is head of a school that offers both primary and secondary education. He/she is unlikely to have primary education qualifications or to have taught at this level. In principle, all schools above a certain size should have primary head of section. However, only 1,212 teachers were listed as having supervisory responsibility for Grades 1-5 out of 9,307 schools offering primary education at the time;

iv) Many principals lack awareness of primary education and curricula and are therefore unable to support teachers effectively;

v) In-Service Advisers (ISAs) are allocated to work with teachers in schools. This is on the basis of a formula that treats primary education as a subject. This results in ISAs supporting primary education in all 6 subjects of the primary school curriculum in almost all schools. In addition, other subject advisers support the teaching of one or two subjects. The scale of work for primary ISAs is far greater than for those with other subject responsibilities;

vi) In the Ministry of Education, the Primary Education branch, which is responsible for all 6 subjects at this level, has the same organizational status and size as a secondary school subject;

vii) Financial allocations are made by Provincial Administrations to schools rather than sections. School principals are responsible for spending and accounting for the school as a whole. Anecdotal evidence suggests that resources are disproportionately allocated to secondary grades and GCE ‘O’ and ‘A’ levels in particular;

viii) The Ministry of Education has a separate budget line for primary education, but this is for primary sections of National Schools only. Separate allocations for primary education do not exist at Province, Zone, Division and School budget levels.

These features of primary education indicate significant structural barriers to building professional management capacity at this level. It appears that primary education is as a consequence disadvantaged relative to secondary education service delivery. Unless the comprehensive reform of primary school management is addressed to elevate its status to a critically important stage in education, the likelihood of significant and sustainable qualitative improvement at this level is substantially diminished.

2.1.5 The Legal and Policy Framework

Sri Lanka has a wide range of policies to promote enrolment and attendance at school, some of which have been in place for a long time. These include demand-side and supply side policies (Little et al, 2011).

- **Demand side policies.** Education is provided free from tuition costs in all government primary and secondary schools. The Constitution of Sri Lanka stipulates the right of all children to universal and equal access to education. Legislation has been enacted which makes 9 years of education compulsory for children aged 6-14 (in place since 1998). This is supported by School Attendance Committees. Education is mainly state-funded and free of charge at all levels, including university. Free textbooks (A set of 3 a year) and uniforms are provided for each child, each year. Transport in buses and trains is subsidized. Free meals are provided for children in primary classes in economically disadvantaged areas.

- **Supply-side policies.** A comprehensive network of schools exists with access to the primary stage within two kilometres of the home. There is automatic progress from grades 1-11 which prevents grade repetition. Special education programmes are
Non-formal education (NFE) programmes are provided in functional literacy centres for adolescents who never enrolled in school or dropped out at a young age.

Policy-making

The National Education Commission (NEC) was established under the National Education Commission Act No. 19 (1991) in order to make recommendations to the President, on educational policy in all its aspects, with a view to ensuring continuity in policy and enabling the education system to respond to changing needs in society. It is responsible for reviewing and analyzing such policies and plans in operation and where necessary, to recommend to the President, changes in such Policy Plan or plans.

A consequence of this approach to policy making is that the process tends to be long, top-down and seemingly unresponsive to emerging needs. The National Human Development report (UNDP, 2014) observes a major lack of education policies. It is suggested that a transparent and consultative policy development process among different stakeholders and the larger community could build a clearer consensus on the role and relevance of education in contemporary Sri Lanka. The discourse needs to move beyond examinations and employability. Schools need to be examined to see how far they can foster values of reconciliation, social integration and respect for the rule of law. The curriculum needs to be comprehensively reviewed with an emphasis on teaching and learning and how it can assist in shifting social norms to advance gender equality.

While there is a National Policy Framework for Higher Education on Higher Education and Technical and Vocational Education (NIE, 2008), there are only Proposals for a Policy Framework on General Education (NIE, 2003), which have not been formally endorsed. There is lack of a national policy framework specifically for primary education. It is hard to evade the conclusion that primary education has been a low policy priority for Sri Lanka for many years.

In conclusion, it appears that the current approach to policy setting in the education sector and primary education in particular needs to be comprehensively reviewed to support a more inclusive, relevant and responsive policy-development process.

The 1997 Education Reforms

The 1997 Education Reforms, which were based on the NEC’s recommendations, marked a significant change in the direction of education development in Sri Lanka. A competency-based curriculum was developed by NIE and introduced in primary, junior and senior secondary education with desirable and essential learning competencies specified. This included activity-based child-centred pedagogy with an individualised focus on students (MoE, 2005). Three key stages were identified in primary education - Stage 1: Grades 1-2; Stage 2: Grades 3-4 and Stage 3: Grade 5. The emphasis shifts from play-based learning to desk based learning during these stages (See Table 6). The curriculum cycle lasts 8 years. The curriculum was modified in 2007 and is being more comprehensively revised in 2015.

The Education Sector Development Framework and Programme (ESDFP)

The ESDFP serves as the de facto policy framework for the education sector in the absence of discrete policy statements on specific issues. A new phase of education reforms commenced with the advent of the Education Sector Development Framework and Programme (ESDFP) in 2006. It aims to improve: (1) Equity in educational access; (2) The quality of education; (3) Efficiency and equity in resource allocation; (4) Service delivery.

The ESDFP emphasises the Annual School Development Plan (ASDP) as a means of bringing about improvements at the school level with the participation of local stakeholders and communities. There is a focus on children with disabilities and special education needs, street children and those affected by conflict.
The Second Education Sector Development Framework and Programme (ESDFP II) of the Government of Sri Lanka will guide the sector-wide approach from 2013-2017. The ESDFP II has three major policy pillars:

- **Promoting equity by enabling all children in the country to access and complete basic and secondary education.** This involves the development of primary ‘feeder schools’ for each secondary school; the upgrading of 4,000 primary and 1,000 secondary schools. It will build on established CFS mechanisms to enroll and retain children in school;
- **Improving the quality of education.** Central to this is the development of a national system for regular and continuous assessment of cognitive skills. There will be attention to promoting learning in key subjects. The CFA will be adopted in all primary schools and primary sections of all ‘through’ schools; and
- **Strengthening education governance and service delivery.** This includes the development of the Programme for School Improvement (PSI) as a model of school-based management. Participatory school planning and development models embedded in the CFA will be included within the PSI framework. Capacity strengthening will take place particularly at the sub-provincial level at the zone and divisional levels. Special emphasis will be to strengthening planning, budgeting, administration and monitoring skills. Leadership and management capacities of school principals will be strengthened. Special support will be given to the lagging regions.

2.1.6 Primary school/section infrastructure and facilities

Physical conditions in some primary schools and the primary sections of some schools are not conducive to effective teaching and learning. Classrooms may include non-partitioned spaces in a large hall which are very noisy. There are shortages also of classroom furniture and equipment (World Bank, 2013).

Water, Sanitation and Hygiene (WASH) in schools remains a major challenge of the education sector. Approximately 17.21 per cent of the schools do not have drinking water facilities in Sri Lanka, and only 51.3 per cent of schools have adequate sanitation facilities. In line with the MoE standards, sanitation facilities are a serious deficit in 18.3 per cent of the schools and another 30.4 per cent of schools have inadequate sanitary facilities.

A comprehensive school health and nutrition (SHN) programme is in place: the School Health Promotion Programme (SHPP). The SHPP includes: school medical inspections that systematically assess the health status and nutritional needs of school going children; healthcare referrals and interventions such as deworming, vitamin supplementation and vaccines; school meals that prioritize smaller, rural and poorer schools; psychosocial interventions in the Northern and eastern provinces; health education and life skills in the curriculum and hygiene practices and improving WASH facilities (World Bank, 2014). SHPP needs to be expanded into secondary education to maximize the educational achievements of adolescents and young adults.

2.1.7 The Primary Education Curriculum

The primary curriculum is designed separately from other levels of education. It is based on 3 Key Stages (See table 1 below). In 1997, the curriculum was based on 5 basic sets of competencies: communication, environment; ethics and religion; enjoying leisure and play; learning to learn. In 2007, 2 more competencies were added: preparation for the world of work and personality development. All are derived from the National Goals for Education set out in the 1992 report of the NEC. There are 6 subjects: first language, second language, English, mathematics, religion and environment-related activities. In addition there are co-curricular activities. Curriculum development is undertaken by the staff of the NIE with the assistance of experts and teachers. The curriculum cycle for review and revision is of 8 years duration.

Free textbooks are provided to all children. These are written by expert committees drawn up from university academics, practicing teachers and NIE subject specialists. A recent priority has been to improve the quality of textbooks (MoE, 2013).
The curriculum content in some subjects at primary level is considered to be too demanding, not linked to the developmental stage of the child and insufficiently piloted prior to national implementation. The recommended pedagogy of active learning is often not followed especially in the upper grades of primary education (World Bank, 2013). Studies of textbooks have shown that these help to continue to reproduce gender stereotypes and the illustrations play a significant role in this (UNDP, 2014). The Grade 5 Scholarship Examination results in teachers preparing students for the test and heavily relying on didactic teaching and rote learning. The backwash effect of the examination extends down to early primary education and undermines the overall objectives of education at this level (World Bank, 2013).

Table 1. Key stages in primary education (Source: MoE, 2005)

<table>
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<tr>
<th>Key Stage</th>
<th>Curriculum Content</th>
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| One (Grades 1-2) | • Planning of learning activities after assessing the entry competencies of children;  
• Guided play and activity learning to aid personality development and socialization;  
• Five essential competencies (Communication; environment; ethics and religion; enjoying leisure and play; learning to learn);  
• English language introduced orally through daily activities. |
| Two (Grades 3-4) | • Play and activity learning;  
• Desk work;  
• Development of personality and attitudes;  
• Use of activity based oral English;  
• Focus on acquisition of desirable and essential learning competencies. |
| Three (Grade 5) | • Acquisition of knowledge through desk work (preparation for secondary education)  
• Active learning and play to supplement desk work;  
• Use of activity based oral English;  
• Optional curriculum to suit learner interests;  
• Focus on acquisition of desirable and essential learning competencies. |

2.1.8 Primary Education Teachers

There are more 200,000 teachers employed by the Government. In 2012, there were 34,690 in National Schools and 184,828 in Provincial Schools (MoE, 2013). At primary level, there were 68,310 of whom 5,474 were teaching in National Schools. Pupil-Teacher ratios at 25:1 in primary grades are favourable by international standards.

The majority of teachers are professionally qualified. Teachers at primary level generally have lower educational qualifications and lower status than teachers in secondary grades (World Bank, 2013). Large numbers are not qualified to teach at primary level.

Pre-service teacher training is provided by university faculties, departments of education and the 18 National Colleges of Education (NCoEs). Only 2 universities have faculties of education and only 3 have departments of education. The main means of pre-service training for primary teachers is a 3-year National Diploma in Teaching delivered by 11 NCoEs, for which students with 3 GCE A-levels are eligible. Academic standards are high, but students are not generally well qualified in Mathematics and English. Two years of the course are spent at College and one as a teaching intern. Linkages between the Colleges and the primary grades are weak. Currently some 18 per cent of primary teachers have qualified by this route. Pre-service training is also offered through Bachelor of Education (Bed) courses at NIE, the Open University and the University of Colombo. A very small proportion of primary teachers in primary education (1.4 per cent) have qualified by this route.

Continuous Professional Development (CPD) is provided through an extensive network of short-term in-service training programmes organised by NIE and the Provinces. Many teachers also upgrade their qualifications through part-time study on degree or post-degree courses. There is a network of around 100 teacher centres which offer CPD opportunities. NIE operates a network of In-Service Advisers (ISAs), which was established to orient and provide further
training for serving teachers. School-based teacher development (SBTD) is a recent initiative to supplement existing programmes.

The current system for teacher development is in the process of review with the intention of a new national policy on General Education to be formulated by the NEC. A report to inform this development by Sethunga et al (2014) identified the following challenges:

- Pre-service teacher education lags far behind. A professional qualification is not a compulsory requirement for teacher recruitment. The output from pre-service training programmes is insufficient to meet the demand from schools. Physical and human resources are insufficient to provide good quality programmes;
- Sri Lanka does not have framework of standards for teaching specified by a regulatory body;
- A lack of qualified teacher educators to teach newly introduced subjects in the NCoE curricula;
- A lack of adequate facilities in NCoEs. Only blackboard and chalk are available. There is also a lack of books and reading materials in the libraries;
- Most subjects are theory-based and some are overloaded;
- There is a lack of coordination between NIE, MoE and NCoEs in introducing curricular innovations at school level.

2.1.9 Universal Access in Primary Education

Sri Lanka has achieved close to universal participation in primary and lower secondary education. Primary education net enrolment (2012) is 93.8 per cent with gender parity (UIS UNESCO, 2015) and the survival rate to Grade 5 is 97.39 per cent, with boys (96.86 per cent) trailing slightly behind girls (97.93 per cent). The primary to secondary transition rate is 98.5 per cent. There is virtually no gender disparity at the aggregate level. A national policy of automatic promotion is supportive of low repetition rates and high survival rates. Net enrolment at secondary level (2012) is lower at 85.4 per cent (87.5 girls and 83.4 per cent boys). Net attendance rates are high in primary education: 98 per cent for both boys and girls and slightly lower at JSS (94 per cent: 93 per cent for boys and 95 per cent for girls (DHS, 2006-7). A large number of children drop out of school before or after the GCE ‘O’ level examinations.

The percentage of out of school children at primary level is therefore low, estimated at 1.9 per cent: 1.9 per cent male and 1.8 per cent female (UNICEF, 2013). This amounts to an estimation of 103,178 children out of primary school. It is higher at JSS level (3.2 per cent: 3.7 per cent male and 2.8 per cent female). 67,708 out-of-school children were identified from 2006-2010 and admitted into formal or non-formal education (NFE). However these data exclude statistics from the five districts in the North where conflict took place and rates of exclusion from school are known to be higher. Children of primary age who are out of school are more likely to be from the estate sector than rural or urban areas (UNICEF, 2013). They are as likely to be girls as boys from poorer families.

A study of out of school children in Sri Lanka was conducted by UNICEF and the UNESCO Institute for Statistics (UIS) as part of a Global Initiative (UNICEF, 2013). It used a global framework in which there are Five Dimensions of Exclusion (5DE). Of these, dimensions 2 (out of school children of primary age) and 4 (at risk of dropping out of primary school) are most directly relevant to the CFA in primary education. The study concludes that a substantial number of children aged 5-14 are out of school.

Demand-side factors influencing exclusion (non-enrolment, dropping out prematurely from school and high absenteeism) derive largely from family poverty with other vulnerabilities (UNICEF, 2013). Poor health and disabilities prevent children from obtaining a full cycle of basic education. The inability of very low income families to spend on clothing, stationery, private coaching and books, and children kept back from school to look after younger siblings, to seek employment to support the family and to assist parents’ activities such as farming, fishing and small businesses are determinants of non-participation in education. The absence of a conducive home environment and lack of study space and facilities are also barriers linked to
poverty. Among other barriers which impact negatively on children’s school attendance and performance are lack of parental encouragement for children to attend school regularly, migration of mothers for temporary employment overseas, fathers’ alcoholism, neglect of children, and consequent emotional distress suffered by children.

Supply-side factors include: lack of provision for education for children with disabilities, relatively lower level of facilities and services for institutionalised children (including a total lack of access for children in detention), disparities in basic facilities, services, teacher availability and quality among provinces, districts and sectors (UNICEF, 2013). Deprivation and marginalisation linked to factors such as residence in locations lacking transport and other basic facilities and lack of access to schools with good educational facilities result in non-enrolment and drop out. The 2008 Annual School Census reported that 13.4 per cent of schools had no toilet facilities, 19.3 per cent lacked a water supply and 8.5 per cent lacked electricity. There are high rates of teacher understaffing in schools in disadvantaged communities. High rates of teacher absenteeism is another factor.

Studies also pointed out how long years of armed conflict in the north and east and adjacent districts had caused disruption in people’s lives, school closure, poor teacher deployment and poor teacher attendance, irregular school attendance, low performance and drop out, and children having been recruited as child soldiers by rebel groups in affected areas.

Children in disadvantaged families are particularly demotivated by negative attitudes of teachers, uninteresting lessons, and harassment by teachers and peers (UNICEF, 2013). This situation could partly be due to the social distance between the teacher community and the communities from which these children are drawn as well as poor attendance and poor achievement which arise from poverty and poverty-related disadvantages which make children less motivated in studies. In addition, it could also stem from the teacher-centered, transmission mode of education which has undergone little change in spite of continuous efforts to reform education. The system is in effect reproducing social disadvantage (Little et al, 2011).

Exclusion in primary education then occurs typically within the school rather than outside. There are wide variations in attendance and learning achievement among children enrolled in primary education. Children are at risk of ‘silent exclusion’ and eventual drop out through poor attendance and low levels of achievement.

A situational analysis was conducted in all 9 Provinces on inclusive education to inform the development of a tool kit for teachers on inclusive education (MoE, 2012). It is not clear if the findings were disseminated; no report of the situational analysis was obtained in the evaluation process. The main findings are presented in the introduction to the toolkit and illustrate the need for the CFA as follows:

- 60 per cent of parents said that their children had difficulty in understanding the content of lessons;
- 42 per cent of children said that they were afraid to ask the teacher for help if they did not understand;
- 61 per cent of children said that it is difficult to catch up with their work if they are absent from school;
- 78 per cent of students said that they were afraid of the punishments from their teachers;
- All teachers reported that they needed support to teach children who were having difficulties.

In summary, various studies (Arunathilake, 2004; Gunawardena and Jayaweera, 2004; World Bank, 2005, Jayaweera and Gunawardena, 2009; Liyanage, 2013 and UNICEF, 2013) show that the reasons for non-attendance and drop out of school include:

- Poverty. This includes lack of food and clothing and a need for the child’s earnings for household income;
- Remoteness: distance to school and inadequate transport;
- Poor nutrition and health;
- Poor quality of education and the opportunity cost of schooling;
- Uninteresting lessons, apathy of teachers and poor teaching;
- Reliance on costly private tuition to achieve examination results.
- Corporal or 'harsh' punishment and violence in schools;
- Belonging to a marginalized group or one with special needs e.g. estate children, orphans, street children and children with disabilities;
- Living in areas where education has been disrupted by conflict or natural disaster (e.g. tsunami or floods).

2.1.10 The Quality of Primary Education

Quality remains a major concern of the education sector and overall is low. The percentage of non-trained and professionally unqualified teachers is 18.75 per cent of the total government teacher population, and the availability of subject specific teacher cadres at JSS level has become an issue.

Studies on the quality of education service delivery (Jayaweera; 2010, Lemage et al, 2008; Perara 2008, 2009; McCaul, 2007, Liyange 2013) have concluded that the school curriculum is overloaded, centralized and provides little space for active student participation. Teaching methods are traditional. Internet access in schools is poor. Monitoring and evaluation arrangements are inadequate for the systematic gathering and analysis of data on educational quality. Provincial Councils lack capacity to undertake their education responsibilities effectively (UNICEF, 2013).

The poor quality of teacher training is an issue for the delivery of quality education. Children who had dropped out of school report that teachers were boring, abusive and negligent. School was consequently unattractive to them and they dropped out (ibid). Teachers lack training in human rights, gender equality and equity in general. Teacher deployment is also inefficient. Teacher motivation is also an issue. Salary levels are not attractive. The financial incentive to perform well is not strong. Teachers increasingly have become involved in private coaching as an income-generating strategy.

The testing regime drives the education process in terms of teaching and learning. Currently, the assessment of learning involves a heavy reliance on rote memorization of curriculum content. Testing is traditional in format and inflexible. The system is mainly targeted at the key examinations: the Grade 5 Scholarship Examination; GCE O and A level Examinations. Many children attend private tuition or crammers. High marks are required for rural students to attend good urban schools. The Grade 5 Scholarship Examination is competitive and a recognized cause of stress among children and a special Parliamentary Committee is investigating this.

Leadership on quality education is the responsibility of the NIE. Its mandate includes curriculum development for teacher education as well as research and innovation to bring about change. It provides MA, Diploma and Certificate courses in Education Management, Education, Counseling and English Language Teaching (ELT).

2.1.11 Assessing learning outcomes in Primary Education

The assessment of key stage competencies in primary schools is undertaken by class teachers who work under the supervision of ISAs. In addition, teachers administer tests after the completion of each curriculum unity and at the end of term. Competency mastery is defined by NIE as successful performance in 80 per cent of competencies.

According to the World Bank (2013) formative assessments of learning are not carried out seriously by many primary teachers and proper records are rarely maintained. Assessments through observation, oral questioning and listening to pupil discussions are rarely employed. Summative assessments are limited to paper and pencil. Many tests are designed by external bodies and are rarely subjected to analysis. The results are rarely used to remedy learning difficulties of children or to improve methods of teaching.

The Grade 5 Scholarship Examination takes place at the end of the primary cycle. It was revised in 1997 to test thinking skills as well as factual recall (MoE, 2005). The examination results are
used to provide bursaries to promising pupils and to place these in National schools or high status Provincial schools with better facilities for secondary education. The backwash effect of this examination is significant and leads to the devaluation of the overall objectives of primary education (World Bank, 2013).

Learning outcomes are generally poor. Sri Lanka ranks poorly in terms of science and mathematics education. Learning outcomes are improving however. In 2009, in the Grade 4 National Assessments of Learning Outcomes the overall percentage of children who scored more than 50 per cent was 82.9 per cent in First Language, 81.8 per cent in Mathematics and 58.4 per cent in English compared with 68.9 per cent, 66.65 per cent and 31.9 per cent respectively in 2003 (Little et al, 2011).

There are wide disparities in student performance across provinces. More developed provinces such as Western Province, perform better than the less develop such as Northern, Eastern and Uva provinces. Disparities occur within provinces between zones and divisions. Children in urban schools perform better than those in rural or estate schools. Children in school type 1AB perform better than children in other types of school. Children in type 2 perform the worst (Little et al, 2011). These disparities are in part attributable to disparities in teacher deployment: in their numbers and qualifications.

Learning gaps in terms of average scores achieved are also significant between the Sinhala and Tamil medium schools with a 15-point gap in Mathematics, 12.1 points in first language, and 9.6 points in English. Further disaggregated data and research is required to pinpoint the reasons for low learning outcomes and high disparities.

A 2010 UNICEF supported assessment of learning competencies of 120,000 students from Northern and Eastern provinces (grades 3-9) in the subjects of Tamil and mathematics found that a displaced student in a regular school is roughly 1.5 grades behind a typical learner. Moreover, a child who is still displaced, or in a newly restarted school, is almost three grades behind. This puts large numbers of children in resettled areas at increased risk of low performance in school and dropout.

2.1.12 Physical and Psychological Punishment

Physical punishment appears to be widely used in socialization in Sri Lankan according to a study of 12 year old Sinhala speaking children which found some form of such punishment in the home prevalent on a weekly, annual and lifetime basis: 52.3 per cent, 70 per cent and 69.6 per cent respectively (De Zoysa et al, 2007). It was found that commonly reported punishments include pulling the ear, hitting the head with knuckles, pinching, slapping and spanking. Such common use may have led to its acceptance by children (98.4 per cent of the children had attitudes of varying degrees of favourableness towards parental use of physical punishment, with 16.8 per cent completely in favour; only 1.4 per cent of children held a completely unfavourable attitude towards its use).

2.1.13 Equity

Striking disparities across regions are evident in terms of school facilities, teacher composition and quality of service delivery according to Liyang (2013) but research studies have not been undertaken to assess these, to provide robust quantitative and qualitative data. Rural secondary schools particularly in remote areas have difficulty in attracting qualified teachers. Many do not offer science education due to a lack of resources.

There are striking disparities between Provinces in learning outcomes. In the first language and mathematics, more than 50 per cent of children in 5 Provinces and 4 Provinces respectively failed to achieve mastery level. Achievements levels are lowest in Central, Eastern, Northern and Uva Provinces. Eastern and Northern Provinces have seen education impacted by conflict and the tsunami, while Central and Uva Provinces have large concentrations of Tamil estate children. Survival rates are lowest in the Northern and Eastern Provinces.

Plantation estate districts have been identified as one of the most disadvantaged areas in terms of poverty and social development indicators including education. Seven plantation districts have been spread across three provinces (namely, Central, Uva and Sabaragamuwa) in the
middle part of the country. Around 230,000 families, 900,000 people, live on estates in these provinces representing 5 per cent of the total population and 11.3 per cent of people living below the poverty line. According to the Household Income and Expenditures Survey (2009/10), the estate sector has the highest poverty head count index (11.4 per cent) compared to urban (5.3 per cent) and rural (9.4 per cent). Low educational attainment of these provinces is highly associated with incidence of higher poverty. Grade 4 (2009) and grade 8 (2008) national assessments of learning outcomes on the first language indicate that Central and Uva Provinces are the worst performing provinces, after the conflict affected Northern and Eastern Provinces.

Schools in economically disadvantaged areas have been neglected. Among the issues identified by Liyange (2013) are: failure to appoint qualified principals and teachers; lack of basic facilities and small size (<100 students). The MoE has a system for classifying schools according to levels of ‘congeniality’ which is an indicator of physical infrastructure and facilities. The conflict affected and plantation dominated provinces have the lowest scores of congeniality. UNICEF estimates that 340,000 children have been orphaned as a result of the conflict and other reasons. These children are particularly vulnerable due to a lack of birth certification and lack of parental support (UNICEF, 2013). Lack of birth certification is a barrier to street children from enrolling in school.

2.1.14 Education Financing

The share of expenditure on education as a share of the total government expenditure declined rapidly from 11 per cent in 2006 to 9 per cent in 2011. The total government expenditure on education as a proportion of GDP also declined from 2.7 per cent in 2006 to 1.7 per cent in 2012 (UIS UNESCO, 2015). This is the smallest share of public investment in education among the countries in the region and lower-middle-income countries. Of this funding, 32 per cent is for primary education and 50 per cent for secondary education, reflecting the fact that primary education has never had a high priority (World Bank, 2013). The allocations are used mainly for recurrent expenditures such as salaries (75 per cent) and only 20 per cent on quality.

Household expenditure on education is significant in Sri Lanka. The percentage distribution of average monthly household expenditure on education in 2009/2010 was 5.6 per cent (CBSL, 2011). Due to the high cost on families, children from lower income quintiles are more likely to drop out.

There remains an ongoing need to assist the Government of Sri Lanka and local communities to restore schools and improve the quality of education, especially in areas which bore the brunt of decades of conflict. The country has a population of 3.9 million school children (grades 1 to 13), representing nearly 20 per cent of the total population. As such the provision of improved education services will have a long-term impact on economic growth, social cohesion, reconciliation and other social indicators.

Corruption and mismanagement of funds have been identified as constraints on the effective use of scarce resources for improving the quality of education. The highest number of complaints received by the Bribery and Corruption Commission has been in education (Liyange, 2013). A major factor has been the intense competition to gain entry to the elite national schools.

In 2016, the GoSL is planning substantial increases in the education budget. It is not yet clear how allocations have been made or the level of priority that is being given to primary education. A pledge has been made to increase the education budget up to 6 per cent of GDP by 2020. This is a positive development and an opportunity to address some of the structural problems that have ben described in this section that have arisen due to inadequate state financing of primary education.

2.15 A Need for Further Reform

The development of Primary education currently rests upon the 1997 reforms and their roll out which is still underway. It is clearly time to take stock of the extent to which these reforms are succeeding and continue to be fit for purpose. This is well beyond the scope of this evaluation.
The analysis above identifies a number of critical areas that warrant further assessment by GoSL and development partners. There is a need to review the following:

- The education policy-making process;
- The organisation and management of primary education/schooling;
- Primary education financing;
- Primary school/section infrastructure, facilities and equipment;
- The system for teacher education (pre-and in-service training/mentoring/SBTD) and continuous professional development for primary level teachers;
- Instructional leadership and supervision processes for quality assurance of teaching and learning;
- The curriculum. To what extent is it part of the problem? Do the ELCs support optimal learning outcomes for all children? Are they in need of revision?
- Equity. How to address inequity in service delivery in outcomes across and within schools and to provide targeted support for disadvantaged and excluded children?
- The assessment regime, and the future of the G5SE.
Section 3. The Child Friendly Schools Approach: The Conceptual Framework

3.1 Introduction

This section sets out the global experience and guidance on the CFA which has helped to shape its adoption and adaptation in Sri Lanka. The purpose of this analysis is to allow reflection on the choices that were made in designing the local CFA framework, its dimensions and the types of activity they promote. As will be seen, the CFA is holistic and therefore complex. Its multiple dimensions span the range of policy intervention areas in primary education. It is important to note that each CFA dimension has implications for policy setting (national and school-level), school-based management, teacher development, curriculum development and parental participation.

3.2 Origins of the Child Friendly School

The Child Friendly School (CFS) Framework was developed by UNICEF in the late 1990s as a means of operationalizing Child Rights in general and the United Nations Convention on the Rights of the Child (CRC) in the education sector. The 1990 Declaration on Education for All (EFA) was also an important contextual factor in its development. The first attributed CFS programme to be implemented was in Thailand in 1997 (UNICEF, 2006) and this model has been influential in elaborating the CFS approach internationally. The Education Section of UNICEF’s Programme Office subsequently launched the CFS initiative in 1999. The CFS initiative gained considerable traction following the adoption of the Dakar Framework for Action for EFA in 2000. It became UNICEF’s flagship programme for EFA and was widely supported through its country programmes. By 2009, it was being implemented in 95 countries according to the Global Evaluation Report on CFS Programming (UNICEF, 2009).

The CRC provided the main principles that underpin the Child-Friendly Approach (CFA). These emphasise the right of all children to receive free and compulsory education in settings that encourage enrolment and attendance; institute discipline humanely and fairly; develop the personality, talents and abilities of students to their fullest potential; respect children’s human rights and fundamental freedoms; respect and encourage the child’s own cultural identity, language and values as well as the national culture and values; and prepare the child to live as a free, responsible individual who is respectful of other persons and the natural environment (UNICEF, 2009).

Other significant influences on the development of the CFA include international research on school-effectiveness (UNICEF, 2009). This provides an evidence-base on interventions that have proven to be effective in enhancing conditions of schooling in terms of factors such as context, input, process, output and outcomes (Scheerens, 2000). Related to this are the evidence bases on school-based management (SBM) and increasing teacher effectiveness. Overall, there is an important dynamic to note. First, the CFA has strong foundations in school effectiveness research. Second, CFA potentially provides important evidence to contribute to understandings of what contributes to school effectiveness. Third, CFA programmers need to keep abreast of current findings in school effectiveness research, both nationally and internationally, to ensure it is effectively translating its principles into action.

A second important source of influence on CFA development was the Health Promoting School Initiative (HPSI) of the WHO in the 1990s. This provided a holistic framework for developing safe and healthy schools, which also promote healthy living. As with school effectiveness, there is an associated body of research, which informs school health and nutrition (SHN) policy-making and programming. It should be noted that since Dakar in 2000, there has been a specific international partnership for SHN, the FRESH (Focusing Resources on Effective School Health) partnership. How the CFA links with the FRESH partnership is an important challenge.

A third significant source of influence on CFA development was UNICEF’s experience in child/family/community-centred approaches to school improvement (UNICEF, 2009). This field of education participation also has its own evidence-base. These three sources are easily discernable once we examine the details of the CFA Framework.
It can therefore be legitimately argued that the CFA is an evidence-based approach, in addition to being rights-based. It is informed by multiple paradigms that are concerned with improving the effectiveness of schools in various ways and with differing objectives. This is highly complex and likely requires a sophisticated approach to education research, monitoring and evaluation and knowledge management to work successfully in differing country contexts. Therefore, a systems approach to education sector development is also needed so that the system itself is fully supportive of CFA development, in terms of policy, strategy and institutional capacity to implement.

3.3. The CFA Concept: The 3 key principles and a theory of change

The Global Evaluation of Child-Friendly Schools (UNICEF, 2009) developed a conceptual model to guide the evaluation in a range of country contexts. Three key underlying principles of the approach were identified:

iv) **Child-centredness.** This includes child-centred pedagogy in which children are active participants and healthy, safe and protective learning environments provided through appropriate architecture, services, policies and action;

v) **Democratic participation.** This includes policies and services to support fairness, non-discrimination and participation; strong links with home, school and community; and children, families and communities as active participants in school decision making;

vi) **Inclusiveness.** Child friendly-schools are child seeking; inclusive and welcoming for all students; gender-sensitive and girl-friendly. They have policies and services which encourage attendance and retention.

These three child-friendly principles were put at the centre of what was termed as a **pathway to quality education** through their application (see figure 1 below). In effect, this is a theory of change.

**Figure 1. The application of the principles of child centredness, democratic participation and inclusiveness.**

The three principles are derived from earlier conceptualisations of the CFA which included five dimensions. These provided a broader framework for analysis and intervention. They are discussed below.
3.4 The CFA Framework; the Five Core Dimensions

The CFA provides a framework that can be used for i) analysis of current activities in schools, ii) developing policies for schools and iii) programing in strategic areas of school operations. The three purposes ideally should be inter-related. It is essential that policy makers are well informed about the situation of children and their education in the country and that programing is supported by national policy. It would seem to be important that the CFA is used to inform all three tasks and not serve simply as a programming mechanism.

The CFA framework was developed with 5 dimensions that serve to define the characteristics a child-friendly school (UNICEF, 2006). Schools that are child friendly are defined as;

1. Proactively inclusive, seeking out and enabling participation of all children and especially those who are different ethnically, culturally, socio-economically and in terms of ability;
2. Effective academically and relevant to children’s needs for life and livelihood knowledge and skills;
3. Healthy and safe for, and protective of, children’s emotional, psychological and physical well-being;
4. Gender-responsive in creating environments and capacities fostering equality; and
5. Actively engaged with, and enabling of, student, family and community participation in all aspects of school policy, management and support to children.

These five dimensions are considered to be necessary conditions of CFS success (UNICEF, 2006). They are mutually reinforcing. Hence, a school can be considered to be child-friendly when all five dimensions are addressed and each dimension is enhanced by actions in others. It is a holistic concept and approach; the implementation of which seems to require a strategic and programmatic approach, backed by clear policy. The five dimensions now need to be explored further and unpacked individually.

i) Inclusive of all children

The principle of inclusion is fundamental to the CFA. A rights-based approach to education and supports the education of all children without discrimination or form of exclusion. UNICEF recognises that a major challenge to be faced is the multi-dimensionality of exclusion (UNICEF, 2006). The factors which contribute to educational exclusion include geographic remoteness, ethnic marginalisation, a lack of access to complete or well-supplied schools, household poverty, disability and gender. Understanding the social context of educational exclusion and disadvantage appears to be a prerequisite for developing policy and interventions for this dimension.

UNICEF has introduced the concept of a child-seeking school, one that is proactive in enrolling children in school and re-integrating those who are not attending. Inclusion entails the full enrolment, participation and completion of all children. It means that all children have equal opportunities to enter school, participate in learning and benefit from learning experiences. Inclusion therefore does not merely involve issues of access; equity in terms of classroom participation and learning outcomes are also important.

Inclusion is an important theme in education policy and discourse. The main contemporary international approach is contained in the Inclusive Education paradigm. This initially was developed in response to the education needs of children with disabilities and was originally narrowly focused on this target group with a view to include them within mainstream schools rather than in special schools. The CFA conceptualisation of inclusive education stresses a more holistic approach which involves investigating and understanding the full range of barriers to inclusion in school, including classroom learning activities.

The Guide for Assessing Child-Friendly Schools (UNICEF, 2006) suggests three key performance areas for this dimension:

i) Ensuring access to school by all children regardless of background or ability;
ii) Respecting and responding to diversity;
iii) Eliminating stereotypes within the curriculum, learning materials and teaching and learning processes.

These help frame the outcomes that can be planned in this dimension. Guidance is also given through exemplification of the types of interventions that can be implemented to attain these in key component areas. These are illustrated in Table 2 below (UNICEF, 2006).

### Table 2. Components and interventions for inclusive child friendly schools

<table>
<thead>
<tr>
<th>Component</th>
<th>Illustrative interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy</td>
<td>• National Policy e.g. Inclusive Education Policy</td>
</tr>
<tr>
<td></td>
<td>• School-level policy on inclusion, violence, abuse, etc.</td>
</tr>
<tr>
<td>School-Based Management</td>
<td>• Master list of all children in the community</td>
</tr>
<tr>
<td></td>
<td>• Regular enrolment campaigns</td>
</tr>
<tr>
<td></td>
<td>• Physically accessible facilities</td>
</tr>
<tr>
<td></td>
<td>• Monitoring mechanism to track progress of children (attendance, learning etc.);</td>
</tr>
<tr>
<td></td>
<td>• Measures for assisting children with special needs;</td>
</tr>
<tr>
<td></td>
<td>• Convenient, safe and affordable transport from home to school</td>
</tr>
<tr>
<td>Teacher capacity</td>
<td>• Teachers receive advanced professional training on a regular basis;</td>
</tr>
<tr>
<td></td>
<td>• Teachers trained in inclusive education;</td>
</tr>
<tr>
<td></td>
<td>• Teachers trained in school health;</td>
</tr>
<tr>
<td></td>
<td>• Teachers have high expectations for all children regardless of background or ability;</td>
</tr>
<tr>
<td></td>
<td>• Teachers can assess learning in ways that are appropriate to abilities and needs, rather than depending on test scores</td>
</tr>
<tr>
<td>The curriculum</td>
<td>• The curriculum allows for different teaching methods and learning styles;</td>
</tr>
<tr>
<td></td>
<td>• The content relates to the everyday experiences of all children in the school;</td>
</tr>
<tr>
<td></td>
<td>• The curriculum promotes attitudes of respect, tolerance and knowledge about other’s cultural backgrounds</td>
</tr>
<tr>
<td>Learning resources and participation</td>
<td>• All children have textbooks and learning materials that match their needs;</td>
</tr>
<tr>
<td></td>
<td>• All students receive regular assessment information to help them monitor their progress</td>
</tr>
<tr>
<td></td>
<td>• All children have equal opportunities to participate in all school activities</td>
</tr>
<tr>
<td>Parental participation</td>
<td>• Parents receive feedback about their children’s attendance, participation and achievement;</td>
</tr>
<tr>
<td>Community support</td>
<td>• Parents and community know about inclusive education and support the school in its implementation;</td>
</tr>
<tr>
<td></td>
<td>• Community participates in school planning and includes the views of children in the decision making process</td>
</tr>
</tbody>
</table>

This dimension in its own right is complex and multi-faceted. In effect it provides a specific lens for investigating the extent to which schools are inclusive and equitable in terms of educational access. There is a very substantial literature in this field which is a fundamental area of educational discourse and research. A key issue to consider is what additionality the CFA brings to education systems and schools in the area of improving inclusiveness, given that the concept of inclusive education predates the CFA and that many countries had already begun policy making and programming.

ii) Academically effective and relevant for children

The second CFS dimension concerns **quality education**. It is a composite dimension requiring a range of enabling factors including national socioeconomic and education policy frameworks; social services and civil society structures; well-trained and highly motivated teachers; relevant curricula and sufficient supplies of teaching and learning materials; professionally capable school administrators, supervisors and inspectors.
This dimension includes the following:

- **Quality learning environments**: this includes policies and practices that prohibit violence, corporal punishment, humiliation and substance abuse; facilities with adequate classrooms, clean water supplies and sanitation; services that promote safety and psychosocial health;
- **Quality learners**: healthy, well nourished, ready to learn and supported by family and community;
- **Quality teaching and learning processes**: child-centred and life-skills based approaches with relevant curricula and adequate teaching and learning materials (TLM); and
- **Quality learning outcomes**: defined learning outcomes and suitable ways to assess them at classroom and national levels.

The *Guide for Assessing Child-Friendly Schools* (UNICEF, 2006) suggests three key performance areas for this dimension:

i) A constructive school policy and management environment for learning
ii) Good quality, child-centred teaching and learning processes and outcomes; and
iii) Enhanced teacher capacity, morale and motivation.

These help frame the outcomes that can be planned in this dimension. Guidance is also given through exemplification of the types of interventions that can be implemented to attain these in key component areas. These are illustrated in Table 3 below.

**Table 3. Quality education and child friendly schools**

<table>
<thead>
<tr>
<th>Component</th>
<th>Illustrative interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy</td>
<td>• School mission/vision statement prominently displayed and adequately explained to all</td>
</tr>
<tr>
<td></td>
<td>• School implements policies on inclusive child friendly education</td>
</tr>
<tr>
<td></td>
<td>• School has policy against corporal punishment; monitors and enforces it</td>
</tr>
<tr>
<td>School-based management</td>
<td>• Comprehensive school plans are made, publically displayed and implemented</td>
</tr>
<tr>
<td></td>
<td>• Integrated school budgets are made and displayed</td>
</tr>
<tr>
<td></td>
<td>• School principal provides strong direction and leadership</td>
</tr>
<tr>
<td></td>
<td>• The principal regularly monitors the performance of teachers and provides constructive support</td>
</tr>
<tr>
<td>Teacher capacity</td>
<td>• Teachers regularly prepare lesson plans</td>
</tr>
<tr>
<td></td>
<td>• Teachers have appropriate training in child-centred learning</td>
</tr>
<tr>
<td></td>
<td>• Teachers have regular opportunities for professional capacity building</td>
</tr>
<tr>
<td></td>
<td>• Teachers are allowed opportunities to innovate</td>
</tr>
<tr>
<td></td>
<td>• Teachers encourage and promote cooperative hands-on learning</td>
</tr>
<tr>
<td></td>
<td>• Teachers continuously monitor and assess their students’ performance to provide feedback for improving performance</td>
</tr>
<tr>
<td></td>
<td>• Teachers have their own work area</td>
</tr>
<tr>
<td></td>
<td>• Use of positive discipline</td>
</tr>
<tr>
<td></td>
<td>• All students are treated equally</td>
</tr>
<tr>
<td>The curriculum</td>
<td>• The curriculum addresses each child’s learning needs in a meaningful way</td>
</tr>
<tr>
<td>Learning resources and participation</td>
<td>• TLM are gender-sensitive and encourage active learning</td>
</tr>
<tr>
<td></td>
<td>• Tools are provided to teachers on time management, lesson planning, curriculum development, classroom management, disciplinary options, children’s participation</td>
</tr>
</tbody>
</table>
Libraries, textbooks and teaching aids are readily available and used by teachers to facilitate teaching and learning
Self-assessment tools are provided to teachers for monitoring their own performance

All students master basic knowledge and skills to their fullest ability
Students encouraged to work together in flexible groups
All students are encouraged to express their views and feelings
All students participate in school activities according to their interests and without emphasising competition

Classroom learning environment

Classroom learning is dynamic and active; context of order and stability
Classrooms have learning corners with supplementary learning materials and displays of student work

Parents receive information about their children’s attendance, participation and achievement

The community is mobilised to support teachers and their teaching

This dimension in its own right is complex and multi-faceted. In effect it provides a specific lens for investigating the extent to which schools provide quality teaching and learning. There is a very substantial literature in this field which is another fundamental area of educational discourse and research.

It is worth recalling the three principles discussed in 2.2.2 in that quality education as envisaged by the CFA needs to be child-centred, inclusive and participatory in terms of the active participation of children, families and communities in the school. Improving the quality of education service delivery is a concern for most if not all Ministries of Education; the challenge for CFA gain is how the approach makes a difference given all the interventions that are being introduced in this regard.

iii) Healthy Safe and Protective

A positive school environment contributes to greater wellbeing and happiness, an improved sense of belonging and can lead to better levels of academic achievement (UNICEF, 2006). Good health status during childhood also provides sound foundation for positive health in later adolescence and adulthood.

The Guide for Assessing Child-Friendly Schools (UNICEF, 2006) suggests six key performance areas for this dimension:

i) School health, safety and protection related policies and procedures that provide a safe, non-violent, psychosocially supportive and protective environment;
ii) A healthy and safe physical school environment including clean water and gender responsive sanitation facilities;
iii) A psychosocially supportive school environment;
iv) School-based health education to develop knowledge, attitudes, values and life skills relevant to the lives of students;
v) School-based health and nutritional services addressing important community health issues or referral mechanisms for students;
vi) Proactive engagement with school and community stakeholders, health, social and legal services to effectively prevent and intervene in issues reacted to health, safety and protection of students from abuse and harm.

These help frame the outcomes that can be planned in this dimension. Guidance is also given through exemplification of the types of interventions that can be implemented to attain these in key component areas. These are illustrated in Table 4 below.
Table 4. Health, safety and protection in child friendly schools

<table>
<thead>
<tr>
<th>Component</th>
<th>Illustrative interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy</td>
<td>• School has and enforces policies to provide a safe physical environment; • School has and enforces policies on proper sanitation and hygiene including adequate toilet facilities • School has and enforces policies for preventing, identifying and responding to bullying and violence</td>
</tr>
<tr>
<td>School based management</td>
<td>• School buildings and facilities are clean, safe and regularly maintained • Clean drinking water is provided to all students • School waste is disposed of properly • Schools act to prevent the breeding of mosquitoes and other disease vectors on or near school grounds • Schools provide regular health screenings of students and keep records</td>
</tr>
<tr>
<td>Teacher capacity</td>
<td>• Teachers are provided with lesson planning guidelines to aid life skills development and assessment; • Teacher training is provided to help master basic information and become confident with life skills training methods</td>
</tr>
<tr>
<td>The curriculum</td>
<td>• The school integrates life skills based health education in its curriculum • The school uses participatory activities to personalise information, explore attitudes and values and practice skills</td>
</tr>
<tr>
<td>Parental involvement</td>
<td>• Parents have the opportunity to discuss school policies and codes of conduct and to contribute to decision-making in the school</td>
</tr>
<tr>
<td>Community support</td>
<td>• The school coordinates with the community and local authorities to ensure the safety and protection of students</td>
</tr>
</tbody>
</table>

Once again, this dimension in its own right is complex and multi-faceted. It provides a specific lens for investigating the extent to which schools are healthy, health-promoting and safe. This field of education practice falls under School Health and Nutrition (SHN). There is a separate international approach to SHN called the FRESH Framework. There are four pillars to the FRESH Framework. There is a strong case for ensuring that the CFA internationally is better aligned with FRESH. Again there is a very substantial literature in this field which is another fundamental area of educational discourse and research. A challenge for the CFA is how it adds value to the FRESH initiative both internationally and at country level.

From a rights-based perspective, this dimension seems to particularly important in terms of the concept of protection. It would seem to be important that this dimension be clearly linked to national policies on Child Protection.

iv) Gender-Responsive

Gender-responsiveness is crucial for ensuring gender equality for girls and boys and eliminating gender stereotyping. This dimension is concerned with equal access to schools by boys and girls; gender equality in the learning process; and in learning outcomes. The Guide for Assessing Child-Friendly Schools (UNICEF, 2006) suggests three key performance areas for this dimension:

i) Quality gender-friendly learning environments;
ii) Gender-friendly curricula and learning materials; and
iii) Gender-friendly teaching and learning processes.

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1 Focusing Resources on Effective School Health (FRESH)
These help frame the outcomes that can be planned in this dimension. Guidance is also given through exemplification of the types of interventions that can be implemented to attain these in key component areas. These are illustrated in Table 5 below.

**Table 5. Gender-friendliness in CFS**

<table>
<thead>
<tr>
<th>Component</th>
<th>Illustrative interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy</td>
<td>• School mission/vision statement and policies against gender discrimination</td>
</tr>
<tr>
<td>School-based management</td>
<td>• Monitoring of enrolment, attendance and learning performance of girls and boys;</td>
</tr>
<tr>
<td></td>
<td>• Girl-friendly facilities exist in school</td>
</tr>
<tr>
<td></td>
<td>• Male and female teachers are treated the same</td>
</tr>
<tr>
<td>Teacher capacity</td>
<td>• All teachers trained to identify gender bias in teaching and learning;</td>
</tr>
<tr>
<td></td>
<td>• All teachers expect girls and boys to participate equally</td>
</tr>
<tr>
<td>The curriculum</td>
<td>• The curriculum promotes gender equality</td>
</tr>
<tr>
<td>Learning resources</td>
<td>• TLM are free of gender bias</td>
</tr>
<tr>
<td></td>
<td>• Girls and boys share textbooks and learning materials equally</td>
</tr>
<tr>
<td>Community involvement</td>
<td>• Regular campaigns are conducted to encourage parents to enroll boys and girls in school</td>
</tr>
</tbody>
</table>

This is another dimension that is complex and multi-faceted. It provides a specific lens for investigating the extent to which schools are gender-responsive and promote gender equality. There is a very substantial literature in this field which is another fundamental area of educational discourse and research. As with the abovementioned dimensions (i-iii), we need to consider how the CFA can add value to the promotion of gender equality in education.

v) **Involved with students, families and communities**

This dimension concerns the active engagement of students, families and community in partnerships with the schools to provide effective and inclusive learning environments. The *Guide for Assessing Child-Friendly Schools* (UNICEF, 2006) suggests three key performance areas for this dimension:

1. Mechanisms for students to express their views about school work and school life and to participate in student and school organizations;
2. Mechanisms for building school-parent partnerships for school policy making, management and the development and protection of students; and

These help frame the outcomes that can be planned in this dimension. Guidance is also given through exemplification of the types of interventions that can be implemented to attain these in key component areas. These are illustrated in Table 6 below.

**Table 6. Involvement of the students, family and community**

<table>
<thead>
<tr>
<th>Component</th>
<th>Illustrative interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy</td>
<td>• School disseminates information on school policies</td>
</tr>
<tr>
<td></td>
<td>• School gives importance to parents and school committee in school development</td>
</tr>
</tbody>
</table>
School-based management
- School has a plan for school-community collaboration
- School has a parent-teacher association (PTA)
- PTA has a written plan of action
- Schools conduct conferences with parents at least twice a year
- School coordinates with community leaders and local authorities
- Schools communicate with parents regarding children’s attendance and performance

Teacher capacity
- Teachers are trained in school-family communications

Parental involvement
- School includes parents on all decision-making and advisory committees

Once again, this dimension is complex and multi-faceted. In effect it provides a specific lens for investigating the extent to which schools enable the participation of local stakeholders. An important reason for this is that such participation enhances accountability of the school to parents, and the community. There is a substantial literature in this field, which is another fundamental area of educational discourse and research. From a rights-based perspective, this dimension seems to be particularly important as meaningful participation is linked to empowerment.

3.5 Conclusions

The CFA has what might be considered as a theoretical base, which has been presented in the section above. It is worth revisiting and updating on the basis on experience in the Asia-Pacific region. This is an action UNICEF might consider in its 2 regional offices.

The theoretical model can provide guidance to countries on the selection of CFA criteria and specific activities to implement them. There is evidence that Sri Lanka has taken into consideration this and learning from other countries in the regional which have implemented the CFA. At the same time, the Sri Lanka CFA has informed regional perspectives on the CFA.

The next section investigates the process by which the CFA was adopted and adapted to the specific context of primary education in Sri Lanka and its subsequent evolution. The main issues for development in this sub-sector have already ben discussed in section 2. They provide an important backdrop to the decision-making concerning the selection of priorities of the CFA and the modalities of delivery of interventions.
Section 4. The Origin and Development of the CFA in Sri Lanka

4.1 Introduction

This section explores the origins and development of the CFA in Sri Lanka. Drawing on the model presented in the previous section, the MoE with UNICEF support piloted and adapted the approach to fit into the strategic reform priorities for primary education. It will be seen that the CFA has its own unique Sri Lankan characteristics that have made it easier to obtain ownership and to integrate it with an existing framework for reform.

The CFA has been implemented with various levels of support since 2002. A timeline of key events in its evolution is presented below. It should be noted that its introduction and subsequent development have not been supported by any systematic situation analysis of primary education to guide the strategic prioritisation of interventions. On a more positive note, the development of the CFA has been informed by strategic information obtained from evaluations at the project level, though there remains an on-going need for more investment in research in primary education.

The evolution and scaling up of the CFA has also occurred without any clear policy or specific costed strategic plan to guide the process or the quality of outcomes. Development partner support has been provided using project modalities. These have worked to build capacity at Provincial level through annual plans and the establishment of Provincial Resource Teams (PRTs). The zonal level has been particularly important for delivering technical support to schools. In essence, it has been a process of budget support to the selected provinces. As such CFA programming has supported a measure of decentralization. It has also provided a vehicle for introducing innovation as well as consolidating existing MoE interventions.

The global evaluation of the CFA (UNICEF, 2009) appears to have had little influence on the development of the CFA in Sri Lanka. Moreover, there appears to have been little exchange of experience involving Sri Lanka of CFA models and their implementation in the wider Asia-Pacific region. This represents a missed opportunity.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>CFA Pilot Project</td>
</tr>
<tr>
<td>2004</td>
<td>Scaling up of CFA project, evaluation followed by loss of momentum</td>
</tr>
<tr>
<td>2007</td>
<td>New systems approach phase led by MoE with NGOs and UNICEF support</td>
</tr>
<tr>
<td></td>
<td>National definition of CFA agreed</td>
</tr>
<tr>
<td>2008</td>
<td>BESP</td>
</tr>
<tr>
<td>2009</td>
<td>Sri Lanka CFA Case study published by UNICEF</td>
</tr>
<tr>
<td>2010</td>
<td>Evaluation of CFS in Badulla and Batticaloa</td>
</tr>
<tr>
<td>2012</td>
<td>Independent evaluation of BESP</td>
</tr>
<tr>
<td></td>
<td>Human Development through Quality Education. KOICA support.</td>
</tr>
<tr>
<td></td>
<td>Child Friendly Monitoring Unit established in Presidential Secretariat</td>
</tr>
<tr>
<td>2013</td>
<td>BESP Completion Report</td>
</tr>
<tr>
<td></td>
<td>Child Friendly Education Programme: Australian Aid</td>
</tr>
<tr>
<td>2014</td>
<td>Child Friendly Monitoring Unit disbanded</td>
</tr>
</tbody>
</table>
4.2 The CFA pilot project

The CFA concept was first launched in Sri Lanka in 2002 as a joint initiative between the Ministry of Education and UNICEF. Against the backdrop of the reforms during the late 1990s that were intended to improve education quality, the CFS initiative was a school-based approach to address sharp disparities in facilities, quality and access in schools. Although the term 'CFS' was new, many of its aspects were already familiar to Sri Lankan educators. Concepts of community participation, school development planning and active learning were already in the system, although not consistently implemented.

The CFA in Sri Lanka was launched as a small pilot project with 125 schools serving approximately 5,000 children in North Western Province in 2002. Children attending these schools were from poor families, with issues of undernourishment, psychosocial stress and low learning achievement rates. The project did not provide guidelines or a specified process for schools, but using a loose definition of child-friendliness, it gathered principals and teachers to discuss the issues and challenges in their schools and to plan ways of addressing them. Following reported observable success in schools in North Western Province, the CFA initiative was scaled up in 2004 to include 1,400 schools (30 per cent of schools in each district), with each district initially sending resource teams to visit North Western Province CFS pilot schools for training.

Reported results of CFA at that time included:

- Visible changes to school learning environments and facilities, including child-friendly toilets;
- Improvements in attendance in many schools; and
- Greater involvement of parents and communities in the school.

A loss of momentum was experienced thereafter and activities became limited in coverage and sustainability (UNICEF, 2009). Some significant challenges to CFA were reported by UNICEF in 2009. The lack of coordination between development agencies supporting CFA contributed to fragmentation, a lack of harmonisation and confusion. There was a lack of technical capacity at all levels. A lack of systematic evaluation including agreed criteria to measure progress was also reported as resulting in difficulties in measuring results (UNICEF, 2009).

4.3 Consolidation of the CFA

A new phase was begun in 2007 with the Ministry of Education (Department of Primary Branch) identifying the CFA as a key strategy to improve children’s experience of school holistically as well as a means of improving rates of enrolment, retention and learning achievement. Support was provided by NGOs (Plan Sri Lanka and SCiSL) and UNICEF, the latter providing advocacy and technical support at all levels.

The strategies are set out in the box below. Although, the original pilot was a targeted intervention, a decision was taken to mainstream the approach in all primary schools and sections. It is not clear that any substantive analytical work was conducted to inform the mainstreaming approach and in particular what the specific needs of mainstream schools were as opposed to those in disadvantaged areas. The twin strategies of targeting and mainstreaming were in fact maintained.

In 2007, the MoE began elaborate a national framework for CFA. A common definition with 6 dimensions was agreed through a participatory process involving representatives from MoE Departments, the NIE and NGOs with ongoing support provided by the CFA consultant. The final document was approved by the Secretary of Education. The CFA framework is presented and discussed in the next section.

The capacity building that was undertaken at all levels but primarily at provincial level through the establishment of Provincial Resource Teams (PRTs) provided a technical platform for scaling up. The roll out of CFA mainstreaming activities were integrated into the ESDFP in 2009. The early emphasis on a multi-sectoral approach seems to have withered away.
**UNICEF CFA Strategies (2007)**

**Advocacy:** Sustained and consistent advocacy at the national level to mainstream the CFA in primary education was one of UNICEF’s key strategies. In particular, capacity building through exposure to regional conferences and models for key decision makers was considered to be extremely effective.

**Consolidated framework:** Consolidation of the CFA experience in Sri Lanka, including agreement on a common definition, a set of criteria and indicators, and a practical guidance manual on how to implement CFA, were the basic tools identified to ensure that Sri Lankan schools work towards child-friendliness in a consistent and holistic fashion. A widely consultative process in developing these tools was the focus for a six- to eight-month period during 2007 and early 2008.

**Technical support and capacity building:** To support the consolidation and implementation of the CFA mainstreaming process, UNICEF and the MoE agreed there was a need for strong in-house technical support. UNICEF provided the services of a full-time CFA consultant for one year, attached to the Primary Education Branch. UNICEF’s focus was primarily towards building and supporting resource teams at all levels, strengthening technical capacity for implementation of CFA, and systematic monitoring and evaluation.

**Multi-sectoral approach:** UNICEF was instrumental in bringing partners together to consolidate and build on Sri Lanka’s CFA experience and best practices. A multi-sectoral approach to the implementation of the CFA initiative was a key component of the UNICEF Country Office effort to focus the school as a point of convergence for education, WASH, psychosocial assistance, protection, and health and nutrition interventions.

**Multi-level approach:** The success of Sri Lanka’s efforts to mainstream CFA depended on effectively balancing institutionalization of CFA from the top down with a school-based, customized approach. It was therefore necessary to promote CFA at multiple levels, creating a broad base of understanding of the concept and its practical implementation at school, zonal, provincial and national levels simultaneously.

### 4.4 Scaling up: The Basic Education Support Programme (BESP)

The BESP was budget support for primary education, managed by UNICEF. It began in 2009 and was implemented until 2012. Its overall objective was to support universal completion of primary education and improve learning achievement by building a child-friendly learning environment.

BESP sought to strengthen the capacity of teachers, principals, and community to promote holistic school development, including quality learning and a healthy, protective and safe environment for children, as well as the capacity of the education system to support the development of such schools. The CFA was already included in the ESDFP.

The MoE had the lead role in implementing the CFA. Provincial education authorities had a key role in planning and implementation; zones were charged with providing technical support to improve planning and monitoring at the school level. Zonal officers, particularly ISAs and school principals were seen as particularly key stakeholders. Schools were to be the focal point for initiating school development plans which were to underpin the development of the CFS.

#### 4.4.1 Multiple strategies

The following strategies were planned to support the achievement of intended BESP key results (Australian Government, 2008):

- Reinforcement of national capacities to improve service delivery by strengthening the capacity of: (i) trainers and teachers in child friendly, interactive methodologies; and
(ii) education planners at national, provincial and zonal level in planning, monitoring and evaluation;
• Strengthening systems to institutionalize programme interventions within the MoE, with a specific focus on CFS and Catch-Up Education (CUE) with the objective of mainstreaming these approaches within MoE strategies, planning and programs. This will be supported by a strong emphasis on strengthening M&E capacity, including data analysis;
• Adopting an inclusive education approach, with specific vulnerable groups identified, targeted strategies developed and responses implemented;
• Convergence of UNICEF supported interventions in education, protection, WASH (Water and Sanitation Hygiene), Health and Nutrition, with joint planning, implementation, monitoring and evaluation;
• Communication and social mobilization of school communities around education, concentrating on child and community participation in schools, developing community capacity to demand quality services and improving enrolment, attendance, and achievement;
• Partnership with the public and private sectors, NGOs and CBOs;
• Equal participation of girls and women in all programme-planning, decision-making, implementation, monitoring and evaluation for gender mainstreaming. At school level this will be manifested mostly within the School Development Society and the work carried out on school-based management, and development and implementation of school-based plans;
• Incorporating social cohesion and conflict sensitivity awareness throughout the programme.
• A strong advocacy component to support the development of policies, strategies and programs in the above areas, linked in to resource leveraging from other sources to expand program interventions on a nationwide basis.

These strategies have had a strong influence on the strategic directions of the CFA and remain largely in place.

4.4.2 The three themes of BESP

The programme comprised three themes, of which especially the first two were mutually re-enforcing: (i) Access: Education for All; (ii) Quality: Child Friendly Schools; and iii) Emergency Education.

**Theme 1: Access.** This aimed at enhanced access to education by focusing on the following two target groups: i) children who do not enroll in school; and ii) children who drop out of school without completing the compulsory nine-year cycle. Policies, strategies and programs for out-of-school children were to be developed. School Attendance Committees (SAC) and School Development Societies (SDS) would be supported to set up mechanisms to continually identify children at risk of not enrolling or of dropping out and to work with families to ensure that all children go to school.

Attention would be paid to the fact that children drop out of school for different reasons and an effective monitoring system would be established to enable adaptation of programmes to meet children’s concerns and needs. Two key responses would support children’s participation in the education system: i) standardized MoE Catch up Education (CUE) programmes to be put in place enabling out-of-school children to reintegrate into formal school; and ii) standardized MoE Alternative Education Programmes (AEP) to be in place, providing children with equivalent qualifications and opportunities to those provided by the formal education system.

**Theme 2: Quality.** This aimed at mainstreaming the CFA and to contribute to realizing that the rights of all children to education, in education and through education are met. The school was to be a source of convergence for education, WASH, protection, health and nutrition programmes with the development of life competencies to cope with life challenges including HIV/AIDS as an integral component.
Mainstreaming the CFA would result in an increase in essential learning competencies in schools not only within the geographical supported districts but also in the rest of Sri Lanka as the child friendly approach was expanded by the MoE in other areas. Provision of training to primary teachers on child friendly teaching methods was considered central to achieving project results. Technical assistance would be provided to incorporate child friendly approaches and principles within the national curriculum and learning materials, and within teacher training programmes and continuous teacher development.

Advocacy and technical assistance would ensure that policies and programmes are supporting all aspects of the CFA. Policies, strategies and practices would support children and communities as equal participants in school management and national standards for school facilities would be adapted to meet Child Friendly requirements.

The start up activities for the CFA mainstreaming process involved the following (UNICEF, 2009):

- Conceptualization and development of materials including stakeholder consultations, working groups for materials development and printing;
- Training of national, zonal and school level resource teams; school self-assessment and preparation of school development plans;
- Training of trainers and teachers in child-centred methodology; and
- Monitoring and review at the national, provincial and zonal levels.

**Theme 3: Emergency Education.** This aimed to strengthen capacity and systems at national, zonal and school levels for emergency preparedness and response, addressing both access and quality issues to ensure that students affected by natural or man-made disasters have continued access to quality education with minimal disruption. Technical support would be provided to develop policies on emergency education.

A national Emergency Education Preparedness and Response Plan (EPRP) would be developed to clearly outline accepted interventions, available resources, responsibilities of personnel and appropriate budget allocation. General resources, guidelines, training aids and supplementary materials would be developed to support teachers as well as administrative and management staff as required under the EPRP.

Linkages would be made to ensure that the specific needs of children in crisis are addressed, including provision for education in situations where access to schools is temporarily restricted and catch-up/alternative education measures where children have missed school due to displacement. This component would link with the CFA to ensure that schools remain a protective location for children. Advocacy and technical assistance would be provided to integrate emergency education fully into national planning, including within the ESDFP spanning the years 2011-2014. Support would be provided through the national education system to ensure that individual schools have the capacity to address emergency needs, including those related to natural disasters

**4.4.3 CFA Activities**

A set of activities was developed to achieve BESP objectives using the CFA framework as vehicle for improving primary education service delivery and the participation of communities. These are exemplified in the box below. As can be seen, there is a great deal of emphasis on sensitization and awareness raising on CFA concepts and implementation modalities. This is appropriate as the CFA represents something of a paradigm shift in the culture of primary education in Sri Lanka.

An important development were the activities focusing on school principals and teachers concerning with using the CFA to influence change in school-based management and classroom teaching practices. The advent of child-centred methods is an important development.

Overall the CFA package includes both software to change attitudes and behaviours of school personnel and the community as well as hardware such as the provision of additional
classrooms, WASH, classroom furniture and office equipment to upgrade school physical plant and facilities. It appears to be a well-designed comprehensive package.

### Early CFA activities (UNICEF, 2009)

- Sensitization and training on CFA concepts and implementation for education officials at the Ministry of Education, Provincial Departments of Education and Zonal Offices of Education;
- Sensitization and training on CFA concepts and implementation orientation on CFA for principals and teachers, with emphasis on community-based approaches to school development planning/school management;
- Sensitization on CFA for school communities;
- Revitalization of school attendance committees;
- Training on child-centred methodologies for teachers;
- Reconstruction of schools and renovation or provision of additional classrooms;
- Provision of water and sanitation facilities;
- Provision of supplies, including classroom furniture, library books and office equipment.

### 4.5 An early evaluation of the CFA in Badulla and Batticaloa (2010)

A qualitative evaluation of child-friendly schools was conducted in Badulla and Batticaloa in Central and Eastern Provinces respectively in 2010 for UNICEF (Samarajeeva, 2010). The purpose of the study was to assess progress in target setting under BESP. Intervention schools were compared with non-intervention schools in terms of the implementation of the first 5 dimensions of the CFF.

The findings are based on qualitative research methods (See Annex 6). They show that the CFA was making progress with regard to improving access and some initial successes were being observed in the use of child-centred teaching methods. Some issues were emerging in CFA implementation: the challenges of reaching and supporting remote rural schools, of increasing parental knowledge and participation, in reaching children with disabilities.

### 4.6 The Child Friendly Unit and the multi-sectoral plan

For a short period the CFA was given strong Presidential support. A Child Friendly Unit (CFU) was established at the Presidential Secretariat in 2012. It was selected as the means by which 5,000 primary feeder schools would be developed to serve secondary schools across the country. Allocations of SL 500,000 rupees would be given to each participating school for infrastructure development. 1552 schools with less than 50 students were also developed. A multi-sectoral action plan was developed for CFA scaling up involving a very wide range of Ministries: 12 in all (e.g. Geological Survey and Mines Bureau, Marine Environment Conservation Authority, National Gem and Jewellery Authority and the State Timber Company). It was never fully implemented. It is hard not to draw the conclusion that the effort would have been better invested in preparing an action plan focusing on primary education and the roles of Education authorities in implementation. A change of government resulted in the CFU being disestablished and the special initiatives were abandoned. This evaluation will allow the MoE to take stock of the CFA in the current situation.

### 4.7 Conclusions

The CFA has evolved considerably since its introduction in 2002. From a targeted project, it has become a national strategy applicable to all schools, driven mainly by project support. The process has involved some notable good practices in project cycle management, notably the attention given to conducting independent evaluations, which have helped to build an evidence-base for the CFA.

CFA development built on early success in improving attendance rates, school learning environments and the participation of parents and community in the school. In addition, there was a growing recognition of the importance of improving the quality of primary education through changing teacher behaviours by promoting CCM through INSET. This would result in
improved learning of ELCs. The curriculum and teacher education would include the CFA to support classroom change.

The emphasis on quality improvement is congruent with some of the problems identified in section 2. This is arguably the most serious challenge to be faced as primary education has been largely universalised. The vast majority of primary-age children are in school, but the quality of the education experience is low and learning outcomes are quite poor. Can the CFA strategies that have been adopted bring about systemic change in this regard?

Much of what has been described in this section is germane to this evaluation in that it has occurred since 2009. To complement this, the next section attempts to build on this and present the current context for CFA implementation.
Section 5. The Current Status of the CFA in Sri Lanka

5.1 Defining the CFA and its modalities

The purpose of this section is to take stock of the CFA that is to be evaluated. As was noted in the previous section, the CFA has evolved in the absence of clearly articulated policy and well-defined medium or long-term strategy. One result of this is that there is a lack of documents of reference for the CFA that clearly set out for all stakeholders what the approach entails: its objectives, its modalities and its anticipated results together with definitions of roles and responsibilities for meeting specified implementation standards to hold the system to account for delivery.

Instead there is a multiplicity of documents that are relevant to the CFA and its implementation. This is a diverse set including MoE documents, project documents, evaluation reports and CFA related toolkits and manuals. It is like a mosaic. Yet it is expanding as additional products are developed and disseminated. The approach is flexible and seemingly unbounded to some key informants.

In this context defining the intervention(s) to be evaluated has been a complex task and one that has required research and interpretation. It is very different from evaluating a project which has a clearly defined set of objectives, outputs and outcomes. It also potentially encompasses a wide range of interventions each of which could support its own research agenda. The decision by UNICEF for this evaluation to focus on 3 priority Dimensions is a pragmatic answer to this complexity. However, it should be noted that the overall integrity of the CFA framework needs to be respected and the contribution of the other Dimensions ideally needs to be considered.

The interpretation of the CFA in Sri Lanka is discussed in the sections below.

5.2 Current MoE national policy on the CFA

The MoE at present has little in the way of formal policy with which to support implementation of the CFA framework and related interventions in all schools in the country. Such a policy should ideally identify the rationale for CFA, prioritise interventions and describe roles and responsibilities at all levels of the education system to enable effective and efficient implementation.

A de facto policy instrument is the medium-term national Education Sector Development Framework Plan (ESDFP) Phase II document for the period 2013-2017. This includes the CFA in one of the strategic themes, which while confers some degree of policy endorsement is a long way from providing a comprehensive approach. The third theme: strengthen governance and service delivery of education includes CFA in terms of strengthening the child-friendly school approach in all schools with the anticipatory outcome of CFA strengthened in all schools. This intervention is very far from being fully defined and one must look elsewhere in the strategy to clarify what actions are intended. There is no mention of CFA with regard to the first 2 strategic objectives:

i) Increase equitable access to primary and secondary education; and

ii) Improve the quality of primary and secondary education.

The three above-mentioned themes are described in detail later in the strategy document. With regard to the first theme: increase equitable access to primary and secondary education, more detailed strategies are set out for i) free education policies; ii) non-formal education iii) special education; iv) reducing out of school children populations; v) pirivena education vi) school health and nutrition and vii) networks of good quality primary schools. Logical frameworks were developed for some of the strategies and included as an annex in the strategic plan.

The second theme: improve the quality of primary and secondary education is more expansive about the importance of the CFA to the qualitative development of primary education. CFA is mentioned with regard to the following objectives:
• Improve the quality of primary education through establishing an inclusive, enabling learning environment within a child-friendly framework (CFF);
• Elimination of corporal punishment and other forms of punishment which violate child rights in the schools through regulations and creating awareness among school communities in this connection through the CFF;
• Ensure provision of safe and protective learning environment in line with emergencies and disasters and ensure functioning of quality counseling services within the CFF; and
• Ensure all schools implement the CFS framework.

Programmes and activities for the period 2013-2017 are described for the second theme. Under the strategy: a Child-Friendly Framework (CFF) several sub-strategies are to be implemented as follows:

• Expand and strengthen child-friendly school framework (CFF) for primary education. The 6 Dimensions of the CFA are listed accordingly. Exactly how the CFF will be implemented in schools is not discussed;
• Strengthen school self-assessment (SSA) and the preparation, implementation and monitoring of school development plans with effective participation of school community;
• Strengthen co-curricular activities in primary education. Schools to be encouraged to implement activities such as subject-based student camps, clubs, sports meets etc. in collaboration with provincial and zonal education authorities;
• Strengthen M&E framework based on the CFF. This entails strengthening the existing M&E framework with standards and performance indicators for evaluating the implementation of the CFA;
• Develop capacity of professionals of schools and managerial levels. Capacity building programmes are to be planned and implemented to meet identified requirements using a cascade approach to training and study visits. Among the areas to be addressed are: multi-level teaching methodology and CFF.

The third strategy for this theme also explicitly includes the CFA: creating child-friendly environment in primary schools/sections. The key activities for this are: i) introducing the CFS framework for primary education in all schools; ii) introducing multi-level teaching in grades 1-3; iii) introducing monitoring tools for all levels to monitor CFS activities; iv) identification of good practices and dissemination; v) preparation of resource materials and distribution; vi) establish updated database and use at all levels; vii) CD programmes and viii) exposure visits (local and overseas).

The CFA strategies and interventions listed in the ESDFP represent a partial set of potential activities that could have been linked to the CFF in the plan. It is interesting to note that only 3 of the 6 CFA dimensions can be said to be represented: (iii: quality learning outcomes v) actively engaged with students, families and communities and vi) child-friendly systems). The areas of i) inclusion, access and inclusion; ii) gender-responsiveness and iii) healthy, safe and protective learning environments are not linked to CFA although there are relevant activities for two of the three.

5.3 Planning frameworks for CFA implementation

In practice, the key implementation instrument is the Government of Sri Lanka (GoSL) and UNICEF multi-year work plan. Funding for CFA implementation is provided by UNICEF head office thematic funds and is allocated for education and health sector in the five-year plan and budget. Detailed plans and annual work plans are prepared, aligning them with the Education Sector Development Framework Programme (ESDFP) of the Ministry of Education.

Improving access and quality, good governance and democratic participation are common themes in both CFA and ESDFP. The preparation of annual plans starts in the final quarter of the previous year. Provincial UNICEF coordinators of Northern, Eastern, Uva and Central provinces collect data on provincial priorities in October and prepare the planning frame for the next year. Donor commitments, priorities and activities of UNICEF, and needs of the provincial partners are considered in preparing the initial framework. These are finalized by the UNICEF
head office in the first few months of the next year and ready to be implemented by March after having obtained approval from the Secretary of the Ministry of Education. Provincial annual plans have been already launched by this time and the UNICEF supported activities are not incorporated into these. Therefore, revisions have to be made to the provincial plans. The UNICEF coordinator pointed out the need to synchronise the planning processes of the two institutions to overcome the difficulties arising from this situation.

5.4 The CFA as a national programme

The current situation regarding the CFA in Sri Lanka derives from the Education Sector Development Framework Plan (ESDFP) for phase II for the period 2013-2017. This clearly establishes the CFA as a national programme and a framework for improving the inclusiveness and quality of all primary schools (See 5.3 below). This means that essentially all schools that provide primary education are included in the CFA and that all are child-friendly to a greater or lesser degree.

What is conspicuously lacking in the ESDFP is any description of the various activities that are deemed necessary to implement the CFA in all schools and what these might cost. This analysis has yet to be undertaken. There is no logical framework analysis in the annexes to support the scaling up process.

It is important to recognize that the CFA is harnessed by MoE to support the implementation of its major national reforms (1997) and the subsequent Programme of School Improvement (PSI). An important contribution lies in the mainstreaming of child-friendly principles and practices within those reform interventions.

5.5 The CFA as provincial programme

The CFA can also be considered as a Provincial programme in that development partner support, chiefly from UNICEF is delivered in target schools in districts in selected Provinces (Northern, Eastern and Uwa). This is consistent with the division of responsibilities for education between the MoE and the Provincial Education authorities. (In practice, the MoE is only fully responsible for the elite national schools).

This means that targeted resources that are provided to develop capacity to implement interventions within the CFA framework and that schools in these Provinces also serve as a test-bed for innovative practices. The establishment of Provincial Resource Teams (PRTs) in all 9 Provinces for CFA implementation can be considered an important institutional development and enabling the delivery of a range of interventions at school level nation-wide.

In the implementation of the CFA with UNICEF support, the MoE nominally has the lead role. The MoE is responsible for liaising with Provincial Education authorities to prepare annual work plans, targets, monitoring and reporting. Provincial Education officers are responsible for promoting the CFA at the zonal level. They are also responsible for M&E at this level including the aggregation of zonal and school level data.

Zonal education offices play a key role in CFA implementation. It is at this level that technical support to school is provided. Capacity building at school level is delivered by ISAs. This includes the planned school-based activities for CFA which includes school management and teacher development particularly in relation to strengthening the use of child-centred teaching methods in the classroom.

The development of the school is a principal focus of the CFA. School principals, teachers, students, the parents and the community are all stakeholders. Effective school management includes promoting and sustaining community participation in the running of the school. The School Development Plan (SDP) is considered to be an important vehicle for school development.
5.6  A vision for child-friendly primary education

The CFA provides a vision for the development of the primary school. This is articulated in various statements in the CFA Guidance manual (MoE, 2012), but not crystallised into a single vision in the document.

The Child Friendly School is one with a very pleasant, protective environment and a place which provides the opportunity for each child to reach his full potential. It includes the maximum support and cooperation of the school community.

Children in a Child Friendly School love their parents and appreciate the dedication of their teachers. Children always speak positively about parents and teachers.


The following attributes of the Child Friendly School are provided in the CFA Guidance manual:

A Child Friendly School:

- Creates a favourable environment to protect the rights of children (p5);
- Operates where the needs of all the children are met (p6);
- Pays special attention to student attendance (p8);
- Identifies those at risk of dropping out (p8);
- Provides equal access to all school activities for all children (p11);
- Pays attention to the provision of infrastructure facilities equally for both girls and boys; (p16)
- Identifies the vulnerable children and provide them with maximum support to overcome obstacles to education (p17);
- Provide equal opportunities to develop their potential to the maximum (p17);
- Pays attention to all its students (p18);
- Establishes the necessary environment to develop the potential of each child to the fullest (p20);
- Has all teachers that are well-trained and experienced in primary education (p22);
- Treats all children equally, irrespective of gender, socio-economic background or psychological needs (p24);
- Practices child-centred teaching which is conducive for learning and ensures the active participation of all students in the learning process (p29);
- Has teachers focus on Essential Learning Competency mastery levels achievements of all students (p31);
- Through its environment should be a protection zone for the child (p33);
- Has effective community participation (p46);
- Conduct self-assessments and develop School Development plans with effective participation of students, families and communities (p47);
- Should involve all stakeholders in the monitoring and evaluation of the School Development Plan (p50);
- Supports the dissemination of a child friendly environment beyond the confines of the school (p51).

This is a long list. Many of these statements cannot be considered to be fully defined and therefore not capable of being measured. At some stage it is advisable to identify and further define the core characteristics of a child friendly school to provide a clear vision that can be communicated to all stakeholders and especially those in the school and its wider community.

5.7  The CFA Framework: 6 Dimensions and 29 Criteria

Developed in 2007, the CFA Framework (CFF) was revised for the CFA Guidance manual (MoE, 2012). These are set out below in Table 8. The changes are relatively minor and involve some rewording of the original criteria.
The Sri Lanka CFF is broadly similar to the global model developed by UNICEF (2006), although the order of the dimensions differs. The Sri Lanka CFF adds a 6th enabling dimension; the CFF is to be supported by child-friendly systems, policies, practices and regulations.

The CFF is expressed largely in terms of principles. There are only two interventions that are explicitly mentioned: the Essential Learning Competencies (ELCs) in Dimension 3 and the School Development Plan (SDP) and the related School-Self Assessment (SSA) in Dimension 5. Guidance on how to implement the CFA/CFF is clearly critically important. The Guidance Manual on the Child Friendly Approach was finally printed in 2012 and subsequently disseminated to schools.

The CFA criteria provide a framework of what are largely principles for national and school level policies. A number of observations are made below, which suggest that a review is timely and revision is necessary:

i) The CFA Framework is a living document. It has been revised once and should be reviewed and revised on a regular basis to ensure it is maximally relevant to the changing context of primary education in Sri Lanka;

ii) There are 29 criteria in all for the 6 Dimensions of the CFA. In their complexity, they pose a complex challenge for monitoring and evaluation;

iii) The linkages between the different Dimensions are not well captured in the framework (e.g. the importance of dimension 4 (school health/protection) to dimensions 1 and 3 in particular);

iv) Inclusive education is not mentioned in Dimension 1: a very significant gap;

v) The most criteria (7) apply to Dimension 4 – healthy, safe and protective;

vi) Active engagement (Dimension 5) focuses on school development planning, a rather restrictive approach to participation;

vii) Dimension 6 includes government policies to support CFA. What is lacking is school level policies which would seem to be the most appropriate locus of policy for the CFA;

viii) Translating the 29 criteria into national level programming is extremely challenging. At present there is very limited ‘how to’ guidance in the CFA Guidance manual.

Table 8. The Revised CFF

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Rights-based and proactively inclusive</td>
<td>i) Effective mechanisms for preventing dropouts and responding to out of school girls and boys are in place. And in use;</td>
</tr>
<tr>
<td></td>
<td>ii) All boys have equal access to all activities and resources in school;</td>
</tr>
<tr>
<td></td>
<td>iii) Corporal or psychological punishments are not practiced. Preventive measure for and responses against bullying and harassment are in place;</td>
</tr>
<tr>
<td></td>
<td>iv) The entire school community is knowledgeable on the Rights of the Child. School undertakings are based on this understanding</td>
</tr>
<tr>
<td>2. Gender responsive</td>
<td>i) Equal opportunities exist for girls and boys to enter Primary Education and Secondary Education;</td>
</tr>
<tr>
<td></td>
<td>ii) Girls and boys participate on an equal basis in all school activities (Curricular, co-curricular);</td>
</tr>
<tr>
<td></td>
<td>iii) Physical facilities are appropriate for both girls and boys</td>
</tr>
<tr>
<td>3. Promoting quality learning outcomes</td>
<td>i) Adequate human resources and classroom facilities are available to support learning;</td>
</tr>
<tr>
<td></td>
<td>ii) The classroom is inclusive, stress-free and democratic. Conducive to learning;</td>
</tr>
</tbody>
</table>
iii) School curriculum is suitably adapted to include the local environment, culture and knowledge;
iv) Through opportunities provided and by their own initiatives, teachers are continually improving their capacity;
v) Child-centred teaching methodologies are used;
vi) Essential Learning Competencies are systematically assessed. Positive steps are taken to transform the Essential Learning Competencies of all children unto mastery levels;

<table>
<thead>
<tr>
<th>4. Child-Friendly Schools are healthy, safe and protective</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) School level policies on health, safety and protection are in place;</td>
</tr>
<tr>
<td>ii) The school has sufficient facilities related to food, water and sanitation;</td>
</tr>
<tr>
<td>iii) The school environment and facilities related to food, water and sanitation are well-protected;</td>
</tr>
<tr>
<td>iv) Competency-based health education is effectively conducted for students;</td>
</tr>
<tr>
<td>v) Effective psychosocial support and referral services are available and utilized;</td>
</tr>
<tr>
<td>vi) Children are protected from harm, abuse and injury;</td>
</tr>
<tr>
<td>vii) Emergency-disaster preparedness and response plans and systems are in place and operational</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Child-friendly schools are actively engaged with students, family and community</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) With effective participation of students, families and communities, schools conduct self-assessments and develop School Development Plans;</td>
</tr>
<tr>
<td>ii) The principal, teachers, students, families and the community actively participate in the implementation of the school development plan;</td>
</tr>
<tr>
<td>iii) The principal, teachers, students, families and the community actively participate in monitoring and evaluating the school development plan;</td>
</tr>
<tr>
<td>iv) The promotion of the child friendly home/community environment, the school is actively engaged.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Supported by child-friendly systems, policies, practices and regulations</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) Government policies, regulations and their implementation support the development of the Child Friendly School</td>
</tr>
<tr>
<td>ii) Effective coordination exists between all relevant government agencies at all levels;</td>
</tr>
<tr>
<td>iii) Appropriate financial resources are allocated at all levels;</td>
</tr>
<tr>
<td>iv) Quality technical support systems exist at all levels;</td>
</tr>
<tr>
<td>v) Child friendly principles are incorporated into the curriculum, textbooks and teacher manuals.</td>
</tr>
</tbody>
</table>

5.8 Activating the CFF

If we refer back to the global model discussed in Section 3, we can see that the Sri Lanka CFF has omitted the interventions that are needed to put the Dimensions into practice in schools. This can be considered to be a major omission as the conceptual work is only half done and
the practical side of the CFF is missing. As it stands, it is more a statement of philosophy than a guide to action.

How this may be addressed is exemplified in the modified CFF presented below (Table 7) with illustrative questions provided in the right-hand column to guide the completion of the intervention box.

**Table 7. A more pragmatic CFF**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Criteria</th>
<th>Essential interventions to put the CFF into practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Rights-based and proactively inclusive</td>
<td>i) Effective mechanisms for preventing dropouts and responding to out of school girls and boys are in place. And in use;</td>
<td>Policy: What policy exists in this area? Is any new policy required?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School-based management: what must schools do to realize this dimension? What interventions are necessary?</td>
</tr>
<tr>
<td></td>
<td>ii) All boys have equal access to all activities and resources in school;</td>
<td>Teacher capacity and practices: what training and support is required? What resources are required?</td>
</tr>
<tr>
<td></td>
<td>iii) Corporal or psychological punishments are not practiced. Preventive measure for and responses against bullying and harassment are in place;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>iv) The entire school community is knowledgeable on the Rights of the Child. School undertakings are based on this understanding</td>
<td>The curriculum: what implications are there for the curriculum (content and process)? What interventions are needed?</td>
</tr>
<tr>
<td>2. Gender responsive</td>
<td>i) Equal opportunities exist for girls and boys to enter Primary Education and Secondary Education;</td>
<td>Policy: What policy exists in this area? Is any new policy required?</td>
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<td></td>
<td>ii) Girls and boys participate on an equal basis in all school activities (Curricular, co-curricular);</td>
<td>School-based management: what must schools do to realize this dimension? What interventions are necessary?</td>
</tr>
<tr>
<td></td>
<td>iii) Physical facilities are appropriate for both girls and boys</td>
<td>Teacher capacity and practices: what training and support is required? What resources are required?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The curriculum: what implications are there for the curriculum (content and process)? What interventions are needed?</td>
</tr>
<tr>
<td>School environment: physical plant: what interventions are needed regarding the physical plant and facilities?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources: what additional resources are required? Equipment? Furniture? TLM? Funds?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parental participation: how will parents be meaningfully involved? What interventions are required?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 3. Promoting quality learning outcomes |
| i) Adequate human resources and classroom facilities are available to support learning; |
| ii) The classroom is inclusive, stress-free and democratic. Conducive to learning; |
| iii) School curriculum is suitably adapted to include the local environment, culture and knowledge; |
| iv) Through opportunities provided and by their own initiatives, teachers are continually improving their capacity; |
| v) Child-centred teaching methodologies are used; |
| vi) Essential Learning Competencies are systematically assessed. Positive steps are taken to transform the Essential Learning Competencies of all children unto mastery levels; |
| Policy: What policy exists in this area? Is any new policy required? |
| School-based management: what must schools do to realize this dimension? What interventions are necessary? |
| Teacher capacity and practices: what training and support is required? What resources are required? |
| The curriculum: what implications are there for the curriculum (content and process)? What interventions are needed? |
| School environment: physical plant: what interventions are needed regarding the physical plant and facilities? |
| Resources: what additional resources are required? Equipment? Furniture? TLM? Funds? |
| Parental participation: how will parents be meaningfully involved? What interventions are required? |

<p>| 4. Child-Friendly Schools are healthy, safe and protective |
| i) School level policies on health, safety and protection are in place; |
| ii) The school has sufficient facilities related to food, water and sanitation; |
| iii) The school environment and facilities related to food, water and sanitation are well-protected; |
| iv) Competency-based health education is effectively conducted for students; |
| v) Effective psychosocial support and referral services are available and utilized; |
| Policy: What policy exists in this area? Is any new policy required? |
| School-based management: what must schools do to realize this dimension? What interventions are necessary? |
| Teacher capacity and practices: what training and support is required? What resources are required? |
| The curriculum: what implications are there for the curriculum (content and process)? What interventions are needed? |</p>
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<tbody>
<tr>
<td></td>
<td><strong>5. Child-friendly schools are actively engaged with students, family and community</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>v) Children are protected from harm, abuse and injury; vi) Emergency-disaster preparedness and response plans and systems are in place and operational</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Process)? What interventions are needed?</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>School environment</strong>: physical plant: what interventions are needed regarding the physical plant and facilities? <strong>Resources</strong>: what additional resources are required? Equipment? Furniture? TLM? Funds? <strong>Parental participation</strong>: how will parents be meaningfully involved? What interventions are required?</td>
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<tr>
<td></td>
<td>i) With effective participation of students, families and communities, schools conduct self-assessments and develop School Development Plans; ii) The principal, teachers, students, families and the community actively participate in the implementation of the school development plan; iii) The principal, teachers, students, families and the community actively participate in monitoring and evaluating the school development plan; iv) The promotion of the child friendly home/community environment, the school is actively engaged.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td><strong>Policy</strong>: What policy exists in this area? Is any new policy required? <strong>School-based management</strong>: what must schools do to realize this dimension? What interventions are necessary? <strong>Teacher capacity and practices</strong>: what training and support is required? What resources are required? <strong>The curriculum</strong>: what implications are there for the curriculum (content and process)? What interventions are needed? <strong>School environment</strong>: physical plant: what interventions are needed regarding the physical plant and facilities? <strong>Resources</strong>: what additional resources are required? Equipment? Furniture? TLM? Funds? <strong>Parental participation</strong>: how will parents be meaningfully involved? What interventions are required?</td>
</tr>
<tr>
<td></td>
<td><strong>6. Supported by child-friendly systems, policies, practices and regulations</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>i) Government policies, regulations and their implementation support the development of the Child Friendly School</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Policy</strong>: What policy exists in this area? Is any new policy required? <strong>School-based management</strong>: what must schools do to realize this dimension? What interventions are necessary? <strong>Teacher capacity and practices</strong>: what training and support is required? What resources are required?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ii) Effective coordination exists between all relevant government agencies at all levels; iii) Appropriate financial resources are allocated at all levels; iv) Quality technical support systems exist at all levels;</td>
</tr>
</tbody>
</table>
v) Child friendly principles are incorporated into the curriculum, textbooks and teacher manuals.

<table>
<thead>
<tr>
<th><strong>The curriculum:</strong></th>
<th>what implications are there for the curriculum (content and process)? What interventions are needed?</th>
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<tbody>
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<td><strong>School environment:</strong></td>
<td>physical plant: what interventions are needed regarding the physical plant and facilities?</td>
</tr>
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<td><strong>Resources:</strong></td>
<td>what additional resources are required? Equipment? Furniture? TLM? Funds?</td>
</tr>
<tr>
<td><strong>Parental participation:</strong></td>
<td>how will parents be meaningfully involved? What interventions are required?</td>
</tr>
</tbody>
</table>

### 5.9 Basic Education Support Program (BESP)

The BESP strategies and themes are described in section 4.4. The support enabling MoE and UNICEF to consolidate interventions and scale them up in selected Provinces in some target 1500 schools. This more intensive programme of development has helped to legitimize the CFA in primary education.

Identifying the empirical evidence of results from BESP is challenging due to the lack of fundamental M&E data. It should be noted that there a situation analysis was not conducted to inform programme development nor was a baseline survey conducted. The absence of baseline data has constrained the objective tracking of progress. The key document used to assess results is the Independent Completion Report (ICR) of 2013.

The BESP was used to consolidate a relatively small number of key interventions to boost access and inclusion (CFA Dimension1). A major focus was the institutionalization of school-based mechanisms to monitor attendance and drop out, addressing the latter through NFE and process to re-integrate drop outs into school. Interventions were implemented aimed at improving the quality of teaching and learning (CFA Dimension 3). A complex mix of activities and outputs are observed including integration of CFA into pre and in-service teacher training programmes and the national primary curriculum. Regarding community and parental participation in schools (CFA Dimension 5), the main interventions are the SSA and SDP processes, the latter being common to the PSI.

A number of gaps are observed. The ICR notes the limited interventions related to gender equality CFA Dimension 2); it did not include specific attention to increasing female voice in decision-making or leadership. This was promoted through SAC activities, and co-curricular activities. Interventions to promote child participation in school development also seem to be lacking. Areas identified for further improvement in the ICR included M&E. A critical deficiency was the absence of data on the adoption of CFA practices at the school level.

The ICR concludes that the CFA package seems to have been accepted wholesale with the caveat that the package is complex, while the purpose and focus of some activities are unclear. This seems to relate mostly to interventions aimed at improving the quality of teaching and learning. This is arguably the most complex dimension of the whole CFA and possibly the hardest in which to bring about objectively demonstrable change.

The BESP, therefore, provides the foundations for subsequent CFA programming by UNICEF and other development partners as well as supporting the MoE and NIE in integrating the CFA principles and practices in national reforms in primary education.
Table 9. Summary of BESP interventions

<table>
<thead>
<tr>
<th>Intervention</th>
<th>BESP Result</th>
<th>Current Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Literacy Classes (BLC) and Accelerated Learning Programmes (ALPs) for drop outs</td>
<td>&gt;50 per cent of students reintegrated into schools</td>
<td>BLC and ALP standard interventions</td>
</tr>
<tr>
<td>Student attendance committee (SAC)</td>
<td>Improvements in school attendance in 11 districts</td>
<td>SAC a standard intervention</td>
</tr>
<tr>
<td>School Self-Assessments (SSA) and School Development Plan (SDP)</td>
<td>91 per cent of supported schools conducted SSAs</td>
<td>SSA and SDP standard interventions</td>
</tr>
<tr>
<td>Funds to support SDP implementation</td>
<td>1203 schools supported</td>
<td></td>
</tr>
<tr>
<td>Funds to support teaching and learning materials (TLM)</td>
<td>No data</td>
<td></td>
</tr>
<tr>
<td>Funds to support improvement of school physical plant</td>
<td>No data</td>
<td></td>
</tr>
<tr>
<td>Teacher training on CFA</td>
<td>All target schools had at least one teacher trained in CFA</td>
<td>Teacher training package on CFA not defined</td>
</tr>
<tr>
<td>Tool kit on inclusive education</td>
<td>Not finalised</td>
<td>To be distributed to all schools</td>
</tr>
<tr>
<td>CFA Guidance manual</td>
<td>Distributed to all target schools and 2,800 beyond</td>
<td>National resource on CFA</td>
</tr>
<tr>
<td>CFA module in College of Education curriculum</td>
<td>CFA training in teacher education</td>
<td>National pre-service training for teachers on CFA</td>
</tr>
<tr>
<td>Revision of in-service training packages for KS-1 and KS-2</td>
<td>No data</td>
<td>Support for NIE</td>
</tr>
<tr>
<td>CFA integrated into revised primary curriculum</td>
<td>No data</td>
<td>Support for NIE</td>
</tr>
<tr>
<td>CFA M&amp;E Framework</td>
<td>Not available to BESP evaluators</td>
<td>M&amp;E a key area for further technical development</td>
</tr>
</tbody>
</table>

5.10 Examples of Current CFA projects and programming

5.10.1 The Child Friendly Education Programme: (Australian Aid)

The Child Friendly Education Programme (CFEP) is a successor to BESP supported by Australian Aid will run from 2013-2015. The target group is children 5-14 years of age who are in the current compulsory school-age. This therefore includes both primary and lower secondary schooling. CFEP is designed to consolidate the interventions supported under the BESP in 2 target Provinces (Eastern and Northern) with support at the national level to MoE and NIE. It aims to support the institutionalisation of the CFA at the national and provincial level and in selected schools to improve equity and quality in primary education.

The programme has the following outputs and expected results:

i) CFA expanded and strengthened within ESDFP II: CFA integrated into primary education monitoring, curriculum and teacher training;

ii) Survival rate to grade 5 in targeted schools is increased; and
iii) National policy on DRR and emergency response mechanisms developed and implementation underway.

The implementation strategy is to support the MoE and UNICEF multi-year work planning process. It involves a three-pronged approach:

i) Supporting the institutionalization of the CFA nationwide;
ii) Providing direct support for selected schools to implement the CFA; and
iii) Leverage experiences of selected schools to scale up within the Provinces.

National level implementation will focus on support for MoE and NIE to raise awareness on new strategies for teaching and learning including multi-level teaching, interactive teaching and learning methods. Support will also be provided for DRR and social cohesion integration into policies and plans. Provincial implementation will focus on out of school children, improvement of attendance, learning and school development. Schools will receive support for training, developing and implementing SDPs in line with the CFA, implementing learning support programmes and CFA teacher training in line with the National Colleges of Education (NCoEs). The selected schools will be used as models for expanding and up-scaling the Provinces. The key activities in CFEP are summarized in Table 9 below. They show strong continuity with those of BESP. New activities are highlighted in bold.

Table 9. CFEP Key activities

| Monitoring and evidence building | - Strengthen national and provincial monitoring  
|                                 | - EMIS indicators on quality education  
|                                 | - Quarterly research briefs |
| Curriculum                      | - CFA activity book  
|                                 | - Rationalised primary curriculum (NIE)  
|                                 | - KS 1-3 teacher instruction manuals  
|                                 | - IE toolkit roll out |
| Teacher training                | - Clinical teaching for language and maths in KS1  
|                                 | - Expansion of multi-level teaching  
|                                 | - Curriculum development in NCE and TTCs |
| Out of school children (OOSC)   | - Improved strategies to mainstream and retain OOSC  
|                                 | - School catchment area mapping  
|                                 | - Strategies for IE and SEN |
| Improved attendance and learning| - School based innovations for improving school attendance  
|                                 | - School-based assistance systems  
|                                 | - School-level literacy improvement  
|                                 | - ALP support  
|                                 | - Training at pre-service level at NCEs on CFA |
| School development and management| - Support SDP based on CFA in line with PSI  
|                                 | - Train principals, zonal and provincial education officers to support M&E and training on CFA  
|                                 | - Exchange visits |

5.10.2 Human Development through Quality Education. KOICA support

The Human Development through Quality Education Programme (HDQEP), which is supported by the Korea International Cooperation Agency (KOICA) aims to support improved access to and quality of education for girls and boys by building child-friendly learning environments in 24 targeted schools in the Northern and Eastern Provinces.

An innovative feature of the programme is that school-based teacher quality circles are being set up in schools. Otherwise it broadly similar to CFEP activities at school level. The key activities are set out in Table 10 below.

Table 10. Key activities for HDQEP

<table>
<thead>
<tr>
<th>Objective</th>
<th>Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>To provide equitable access and inclusive</td>
<td>- Conduct annual SSAs for developing SDPs</td>
</tr>
</tbody>
</table>
education for girls and boys in 24 selected schools in the North and East; incorporating DRR and EPRPs
- School-based mechanism to identify and address out of school children, children at risk of dropping out and children seeking admission to grade 1
- Activities in SDPs are supported
- SDSs have capacity to implement and monitor SDP with zonal support

To improve quality and learning achievement of girls and boys in 24 selected schools in the North and East
- Teachers are practicing interactive and practical teaching methods including multi-level teaching, action research and child-centred methodologies
- All classes have appropriate TLM, equipment and reading packs
- All schools have improved reading corners with adequate reading materials and facilities

To build the capacity of education officers, principals and teachers through study tours to schools and education institutions in Korea
- Study tours to Korea

5.10.3 Plan International

Plan International has implemented support for the CFA within its overall framework for child-centred community development (CCCD) of which education is a component.

Plan has facilitated 2 provincial training of trainers on CFA. It has trained 220 principals (refresher training) and trained 3 teachers from each of its programme schools on the CFA. In addition, Plan supported SSA and SDP in 220 schools. It strengthened all 220 School Development Societies on project management, financial management and book keeping.

Plan introduced child-friendly tools for children’s consultation at the SSA process using modified PRA tools. It modified existing data collection formats to encourage more children and community participation. Strong networks among Village Child Rights Monitoring Committees were established. Plan has introduced the Happy /Sad box as a tool for counseling. It also established school health clubs, attendance promotion committees and compulsory education committees. DDR was introduced in 90 schools.

5.10.4 Child Fund

In support of CFA implementation, Child Fund has:
- Supported infrastructure development: construction and renovation of school buildings, repair of desks and chairs, construction of playgrounds, improvement of water and sanitation and library facilities;
- Provided capacity development training to teachers focusing on child-friendly teaching methodologies through the promotion of activity-based teaching;
- Promoted active teaching learning approaches in schools through child-centred education;
- Supported sports and skills development programmes;
- Supported the strengthening of SDSs and enhancing parent-teacher relationship;
- Supported supplementary education programmes, such as after school classes; and
- Conducted parental awareness programmes.

5.10.5 World Vision

In support of CFA implementation, Child Fund has:
- Supported renovation of classrooms in line with the CFA in 16 primary schools in Central Province;
- Supported an exposure visit of 39 Educational officers from the Mannar Zonal Education Department to Badulla in FY15 to observe best practices of the CFA;
- Provided capacity development training to 40 primary teachers in Mannar Zonal Education Department on CFA concept;
• Supported several Area Development Programmes in the Eastern Province to retain trained resource on CFS approach to guide and advise on the establishment of model primary classrooms.

5.11 Annual MoE and UNICEF workplans

A sample of annual MoE and UNICEF workplans was analysed to see if any useful insights could be derived from the planning process regarding CFA implementation. The planned activities are summarized for Uva, Central, Eastern Provinces and the MoE in tables 11 and 12 below.

In table 6, it can be seen that the planned activities are broadly similar between Uva and Central Provinces. However, it can be seen that there are differences (in italics), which suggest that the CFA package varies to some extent between provinces in the range of activities. This is a surprising finding as it was expected that a standard package of activities would be rolled out in all provinces. Otherwise the interventions are in line with those that have been supported in BESP. Innovative activities include social assistance systems to improve school attendance.

The 6 dimensions of the CFA are conspicuous by their absence. It seems that they are not being used for planning purposes in any overt manner, which would help strengthen ownership and familiarity with the holistic framework. The selected interventions can be mapped with Dimensions 1, 3, 5 and 6. This raises some fundamental issues:

• There is a neglect of gender equality (Dimension 2) and school health and safety (Dimension 4). These are relevant issues to basic education reform in Sri Lanka;
• The selection of a sub-set of CFA dimensions risks diluting or compromising the holistic CFA;
• The elision of the CFA framework breaks the link between dimension and activity, risking a reduction in the accountability of the CFF.

Table 11. 2013-2014 activities for Uva and Central Provinces

<table>
<thead>
<tr>
<th>Activity description</th>
<th>Uva Province</th>
<th>Central Province</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survival rate increased to grade 9</td>
<td>Identify sustainable strategy for mapping eligible students for grade 1 and pre-schools and identify out of school children in the catchment areas</td>
<td>Identify sustainable strategy for mapping eligible students for grade 1 and pre-schools and identify out of school children in the catchment areas</td>
</tr>
<tr>
<td></td>
<td>Support follow-up actions to reintegrate un-enrolled children and identified drop out children into the regular school system</td>
<td>Support follow-up actions to reintegrate un-enrolled children and identified drop out children into the regular school system</td>
</tr>
<tr>
<td></td>
<td>Promote innovative school-based activities, including social assistance systems to improve school attendance</td>
<td>Promote innovative school-based activities, including social assistance systems to improve school attendance up to lower secondary level in 300 schools</td>
</tr>
<tr>
<td></td>
<td>Initiate model child-friendly school programme, including model primary classrooms and supply of play park equipment in 20 schools</td>
<td>Initiate model child-friendly school programme, including model primary classrooms and supply of play park equipment in 20 schools</td>
</tr>
<tr>
<td></td>
<td>Evaluate registered students and ensure appropriate follow up actions to retain them in school</td>
<td>Evaluate registered students and ensure appropriate follow up actions to retain them in school</td>
</tr>
<tr>
<td></td>
<td>Initiate school level advocacy programme on violence against children including training of 300</td>
<td>Initiate school level advocacy programme on violence against children including training of 300</td>
</tr>
</tbody>
</table>
The activities planned for eastern province (See table 12) are completely different in wording from those for Uva and Central Provinces, discussed above. The activities proposed are also different to a significant extent, which again points to Provincial variation in CFA implementation and the lack of a standard CFA package.

The MoE activities includes the roll out of the out of school children action plan and training on inclusive education. The inclusion of the following activities suggests that the CFA framework discipline is being lost.

- Support printing of EFA End Decade assessment report and associated policy briefs; and
- Undertake survey on private tuition and equitable quality in education and use findings for advocacy.

It is quite hard to link these activities directly to the CFA although they have a purpose in education reform more generally. There is surely a need to link activities more overtly to the CFF. It is also interesting to note that while there is an action plan for out of school children, there is no action plan for institutionalising the CFA in primary (and secondary) education.

Table 12. 2013-2014 Eastern Province and Ministry of Education activities

<table>
<thead>
<tr>
<th>Activity description</th>
<th>Eastern Province</th>
<th>Ministry of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support school catchment mapping for all students to identify and enrol the non school-going and drop out students</td>
<td>Strengthen evidence and advocacy for OOSC Support implementation of OOSC action plan including a review of</td>
<td></td>
</tr>
<tr>
<td>Conduct Provincial Forums on Out of School Children and implementation of OOSC action plan</td>
<td>existing programmes for at risk and OOSC and support piloting of new programmes</td>
<td></td>
</tr>
<tr>
<td>Develop and pilot new initiative for OOSC that support reintegration of students into formal education</td>
<td>Develop strategies, materials and partnerships to increase survival rate for children with special needs</td>
<td></td>
</tr>
<tr>
<td>Provide training and support to implement literacy programme for 400 OOSC</td>
<td>Support roll out of training on inclusive education (IE) in primary and secondary schools</td>
<td></td>
</tr>
<tr>
<td>Support small scale rehabilitation of school infrastructure and provision of equipment and education supplies based on needs assessment in 60 schools</td>
<td>Pilot rapid assessment of school readiness of children entering grade 1</td>
<td></td>
</tr>
<tr>
<td>Promote innovative school-based activities and community mobilisation to improve school attendance through strengthening SAC/SDC in 80 schools</td>
<td>Support printing of EFA End Decade assessment report and associated policy briefs</td>
<td></td>
</tr>
<tr>
<td>Support implementation of school-based assistance systems for 150 families to address non-academic causes of school drop out</td>
<td>Undertake survey on private tuition and equitable quality in education and use findings for advocacy</td>
<td></td>
</tr>
</tbody>
</table>

**Learning Achievements Improved through CFA**

| Provide 1000 untrained primary and secondary teachers based on training needs assessment | Support finalisation of CFA activity book for resource persons and CFA good practice documentation |
| Train 250 persons including principals, zonal and provincial education officers on CFA and RBM to strengthen M&E | Develop documents for CFA monitoring and build capacity of provincial teams and divisional directors on CFA monitoring and primary education in all provinces |
| Train 1500 persons including ISAs and teachers on CFA, ELC, MGML, CCM, develop low cost teaching aids and competency based assessment | Develop strategy and support expansion of multi-level teaching pilot |
| Support ALP and promote subsequent initiatives that support improved learning competencies of 500 children who have fallen behind | Undertake study on teaching and learning and influence of CFA criteria in primary schools |
| Support institutionalisation of CFA through provision of training on SSA and SDP planning and implementation | Roll out of CFA e-learning module in teacher training institutions in all provinces |
| Train 1500 pre-service and in-service teachers on CFA and assist in improving CF environment in 4 GTCs and NCoEs | Provide technical support to sue school-based teacher development to improve child rights and learning outcomes |
| Develop and disseminate appropriate materials and reading packs to promote learning achievement and provision for community awareness | Initiate reflection on teacher standards |
| Conduct 20 expose/exchange visits for 1000 persons including school, | Support development and rollout of KS 1-3 instruction modules with IE and CFA principles |
| | Develop strategies for quality learning through clinical teaching for language and mathematics in KS1 |
To test these findings, annual workplans for 2015 were also investigated. There was evidence of variation of activity by Province, although there appeared to be a strong element of commonality across provinces. A different picture emerges, however, of an evolving CFA. Once again, there is no reference to the CFF or evidence of the discipline it can provide in organising activities. The focus on Inclusive Education emerges very strongly and an emphasis on children with disabilities. It should be stated that Inclusive Education and the CFA are not necessarily the same; there is clearly a great deal of overlap, but fresh consideration needs to be given to how the CFA can support inclusive education implementation in a more holistic approach.

Table 13. 2015 Annual Work plans for UVA and Central Provinces

<table>
<thead>
<tr>
<th>Activities</th>
<th>Uva Province</th>
<th>Central Province</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systems and approaches for capacity development of principles, teachers and community members are strengthened in SSAs, planning and monitoring in line with CFA, DDR and Social Cohesion</td>
<td>Promote school-based innovations for improving school attendance</td>
<td>Develop and pilot strategies and approaches for inclusive education, in particular children with disabilities</td>
</tr>
<tr>
<td></td>
<td>Develop and pilot strategies and approaches for inclusive education, in particular children with disabilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Support schools in formulation of SDPs based on CFA and in line with PSI</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Build capacity of school communities across provinces to include DRR in SDPs</td>
<td></td>
</tr>
<tr>
<td>Internal and external quality assurance mechanism are strengthened and operationalized in line with the CFA</td>
<td>Support strengthening of quality assurance mechanisms</td>
<td>Support strengthening of quality assurance mechanisms</td>
</tr>
<tr>
<td>Pre-and in-service teacher development systems and programs are strengthened in the areas of child-centred and inclusive teaching methods, including through the use of ICT</td>
<td>Assessment of decentralised in-service teacher development system in selected provinces</td>
<td>Conduct a comprehensive study on training needs of primary and lower secondary teachers and prepare a provincial level data base on teacher training and resource persons</td>
</tr>
<tr>
<td></td>
<td>Conduct a comprehensive study on training needs of primary and lower secondary teachers and prepare a provincial level data</td>
<td></td>
</tr>
</tbody>
</table>
Support roll out of training on IE kit in primary and secondary schools

Conduct training for ISAs and teachers in interactive and practical training including multi-level teaching, action research methodologies, child-centred methodologies to improve student learning achievement and monitoring and assessing ELCs.

The 2015 plans show an increase of support for DRR. This is not included in the MoE CFF (2008). It is suggested that DRR would be best placed in Dimension 4 concerning school health and safety. This appears to be evidence of the MoE CFA framework needing to be updated in light of emerging needs and lessons learned from implementation. It also highlights the fact that frameworks such as the CFF are not static and need to be kept under regular review and revised as required. Moreover, the CFA is not simply a set of interventions. It is a way of conceptualizing education from the perspective of the best interests of the child in a holistic framework. Fundamental to this are the three principles identified in the global evaluation of CFA (UNICEF, 2009) and discussed in section 2. What is lacking from these plans is any discrete set of actions to embed the approach within the MoE, NIE, NCoEs, Provincial Education Offices and even the school.

Table 14. Activities for 2015 in Eastern and Northern Provinces

<table>
<thead>
<tr>
<th>Activities</th>
<th>Eastern Province</th>
<th>Northern Province</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Systems and approaches for capacity development of principles, teachers and community members are strengthened in SSAs, planning and monitoring in line with CFA, DDR and Social Cohesion</strong></td>
<td>Document SSA/SDP processes and lessons learned on integrating DRR, social cohesion and SBTD into SDPs</td>
<td>Promote school-based innovations for improving school attendance</td>
</tr>
<tr>
<td></td>
<td>Promote school-based innovations for improving school attendance</td>
<td>Support development and piloting of OOSC initiatives including catchment area mapping, school based assistance schemes for low income families and exchange visits</td>
</tr>
<tr>
<td></td>
<td>Support development and piloting of OOSC initiatives including catchment area mapping, school based assistance schemes for low income families and exchange visits</td>
<td>Support schools in formulation and implementation of SDP based on CFA in line with PSI</td>
</tr>
<tr>
<td></td>
<td>Support schools in formulation and implementation of SDP based on CFA in line with PSI</td>
<td>Build capacities of school communities to include DRR in SDP</td>
</tr>
<tr>
<td></td>
<td>Build capacities of school communities to include DRR in SDP</td>
<td>Strengthen national and provincial capacity to implement DRR and school safety concepts</td>
</tr>
<tr>
<td>Internal and external quality assurance mechanism are strengthened and operationalized in line with the CFA</td>
<td>Support strengthening of quality assurance mechanisms</td>
<td>Support strengthening of quality assurance mechanisms</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Pre-and in-service teacher development systems and programs are strengthened in the areas of child-centred and inclusive teaching methods, including through the use of ICT</td>
<td>Provincial mechanism to document good practices is piloted</td>
<td>Support to documentation of good practices and lessons learned in SBTD</td>
</tr>
<tr>
<td></td>
<td>Support to documentation of good practices and lessons learned in SBTD</td>
<td>Conduct training for ISAs and teachers in interactive and practical training including multi-level teaching, action research methodologies, child centred methodologies to improve student learning achievement and monitoring and assessing ELCs</td>
</tr>
<tr>
<td></td>
<td>Conduct training for ISAs and teachers in interactive and practical training including multi-level teaching, action research methodologies, child centred methodologies to improve student learning achievement and monitoring and assessing ELCs</td>
<td>Provide training for teachers and zonal officials on developing cost effective teaching aids using local materials</td>
</tr>
<tr>
<td></td>
<td>Train pre-service teachers at the NCoEs on the CFA and link internships and training with CFA schools</td>
<td>Train and provide psychosocial support through guidance and counseling teachers</td>
</tr>
<tr>
<td></td>
<td>Provide training for teachers and zonal officials on developing cost effective teaching aids using local materials</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Train and provide psychosocial support through guidance and counseling teachers</td>
<td></td>
</tr>
</tbody>
</table>

The sample plans do not appear to be coherently set out. One might expect the CFF Dimensions or criteria to provide a framework for organising activities in these plans. What is presented instead is a rather disorganised list of activities in which activities at the school level (Dimensions 1-5) are not separated from system building interventions (Dimension 6). There is a lack of metrics in the planning. No time-bound targets are set to be attained. As such, the plans lack accountability.

5.12 Summary of CFA implementation Strategies

Drawing on available programme documentation, it has been possible to identify a number of strategies that have used in CFA implementation. From these it appears that implementing the CFA involves interventions in the key areas of education sector development such as curriculum development, teacher training, school-based management and monitoring and evaluation (M&E). This is consistent with a mainstreaming approach to institutionalise CFA principles in education sector practices.

The key information on CFA processes are derived from annual CFA work plans. The following implementation processes have been derived from available programme literature:

- Advocacy and strategic communication (e.g. awareness raising around CFA issues);
- Training (e.g. principals, teachers, etc);
- Targeted funding (e.g. for SDP implementation);
- Resource development (e.g. teaching and learning materials);
• Policy development (e.g. CFA implementation guidance; inclusive education guidelines, development of school standards).

An illustrative list of strategies, which will be investigated in the evaluation process, is provided below:

5.12.1 Curriculum development

• Support NIE in designing a rationalised curriculum for primary education;
• Support development of Key Stage (KS) teacher instruction (KS 1, 2 and 3) with inclusive education and CFA principles;
• Support roll out training on Inclusive Education toolkit in primary and secondary schools in all provinces;
• Support dissemination of CFA Activity book across Provinces.

5.12.2 Teacher training

• Develop strategies for quality learning through clinical teaching for language and mathematics in KS1;
• Coordinate curriculum development and implementation for National Colleges of Education and Teacher Training Centres to improve learning outcomes and the CFA;
• Develop a strategy for the expansion of multi-level teaching;
• Provide technical support to use school-based teacher development to improve child rights and learning outcomes;
• Train pre-service teachers in the National Colleges of Education on CFA;
• Introduce teachers to Essential Learning Competencies (ELCs), inclusive methods, multi-grade teaching and child centred teaching;

5.12.3 School-based management

• Promote school-based innovations for improving school attendance;
• Support implementation of school-based systems for families to address the non-academic causes of drop outs;
• Support ALP implementation;
• Support schools in formulation and implementation of School Development Plans (SDPs);
• Build capacity of school communities to include DRR in SDPs;
• Training of principals to strengthen M&E;
• Training of principals on CFA;
• Training of School Attendance Committees;
• Support for improved reading corners;

5.12.4 Monitoring and evaluation/Strategic Information

• Strengthening national and provincial monitoring processes against CFA criteria;
• Facilitate the definition of quality indicators for the EMIS

5.13 Mapping activities to the CFF

An attempt was made to map CFA activities to the CFF (See table below). This was performed using multiple documentary sources and key informant interviews. The table includes gaps which represent either a failure to obtain information or areas to consider in future programming. There has been a mushrooming of CFA-related products which could also be usefully integrated into the CFF (See 5.14)
### Table 8. Mapping activities to the CFF

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Criteria</th>
<th>Essential interventions to put the CFF into practice</th>
</tr>
</thead>
</table>
| 1. Rights-based and proactively inclusive | i) Effective mechanisms for preventing dropouts and responding to out of school girls and boys are in place. And in use;  
   ii) All boys have equal access to all activities and resources in school;  
   iii) Corporal or psychological punishments are not practiced. Preventive measure for and responses against bullying and harassment are in place;  
   iv) The entire school community is knowledgeable on the Rights of the Child. School undertakings are based on this understanding | Policy: None?  
School-based management:  
- Promotion of innovations to improve school attendance  
- ALP implementation/reintegration of drop outs  
- Training of school principals on CFA  
- Training of SAC  
- School based mechanisms to prevent drop out  
- School catchment mapping  
Teacher capacity and practices:  
- Training on Inclusive education  
- SBTD on child rights  
The curriculum: None?  
School environment: None?  
Resources:  
- Provision of funds and toolkits  
Parental participation:  
- Involvement in SAC/school based mechanisms to prevent drop out |
| 3. Promoting quality learning outcomes | i) Adequate human resources and classroom facilities are available to support learning;  
   ii) The classroom is inclusive, stress-free and democratic. Conducive to learning;  
   iii) School curriculum is suitably adapted to include the local environment, culture and knowledge;  
   iv) Through opportunities provided and by their own initiatives, teachers are continually improving their capacity;  
   v) Child-centred teaching methodologies are used;  
   vi) Essential Learning Competencies are systematically assessed. Positive steps are taken to transform the Essential | Policy: None?  
School-based management:  
- Training of school principals in CFA and M&E  
Teacher capacity and practices:  
- Clinical teaching in KS 1  
- Multi-level teaching  
- Training on CFA  
- Training on ELC monitoring  
- Training on multi-grade teaching  
- Training on child-centred teaching methods  
- Training on low cost TLMs  
- Training in action research  
- CFA in pre-service training in the NCoEs  
The curriculum: |
5. Child-friendly schools are actively engaged with students, family and community

**Learning Competencies of all children unto mastery levels:**
- KS: 1-3 teacher guides (integrating CFA principles and IE)
- CFA activity book
- Revised national curriculum

**School environment:**
- Classroom attractiveness
- School rehabilitation

**Resources:**
- Furniture
- Reading corners and reading packs
- TLM

**Parental participation:** None?

---

**Policy:** None?

**School-based management:**
- SSA
- SDP
- Training of principals

**Teacher capacity and practices:** none?

**The curriculum:** none?

**School environment:** none?

**Resources:**
- Funds for SDP implementation

**Parental participation:**
- Participation in SSA and SDP activities

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5.14 The suite of CFA-related products

To support the investigation of CFA interventions, UNICEF provided the team with a list of products or outputs for national level implementation (See Table 15). A significant number of products has been developed mainly for the use of trainers or teachers. Most of these have been finalized quite recently i.e. since 2012 and some are still in preparation. It is quite early for the impact of the majority of these to be assessed. A concern is that the product list is long and therefore complex to monitor in terms of effectiveness in supporting the achievement of intended outcomes. Some have only recently been finalized or still being finalized and therefore it is too early to consider these.

5.14.1 The National Level Products

The national level products presented in Table 15 are important vehicles for CFA mainstreaming in primary education. They fall into five distinct categories. Some materials overlap the categories in that they are dual purpose: both training materials and resource materials.
<table>
<thead>
<tr>
<th>Product</th>
<th>Description</th>
<th>Intended use</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. CFA E-Learning module (UNICEF with Commonwealth of Learning Assistance) - 2012</td>
<td>CD and booklet. Developed with CoL technical assistance Self-learning module</td>
<td>Institutionalisation of CFA in pre-service training</td>
<td>Used to train 210 resource persons and teacher trainees in NCoEs An e-learning package is an unusual way of providing training materials for pre-service training in a country with a limited tradition of computer learning and limited ICT resources. It is innovative. The instructional manuals that have been prepared for teacher educators and resource person in Sinhalese and Tamil contain no illustrations to make the product more attractive to the user. There is only text. The CD contains 6 files which contain training materials in Sinhalese and Tamil (one file for each). Images, photos, quizzes and additional resources. The resources that are available would likely require quite advanced ICT skills to use them effectively in their entirety.</td>
</tr>
<tr>
<td>2. CFA Guidance manual - 2012</td>
<td>Key reference guide to CFA</td>
<td>Multiple uses; provides guidance for schools and can be used in training</td>
<td>Key reference guide to CFA. This is attractively formatted with copious illustrations and examples. Its most obvious application is for general orientation to the CFA and as a resource with useful ideas. It can be used by trainer, school principal or teacher. It has quite a general target audience. It is not organised as training manual with clear learning objectives and learning content to achieve these. Neither is it an implementation guide as it lacks clear how to guidance on conducting activities. It is not sufficiently specific for either teachers or principals to guide them in implementing CFA activities.</td>
</tr>
<tr>
<td>3. CFA Activity book for resource persons - 2013</td>
<td>Compilation of CFA training resource materials</td>
<td>Provincial level training</td>
<td></td>
</tr>
<tr>
<td>4. Primary Key Stages 1 and 2 In-Service Teacher Training Instruction guidebook – 2013/2014</td>
<td>In-service training instruction guidebook Contains 24 teacher competencies</td>
<td>In-service training of teachers by ISAs</td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td>Description</td>
<td>Draft/Tool Kit</td>
<td>Target Audience</td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
<td>----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>5.</td>
<td>Teachers’ Guides - 2015</td>
<td>Draft integration of school readiness into KS1 teacher guides</td>
<td>For grade 1 teachers</td>
</tr>
<tr>
<td>6.</td>
<td>Inclusive teaching toolkit - Becoming more inclusive</td>
<td>Training tool for inclusive education</td>
<td>In-service training</td>
</tr>
<tr>
<td>7.</td>
<td>School readiness tool kit - 2015</td>
<td>Draft tool kit with 16 activities</td>
<td>For grade 1 teachers</td>
</tr>
<tr>
<td>8.</td>
<td>Accelerated Learning programme (ALP) Resource materials - 2011</td>
<td>Supplementary education programme to support displaced students to re-enter school</td>
<td>Supplementary education programme for school drop outs to reintegrate the into school</td>
</tr>
<tr>
<td>9.</td>
<td>Basic literacy Course (BLC) – 2011</td>
<td>Materials for language and mathematics in Sinhala and Tamil</td>
<td>Supplementary education programme for school drop outs to reintegrate the into school</td>
</tr>
<tr>
<td>10.</td>
<td>Action Research Book - 2011</td>
<td>Resource book for teachers</td>
<td>For use by ISAs and teacher training instructors</td>
</tr>
<tr>
<td>Product Category</td>
<td>Description</td>
<td></td>
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<td>--------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contains 30 reports from primary school teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Out of school children survey – 2013</td>
<td>Survey conducted with support from UNESCO UIS in 2011 as part of global initiative Inform advocacy and planning Action plan for out of school children Research which has important implications for the development of the CFA in terms of strengthening demand-side interventions in particular.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The product categories are listed below:

1. Resources for trainers;
2. NFE materials (ALP and BLC);
3. Resource materials for principals;
4. Resource materials for teachers;
5. Research studies.

The trainer. There are multiple products aimed at the trainer. This seems to reflect the importance given to developing and sustaining PRTs as well as supporting CFA integration in the NCoEs. The extent to which these represent a coherent package is hard to determine in the absence of any document that provides an overview of the suite of training materials to the potential user. It is noted that these represent work in progress and some products have only recently become available. There appears to be a lack of clearly documented strategy to develop CFA training products and this is something that should be considered for full nationwide implementation.

The school. There are relatively few resources for the school level, which is the main locus of implementation. The CFA Guidance Manual appears to be the core product. This however is more of an orientation manual than a ‘how to’ guide or resource for teaching and learning. There would appear to be a gap in provision of resources. What seems to be lacking is a ‘how to’ guide for principals or heads of primary sections for integrating the CFA into school-based management. This need not be heavily prescriptive, but it should be action-oriented. Similarly, there needs to be practical guidance on integrating the CFA into SBTD and school planning (See section 5.4.13 below).

Parents and community. There appear to be no products aimed at parents or the community. Nor are there any products targeted at children. These seem to be a significant gap in the product list.

Quality. A rapid review was made of products to assess to what extent they support the CFA in particular and primary education reform in general. It was found that the inclusive education toolkit does not provide any relevant Sri Lanka context to the teacher or the trainer. The out of school study does not include any assessment of the extent to which CFA interventions prevent drop out or support reintegration of drop outs. These findings suggest the need to enhance quality control procedures.

5.14.2 The Provincial level Products

In keeping with the finding that the CFA operates at both national and provincial levels, there is evidence from the provincial product list of variation at this level. It appears that there is a
lack of a standard approach and package to the CFA (see table 16). On a more positive note, these products can be regarded as innovative pilots. The product list is relevant to the needs of the system as a whole, but the process of moving to nationwide implementation is not clear.

Table 16. CFA products at provincial level

<table>
<thead>
<tr>
<th>Product</th>
<th>Province</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>No cost/low cost attendance promotion guide</td>
<td>Uva and Central Provinces</td>
<td>Manual to support classroom-based mechanism to promote daily attendance</td>
</tr>
<tr>
<td>Manual on community awareness of child rights</td>
<td>Uva and Central Provinces</td>
<td>Community awareness programmes in both languages</td>
</tr>
<tr>
<td>Teacher training manual on violence against children</td>
<td>Uva and Central Provinces</td>
<td>In-service training for teachers</td>
</tr>
<tr>
<td>Session plan on using PRA in school community catchment area</td>
<td>Northern Province</td>
<td>Developed by IPDT. Residential training package for children affected by conflict</td>
</tr>
<tr>
<td>SSA form</td>
<td>Eastern Province</td>
<td>For completing SSA</td>
</tr>
<tr>
<td>SSA CFA guidelines</td>
<td>Eastern Province</td>
<td>Guidance for conducting SSA</td>
</tr>
</tbody>
</table>

5.14.3 Key MoE products

Another set of national products have been developed mainly by MoE with World Bank support (see Table 17). These are key documents providing guidance on school development planning, school-based teacher development and M&E for school development. Although these contain some content that is highly relevant to the CFA, the approach is not overtly mentioned and the CFF is not used. This is a concern, as it appears that these products are not aligned with the CFA in any obvious way.

i) Our school: how good is it?

Although the MoE manual for quality assurance in education does not include any overt mention of the CFA or use the framework, its dimensions and criteria, there has been an effort to integrate or mainstream CFA principles into the document. There are 8 different evaluation formats covering:

- Student achievement (ELC results by Key Stage for primary sections);
- Learning: Teaching and assessment (30);
- Formal curriculum management (25);
- Co-curricular activities (14);
- Student welfare (22);
- Leadership and management (45);
- Physical resource management (26); and
- School and community (13).

There is an attempt to set ‘standards’, ‘requirements’ and ‘criteria’ for each. Indicators are set for most evaluation formats. The number for each is given above by format, with a total of 165 indicators. This is a substantial number.

Examples of CFA-congruent content are as follows:

- **Implements child-centred methods** (requirement for learning, teaching and assessment);
- **Creates an enjoyable and effective learning environment through modern methodology** (requirement for learning, teaching and assessment);
- **Develops creativity skills and students’ personalities through various programmes** (requirement for co-curricular activities);
- Ensure students’ safety and welfare (requirement for student welfare);
- Community assistance is obtained in a planned manner to fulfill the objectives of the school successfully (requirement for school and community).

ii) Guidelines for School-level Planning

The Ministry of Education has developed guidelines for school level planning and the SDP (MoE. 2013). They are designed to assist school principals and senior management teams of schools in formulating school plans that incorporate all programmes and projects which are aimed at improving the quality of education. Under the PSI, schools are empowered to take decisions on the planned development of the school. It is intended that a planning culture is established in the school. This document makes no reference to the CFA, although the SDP is a core intervention to be supported.

The SDPs to be developed are i) medium term strategic plans and ii) annual work plans or annual implementation plans. The stages involved include conducting a situational analysis which can inform school policy formulation and goal setting. The recommended process is a participatory approach involving school stakeholders. The plan should provide an estimate of the cost of implementing the plan and the sources of funding. A suggested outline for the strategic plan document is given which includes sections on vision, mission, programmes, strategies, activities, costing, results based M&E. Formats are provided for both types of plan.

Roles and responsibilities are defined. Zonal Education Officers (ZEOs) are to ensure that the plans are of high quality and implemented in schools in the zone. Divisional Directors of Education in Divisional Education Offices (DEOs) can play a major role in guiding the preparation of plans and monitoring implementation. NIE is responsible for training all human resources in the education sector including school principals and administrators.

iii) Guide book on School-Based Teacher Development (SBTD)

The guidebook sets out the purpose of teacher development and the rationale for establishing SBTD, a model for which is presented. The guidebook clearly links SBTD to the PSI. A long list of bullet points is provided by way of guidelines to principals and teachers. Sections are invaded on the identification of training needs and strategies for personal learning. The guidebook is more system-oriented and focus more on SBTD process than key issues in teacher training. There is for example no mention of CCM, ELCs or early grade learning. There is no mention of the CFA.

Table 17. MoE products

<table>
<thead>
<tr>
<th>Product</th>
<th>Description</th>
<th>CFA integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidelines for School-level Planning</td>
<td>Guidelines for school level planning (MoE. 2013). They are designed to assist school principals and senior management teams of schools in formulating school plans that incorporate all programmes and projects which are aimed at improving the quality of education. PSI</td>
<td>Includes SDP No overt reference to CFA</td>
</tr>
<tr>
<td>Guide book on school-based teacher development</td>
<td>Tool prepared by MoE Teacher Education Administration Branch (2013): PSI</td>
<td>Includes action research/SDP No overt reference to CFA</td>
</tr>
</tbody>
</table>
5.14. Conclusions

The picture obtained on CFA implementation and presented above is at best blurred and at times confusing. Essential work in defining the CFA programme for implementation in all schools has yet to take place. In the current context, it is not possible for schools to know exactly what support they are entitled to, to ensure at least minimum standards of CFA can be implemented. The CFF is flexible and elastic. This permits many activities, which may suit donor priorities, but a standardized package (perhaps with optional or additional modules) of support to schools seems a long way off. Standards for CFA implementation in schools are likewise currently over the horizon.

There is no overt theory of change to underpin the approach. A great deal of trust is placed in training and much investment has occurred in the development of training products. There is a lack of an overt well-defined strategy to bring about change in schools. This partly explains why a robust M&E system has been so elusive. Greater clarity on objectives and desired outcomes are clearly desirable.

In the circumstances, it is important to research what is happening at the school level and in the classroom. The next section presents the empirical findings from the classroom observation study and the case study schools.
Section 6. Empirical Findings

6.1 Introduction

This section presents the findings of the classroom observation study (section 6.2) and the 6 case studies (section 6.3). The implications of the findings are discussed in Section 7. A survey was also administered to obtain basic data on the school, the CFA and teachers (Annex 3).

6.2 The School Survey

The purpose of this component of the evaluation is to present the findings of the evaluation of classroom practices of primary school teachers in selected districts of Sri Lanka where the Child friendly approach (CFA) is implemented with the support of UNICEF and other development partners (Plan International, Child Fund and World Vision). To achieve this the following specific objectives were set:

1. To evaluate whether there are significant differences in the quality of physical and human resources available for teaching and learning, and planning for teaching in primary classrooms in schools that receive targeted support (CFA schools) and in schools that did not (NCFA schools);
2. To evaluate whether there are any significant differences in teaching learning behaviours in classrooms observed in CFA schools and NCFA schools;
3. To evaluate whether there are significant differences in teaching learning behaviours observed in classroom lessons of Language, Mathematics and Environment Related Activities (ERA) in CFA and NCFA schools;
4. To evaluate whether there are significant differences in teaching learning behaviours observed in the sample of schools according to different districts, Grade type of schools, medium of instruction and class size.
5. To evaluate whether there are significant differences in teaching learning behaviours observed in schools that implement CFA in relation to the category of the donor which supported its implementation.

In this study the researchers’ purpose was to observe and measure the teaching and learning behaviours in primary classrooms to evaluate the differences between CFA and NCFA schools. The observation schedule developed by Hardman et al (2014) was adapted to Sri Lankan context for this purpose. The instrument is considered to be valid and reliable as it was informed by international pedagogical research into effective teaching behaviors focusing on what can be observed in the art of teaching (i.e. task, activity, interaction and assessment).

The OS is based on a three-part teaching exchange structure which consists of initiation by teacher in the form of a question, a response by a pupil or group of students who attempts to answer it and a follow-up move, in which the teacher provides feedback usually in the form of an evaluation. This structure is referred to as IRF (Hardman et al, 2014). Citing research into classroom interaction Hardman et al suggest that teacher follow-up which goes beyond evaluation can create greater opportunities for equality of participation.

The observation schedule consisted of 32 observable and measurable practices that were categorized into four sections. Section 1 consisted of 15 behaviours covering clarity of the lesson, setting learning objectives, use of variety of instructional materials and methods. Section 2 had six behaviours related to teacher approach to questioning. Section 3 covered another six behaviours that focus on teacher feedback and follow-up. Section 4 had three behaviours to capture the quality of teacher management of the class. The behaviours were rated on a four-point scale (1=never observed; 2=rarely observed; 3=occasionally observed; 4=consistently observed). In order to facilitate accurate observations a similar number of observation descriptors were developed by Hardman et al in relation to the 32 indicators.

The content of the above instrument was found to be quite adaptable to capture the nature of classroom practices of Sri Lankan primary schools. The 32 behaviours included in the OS are also related to child centered teaching, inclusion, gender equity, teacher pupil relations, use of a variety of instructional materials and effective assessment which are major components of
CFA dimension 1 and 3. Therefore it is expected to be useful in evaluating the differences in teaching learning behaviours of classrooms in CFA and NCFA schools.

6.2 The Findings

6.2.1 The quality of physical and human resources available for teaching and learning

i) The physical quality of textbooks

The physical quality of textbooks was assessed in both CFA and NCFA Schools using three categories (‘good’, ‘satisfactory’ and ‘poor’). This procedure provides an indicative picture of the physical quality of textbooks available for children to use in the classroom. The physical quality of teaching and learning materials (TLM) is an issue that does not appear in the CFA frameworks, general or for Sri Lanka discussed in section 4. However, it can be argued that poor quality textbooks are not attractive, optimally conducive for learning or consistent with a child-centred approach.

The data obtained are presented in Table 18 below. The sample of CFA schools overall have a slightly better stock of textbooks than the NCFA schools. They have a higher percentage of schools with textbooks rated as ‘good’ (20:7) and a lower percentage of those considered as ‘poor’ (27:32). This suggests that textbooks may be better handled and stored in CFA schools.

<table>
<thead>
<tr>
<th></th>
<th>CFA Schools</th>
<th>NCFA Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quality of textbooks</strong></td>
<td>Poor</td>
<td>Satisfactory</td>
</tr>
<tr>
<td><strong>Frequency</strong></td>
<td>37</td>
<td>79</td>
</tr>
<tr>
<td><strong>Percentage</strong></td>
<td>27.2</td>
<td>58.1</td>
</tr>
</tbody>
</table>

Table 18. Physical quality of textbooks in CFA and NCFA schools

It should be noted that a substantial percentage of schools both CFA and NCFA schools have textbook stocks which are considered to be ‘poor’. This suggests that school-based management and procurement systems need to be strengthened to ensure that all schools have a supply of textbooks that are in at least a ‘satisfactory’ condition. Children who have to use poor quality textbooks may be disadvantaged in the teaching and learning process. It can be considered a hidden aspect of educational inequality in terms of access to quality TLM.

ii) The quality of the classroom environment

The quality of the classroom in both CFA and NCFA schools was investigated in terms of 6 variables: i) quality of building; ii) classroom space; iii) classroom displays; iv) lighting; v) ventilation and vi) quality of furniture. Statistically significant differences (p<0.05) were only found in relation to classroom lighting, ventilation and the quality of furniture (See figure 2 below).

![Figure 2: A comparison of quality of the classrooms in CFA and NCFA schools](image-url)
iii) The professionalism of teachers

The professionalism of teachers was investigated in terms of three variables: i) teachers’ appearance; ii) punctuality and time keeping; and iii) general manner (i.e. confidence, commitment and communication). Statistically significant differences between teachers in CFA and NCFA schools were found only in relation to general manner (See figure 3, below). Teachers in NCFA schools were more likely to demonstrate a good or very good teaching manner than those in CFA (81.2 per cent and 71.5 per cent respectively).

Figure 3: Teachers’ general manner of teaching

iv) Lesson planning

Lesson plans were investigated in terms of their availability and quality. There are three categories of lesson plan: i) annual plan; ii) term plan and ii) daily plan.

Annual teaching plans: Figure 4 below shows the percentage of annual plans for teaching disaggregated by district and by TCFA/NCFA schools. The picture is mixed. Two districts (Batticaloa and Mulathivu) reported 100 per cent availability of annual teaching plans for both CFA and NCFA schools. Three districts reported higher percentages for CFA than NCFA schools (Moneragala, Kilinochchi and Nuwara Eliya; while 2 recorded higher percentages for NCFA than CFA schools (Anurahapura and Trincomalee). The overall total is 78 per cent with little difference in performance between CFA and NCFA schools. An observable positive CFA effect is to be found in the three districts with higher percentages than NCFA, which signals that there may be significant variation in CFA intervention effect by district. There appears to be a problem in terms of all schools having annual teaching plans; 22 per cent of schools in this sample did not have such plans accessible. Moreover, some districts reported low levels of availability in either CFA or NCFA schools (Nuwara Eliya and Trincomalee respectively) at around 66 per cent.
Term teaching plans

The pattern obtained by district for annual teaching plans is replicated to a large extent for term lesson plans (See figure 5 below). Overall there is no significant difference between CFA and NCFA schools (87 per cent for both). Two districts (Batticaloa and Mulathivu) reported 100 per cent availability of annual teaching plans for both CFA and NCFA schools. Two districts reported higher percentages for CFA than NCFA schools (Kilinochchi and Nuwara Eliya; while 3 recorded higher percentages for NCFA than CFA schools (Anuradhapura, Moneragala and Trincomalee).

An observable CFA effect is to be found in the two districts with higher percentages than NCFA, which signals that there may be significant variation in CFA intervention effect by district. As is the case with annual teaching plans, Nuwara Eliya shows the strongest positive CFA effect and Trincomalee the weakest; the two districts reporting the greatest differences between CFA and NCFA performance results. As with annual teaching plans, term lesson plans are not available/accessible in all schools. 13 per cent of schools reported that they did not have one available.

Figure 5. Term lesson plans by district (CFA/NCFA)

Daily lesson plans: A slightly different pattern emerges when the availability of the daily lesson plan is examined (See figure 6 below). Four districts report higher percentages of available lesson plans for CFA than NCFA (Anuradhapura, Nuwara Eliya, Kilinochchi and Moneragala), while three report higher rates of availability for NCFA schools (Batticaloa, Mulathivu, and Trincomalee). Overall, there is no significant difference between CFA and NCA schools (66 per cent). What is concerning is the low levels of lesson plan availability (34 per
of schools), which indicates a systemic problem and suggests that a great deal of teaching may be taking place without a daily lesson plan to hand.

**Figure 6: Percentage of lesson plans available by district and CFA/NCFA category**

![Graph showing lesson plan availability by district and CFA/NCFA category]

**Lesson plan quality**

The differences in the quality of lesson plans between CFA and NCFA schools were statistically non-significant (p<0.05). However, the difference in assessment arrangements was significantly different at p<0.1. Assessment included in the lesson plans of NCFA schools was more likely to be good or very good (79.7%) compared to that (73.6%) of CFA schools (See Figure 7).

The majority of lesson plans were assessed as ‘good’ or ‘very good’ for both CFA and NCFA schools (72.6 and 79 per cent respectively). Between a fifth and a quarter were considered to be ‘unsatisfactory’ or ‘poor’: 25.4 per cent and 20.3 per cent (CFA:NCFA respectively). This represents a substantial proportion of unsatisfactory lesson plans, regardless of CFA status. These data are not disaggregated by district. They imply that more attention needs to be paid to supporting teachers in preparing ‘good’ lesson plans in terms of a combination of in-service training, school instructional leadership and supervision.

**Figure 7: Percentage of lesson plans where assessment was observed ‘poor’, ‘satisfactory’, ‘good’ or ‘very good’ in CFA and NCFA schools**

![Graph showing assessment quality of lesson plans by CFA and NCFA]

It was not possible in this research to measure the child-friendliness of lesson plans. A more basic approach was taken to assess their availability in schools and their general quality.
6.2.3 Quality of teaching and learning

i) Observable classroom practices

Three hundred and twenty three lessons were analysed in terms of 32 observable practices. First, the total sample was explored to understand the practices that were more likely to be:

i). ‘consistently’ or ‘occasionally’ observed (Figure 8) and:
ii). ‘never’ or ‘rarely’ observed (Figure 9).

ii) The most commonly observed teaching and learning behaviours

The most commonly observed teaching and learning behaviours are presented in figure 8 below. These behaviours were observed in 70.6% - 87.4% of the lessons where the practice was observed ‘occasionally or ‘consistently’. There were 11 such possible behaviours.

In keeping with the CFA, the teachers commonly use a number of practices to develop and maintain good relationships with the students. These are:

• Relating well to learners;
• Knowing pupil names;
• Moving around the class to interacting with individual pupils;
• Displaying a positive tone; and
• Exhibiting personal enthusiasm.

Those behaviours were more likely to occur in 71.8% - 87.4% of the lessons and can be considered as fundamentally important to the implementation of the CFA in the classroom. Unfortunately, no baseline data on any teaching behaviours are available, so it is not possible to determine to what extent these are the direct result of any CFA interventions. However, the presence of these behaviours is indicative that important elements of child friendly approach are being practised.

It was also found that the teachers exhibit behaviours favourable to promoting gender equity in classrooms as envisaged in CFA Dimension 2, such as:

• Encouraging equal participation of girls and boys;
• Providing equal opportunities for girls and boys to answer teacher questions; and
• Providing equal amounts of feedback to girls and boys.

Again, the lack of any baseline data requires caution in interpreting these findings, but it does appear that some of the aims of CFA training relating to gender equality are being translated into practice.

Teachers were also likely to demonstrate a couple of behaviours related to the effective delivery of lessons such as (1) emphasizing key points of the lesson; and (2) evaluating pupil answers.

Figure 8: The most common teaching and learning behaviours
iii) The least commonly observed teaching and learning behaviours

In contrast to the above situation, there were 21 teaching learning behaviours which were less likely to occur in the classrooms. These behaviours were observed ‘never’, or ‘rarely’ in more than 30% of the lessons observed. Figure 9 indicates the percentages of such behaviours (See Figure 8). In more than 30-70% of the lessons, the following good practices of lesson development and delivery were never or rarely observed.

- Stating lesson objectives;
- Checking for prior knowledge of the pupils;
- Explaining materials clearly and accurately;
- Utilising a range of instructional materials;
- Summarizing key points throughout the lesson; and
- Making effective use of the chalkboard.

Figure 9: Percentage of lessons where the practice is observed ‘never’ or ‘rarely’

The lack of use of these practices indicates a need for closer attention at school level to how lessons are being prepared and delivered. They are likely to be important for learning outcomes and the mastery of essential learning competencies.

Similarly, a number of child-centered practices were never or rarely observed in more than 50% of the lessons. These included:

- Peer tutoring;
- Asking pupils to demonstrate in front of the class;
- The use of pair/group work;
- Arranging the classroom layout to facilitate learning of all children; and
- Encouraging pupils to ask questions.

A picture emerges of the majority of teachers preferring whole-class activities to those which involve pair or group work. This is consistent with a teacher-centred approach to teaching and learning. The lack of encouragement for children by the teacher to ask questions is also consistent with this modality of teaching. However, some teachers are using these practices, although they are a minority. The lack of any baseline data for these practices means that it is not possible to determine how any trends in their use in the classroom. Clearly further work is
needed to promote these child-centred learning activities so that they become routinely used. At the same time there is need to enhance teachers repertoire of activities for teacher-led teaching. The use of teacher-centered practices such as cued elicitation and chorus response; and close-ended questions were absent or rarely observed in 34.8% and 36.9% of the lessons respectively. This suggests that teachers are using a narrow range of teaching practices in class.

Inclusion of special needs children in teacher questioning was another practice which was absent or rarely occurred in 66.2% of lessons. Moreover good practices of student assessment, feedback and follow-up were absent or rarely observed in 34-53% of lessons. These behaviours include:

- Asking open-ended questions;
- Calling on pupils to answer questions individually;
- Probing pupil answers;
- Commenting on pupils’ answers; and
- Building pupil answers into subsequent questions.

Effective time management was absent or rarely observed in 46.4% of lessons. Most of the above weaknesses observed in 30-70% of lessons appear to be correlated or resonated with the absence of lesson planning in 34% of lessons and poor quality of lesson plans which were discussed above in this section of the report.

An objective of the classroom observation study was to evaluate whether there are any significant differences in teaching learning behaviours in classrooms observed between CFA and NCFA schools.

### 6.2.4 Differences in classroom practices between CFA and NCFA schools

An objective of the classroom observation study was to evaluate whether there are any significant differences in teaching learning behaviours in classrooms observed between CFA and NCFA schools.
Figure 10 below sets out the percentages of lessons where each practice was ‘occasionally’ or ‘consistently’ observed in CFA and NCFA schools. According to the findings, 32 different practices were observed ‘occasionally’ or ‘consistently’ in 34.7%-87% of the lessons in CFA and NCFA schools. There were statistically significant differences (p<0.05) in only two out of 32 practices observed in classrooms of CFA and NCFA schools. This indicates that there is little difference between CFA and NCFA schools in terms of the use of classroom practices i.e. for 30 of the 32 practices there is no statistically significant difference in the use of these practices. This is a somewhat surprising finding as it was expected that there would be more significant differences as result of the CFA training and other related inputs.

The lack of significant differences in teaching between CFA and NCFA schools is consistent across the overwhelming majority of the behaviours that were observed. This is difficult to explain given the paucity of data on classroom practices, especially baseline data, but it does suggest that the training effect of CFA interventions is weak for those schools which have been targeted for intervention - so weak that there is no difference between intervention and non-intervention schools. Alternatively, it may mean that the training has become mainstreamed and that a similar package of training is being delivered to all schools. The findings indicate an urgent need to revisit the training approach for CFA particularly in terms of training objectives, methods and outcomes from in-service courses. If the CFA teacher training is not translating...
into significant differences in the classroom, it potentially represents a substantial waste of scarce resources.

Figure 12 below shows the significant differences in the two teaching learning practices in CFA and NCFA schools. According to this, the teachers in CFA schools were more likely to know the names of pupils (Q9) and to effectively manage lesson time (Q32) than their counterparts in NCFA schools. These are two different phenomena. The former concerns creating a more child-friendly climate in the classroom; the latter, more effective teaching and learning. This provides some evidence that the CFA training is having a limited effect on classroom teaching practices.

![Figure 12: Significant differences between CFA and NCFA schools in relation to classroom practices](image)

### 6.2.5 Classroom practices used in different subjects

A further objective was to evaluate whether there are significant differences in teaching and learning behaviours observed in classroom lessons of Language, Mathematics and Environment Related Activities (ERA) between CFA and NCFA schools. There were significant differences (p<0.05) among the subjects in relation to only 3 practices as indicated in Figure 13 below. ERA indicates significantly higher percentages for all three practices that were occasionally or consistently observed than the other two subjects. Teachers were more likely to use cued elicitation, comment on pupil answers and to summarise key points throughout the ERA lessons compared to the Language and Mathematics lessons. This suggests that teachers use a different style of teaching for different subjects which may relate to curriculum content, teacher confidence and mastery of the teaching content, among a range of possible explanations. What it seems to indicate is a lack of consistency in lesson planning, especially is there is inconsistent attention to summarising key points of the lesson across subjects.

![Figure 13: Differences among subjects in the overall sample](image)

There were no significant differences in any of the teaching and learning behaviours of language lessons observed in CFA and NCFA schools. In Mathematics, only two behaviours
indicated significant differences (p<0.05) in relation to lessons observed in both CFA and NCFA schools. In Mathematics CFA schools teachers were more likely to know the names of students and to effectively manage the lesson time. In ERA, only one behaviour indicated any significant differences (p<0.05) in relation to lessons observed in CFA and NCFA schools in that CFA schools teachers were more likely to know the names of students.

6.2.6 Variations in classroom practices of the schools in the total sample in relation to the district, grade type, medium of instruction and class size

The fourth objective was to evaluate whether there are any significant differences in teaching learning behaviours observed in the sample of schools according to different districts, Grade type of schools, medium of instruction and class size.

i) District variations

Significant differences were identified in 20 out of 32 teaching learning behaviours. Table 19 below sets out the percentage of lessons where the practices (related to section I of the observation schedule) were observed ‘occasionally’ or ‘consistently.’

According to the findings, Mulathivu district has the highest percentages of lessons where teachers use ‘good’ practices of clearly stating objectives (82.6%), explaining material accurately and clearly (87.5%), emphasising key points of the lesson (87.5%), and using a range of instructional materials (50%). In contrast, Moneragala district has the lowest percentages in the same teaching practices (16.7%, 25%, 47.2% and 22.2% respectively).

Teachers in Batticaloa district were most likely to use child-centered practices such as; paired/group work, peer-tutoring and arranging the classroom layout to facilitate learning of all pupils. The teacher’s use of peer tutoring recorded a low percentage in all districts ranged from a low of 13.9% in Moneragala to a high of 51.1% in Batticaloa. The lowest percentage for the use of paired/group work was recorded in Anuradhapura. The highest percentage of lessons where the teacher moves around the classroom to interact with individual pupils was recorded in Mulathivu while the lowest percentage was recorded in Kilinochchi.

Table 19: Percentages of lessons where the practices were observed ‘occasionally’ or ‘consistently’: (practices related to section I of the observation schedule). A- Anuradhapura; B- Batticaloa; C- Kilinochchi; D- Moneragala; E- Mulathiva; F: Nura Eliya; G- Trincomalee.

<table>
<thead>
<tr>
<th>Teaching and learning behaviours</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teacher clearly states objectives</td>
<td>59.70</td>
<td>74.50</td>
<td>58.40</td>
<td>16.70</td>
<td>82.60</td>
<td>56.60</td>
<td>72.70</td>
</tr>
<tr>
<td>3. Teacher explains material accurately and clearly</td>
<td>44.10</td>
<td>78.80</td>
<td>70.80</td>
<td>25</td>
<td>87.50</td>
<td>60</td>
<td>71.10</td>
</tr>
<tr>
<td>4. Teacher emphasises key points of the lesson</td>
<td>57.90</td>
<td>80.90</td>
<td>75</td>
<td>47.20</td>
<td>87.50</td>
<td>76</td>
<td>77.80</td>
</tr>
<tr>
<td>5. Teacher uses a range of instructional material</td>
<td>30.80</td>
<td>40.40</td>
<td>45.80</td>
<td>22.20</td>
<td>50</td>
<td>45.90</td>
<td>33.30</td>
</tr>
<tr>
<td>9. Teacher knows pupil names</td>
<td>88.40</td>
<td>76.80</td>
<td>87.50</td>
<td>86.10</td>
<td>58.30</td>
<td>88</td>
<td>70.40</td>
</tr>
<tr>
<td>11. Teacher uses paired/group work</td>
<td>29</td>
<td>68.10</td>
<td>37.50</td>
<td>44.40</td>
<td>66.70</td>
<td>58.10</td>
<td>26.60</td>
</tr>
<tr>
<td>12. Teacher uses peer tutoring</td>
<td>18.80</td>
<td>51.10</td>
<td>20.80</td>
<td>13.90</td>
<td>33.30</td>
<td>38.70</td>
<td>33.40</td>
</tr>
<tr>
<td>13. Teacher arranges classroom layout to facilitate learning of all pupils</td>
<td>43.50</td>
<td>82.20</td>
<td>70.90</td>
<td>63.90</td>
<td>52.20</td>
<td>60</td>
<td>68.20</td>
</tr>
<tr>
<td>14. Teacher moves around classroom to interact with individual pupils</td>
<td>72.40</td>
<td>78.70</td>
<td>58.30</td>
<td>83.30</td>
<td>91.70</td>
<td>75.00</td>
<td>7</td>
</tr>
</tbody>
</table>

Note: Blue- Lowest percentage among the districts; Red- Highest percentage among the districts
Table 20 shows the variations among districts in the practices related to skills of questioning. Cued elicitation and closed questions are practices mostly observed in teacher-centered lessons. The highest percentages of cued elicitation and asking closed questions were again reported in Mulathivu district and the lowest percentages for the same practices were reported in Moneragala.

In contrast, more inclusive and gender responsive practice of teacher providing equal opportunities for boys and girls to answer teacher questions recorded a considerably higher percentage for all districts which ranged from 62.3% in Anuradhapura to 100% in Mulathivu. The highest percentage of lessons where the students are allowed to demonstrate in front of the class was recorded in Kilinochchi (75%) and the lowest (17.4%) was recorded in Anuradhapura.

Table 20: Percentages of lessons where the practices were observed ‘occasionally’ or ‘consistently’: (practices related to section II of the observation schedule). A- Anuradhapura; B- Batticaloa; C- Kilinochchi; D- Moneragala; E- Mulathiva; F: Nura Eliya; G- Trincomalee.

<table>
<thead>
<tr>
<th>Teaching and learning behaviours</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. Teacher uses cued elicitation and chorus response</td>
<td>53.60</td>
<td>74.40</td>
<td>66.60</td>
<td>30.60</td>
<td>87.50</td>
<td>74.00</td>
<td>73.30</td>
</tr>
<tr>
<td>17. Teacher asks closed questions</td>
<td>44.90</td>
<td>76.60</td>
<td>75.00</td>
<td>38.90</td>
<td>87.50</td>
<td>67.60</td>
<td>68.90</td>
</tr>
<tr>
<td>20. Teacher provides equal opportunities for boys and girls to answer</td>
<td>62.30</td>
<td>93.20</td>
<td>87.50</td>
<td>77.10</td>
<td>100.00</td>
<td>81.90</td>
<td>73.80</td>
</tr>
<tr>
<td>21. Teacher asks pupils to demonstrate in front of the class</td>
<td>17.40</td>
<td>50.00</td>
<td>75.00</td>
<td>30.60</td>
<td>62.50</td>
<td>39.50</td>
<td>48.90</td>
</tr>
</tbody>
</table>

Note: Blue- Lowest percentage among the districts: Red- Highest percentage among the districts

Table 21: Percentages of lessons where the practices were observed ‘occasionally’ or ‘consistently’ (practices related to sections III and IV of the observation schedule). A- Anuradhapura; B- Batticaloa; C- Kilinochchi; D- Moneragala; E- Mulathiva; F: Nura Eliya; G- Trincomalee.

<table>
<thead>
<tr>
<th>Teaching and learning behaviours</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. Teacher evaluates pupil answers</td>
<td>59.40</td>
<td>97.80</td>
<td>83.30</td>
<td>55.50</td>
<td>86.90</td>
<td>75.30</td>
<td>75.50</td>
</tr>
<tr>
<td>24. Teacher probes pupil answers</td>
<td>49.30</td>
<td>68.10</td>
<td>66.70</td>
<td>47.30</td>
<td>75.00</td>
<td>83.10</td>
<td>66.70</td>
</tr>
<tr>
<td>26. Teacher builds pupil answers into subsequent questions</td>
<td>22.00</td>
<td>68.10</td>
<td>54.20</td>
<td>30.00</td>
<td>75.00</td>
<td>42.80</td>
<td>48.80</td>
</tr>
<tr>
<td>27. Teacher encourages pupils to ask questions</td>
<td>34.90</td>
<td>66.00</td>
<td>50.00</td>
<td>27.80</td>
<td>66.70</td>
<td>27.30</td>
<td>33.30</td>
</tr>
<tr>
<td>28. Teacher provides equal amounts of feedback to boys and girls</td>
<td>58.50</td>
<td>91.30</td>
<td>83.40</td>
<td>68.60</td>
<td>91.60</td>
<td>78.90</td>
<td>71.40</td>
</tr>
<tr>
<td>29. Teacher moves around to interact with pupils</td>
<td>69.60</td>
<td>80.80</td>
<td>66.70</td>
<td>69.40</td>
<td>83.30</td>
<td>62.60</td>
<td>62.80</td>
</tr>
<tr>
<td>32. Teacher effectively manages lesson time</td>
<td>46.90</td>
<td>66.00</td>
<td>58.40</td>
<td>25.00</td>
<td>79.10</td>
<td>50.00</td>
<td>63.60</td>
</tr>
</tbody>
</table>

Note: Blue- Lowest percentage among the districts: Red- Highest percentage among the districts

The first six practices set out in Table 21 above are related to feedback and follow-up by the teacher. Mullathivu district recorded the highest percentage of lessons where four out of these six practices were ‘occasionally or consistently’ observed.
Teachers in Mulathivu district were more likely to; build pupil answers to subsequent questions, encourage pupils to ask questions, provide equal amounts of feedback to boys and girls move around the class to interact with pupils. The lowest percentages for the same aspects were recorded in Anuradhapura and Nuwara Eliya districts. Batticaloa district recorded the highest percentage of lessons where teachers evaluated pupil answers occasionally or consistently while Moneragala district recorded the lowest percentage. The practice of ‘teacher encourages pupils to ask questions’ recorded low percentages ranging from 27.3% to 66.7%. Management of lesson time was best in Mulathivu and worst in Moneragala. There were 79.1% of lessons where the practice was observed occasionally or consistently in Mulathivu while the relevant percentage for Moneragala was 25%.

II) Type of school

The Kruskal Wallis test for independent samples was used to test the significance of differences in teaching and learning behaviours in different types of schools. The differences were significant (p<.05) in 14 out of 32 teaching learning behaviours in the four types of schools (Figure 13).

![Figure 13: Significantly different T/L practices among different types of schools](image)

According to Figure 13 teachers in Type 3 schools were more likely to have better relationships with the students and to have a more positive classroom climate. In a significantly high percentage of lessons observed in these schools, the teachers were more likely to; relate well to the students, exhibit personal enthusiasm, move around the classroom to interact with individual pupils, promote gender equity by providing equal opportunities for girls and boys to answer questions. They were also more likely to use some of the better assessment practices such as evaluation of pupil answers, providing equal amount of feedback to boys and girls and probing pupil answers. They were more likely to use teacher-centered practices such as; asking close ended questions and cued elicitation and chorus responses. Teachers in Type 2 schools were more likely to check for prior knowledge of pupils and to encourage equal participation of boys and girls.
iii) **Medium of Instruction**

The Mann-Whitney U test was carried out to see whether there are differences among teaching learning behaviours in relation to the medium of instruction i.e. Sinhala or Tamil medium schools. There were statistically significant differences (p<0.05) in 22 of the 32 practices in relation to the medium of instruction. See Figure 14 below.

Tamil medium lessons recorded the highest percentage for each of the 19 out of 22 practices. Tamil medium teachers were more likely to engage in more dialogic practices of; allowing pupils to ask questions, build pupils’ answers to subsequent questions, comment on pupil answers, and to probe and evaluate pupils' answers. Further to that they were more likely to use good lesson introduction, development and questioning practices in their lessons and the practices that promote gender equity and inclusion. They were also more likely to be teacher centered and to ask closed questions and to use cued elicitation and chorus responses. Sinhala medium teachers were more likely to; ask open-ended questions, know pupil names and move around the class to interact with individual pupils.

![Figure 14: Significantly different teaching learning practices in Sinhala and Tamil medium classrooms](image)

iv) **Class size**

The Kruskal Wallis test was carried out to see whether there are any statistically significant differences in the teaching learning behaviours in relation to class size. The data were grouped into 3 categories namely, <35, 35-45 and >45. There were no significant differences in the 32 behaviours except one. The differences were significant only in ‘Teacher relates well to learners’.
The highest percentage of lessons (93.3%) where the behaviour was observed occasionally was in classrooms where there were more than 45 students. However, the behaviour was more likely to observe consistently in classrooms where there were less than 35 students (27.4%) or in classrooms of 35-45 students (19.6%). The practice was never observed consistently in classrooms of >45 students.

v) Different donor support

A fifth objective was to evaluate whether there are significant differences in teaching learning behaviours observed in schools that implement CFA in relation to the category of the donor which supported CFA implementation.

There were only two schools each supported by Child Fund and World Vision in the sample of CFA schools while there were 30 UNICEF supported schools and 10 schools supported by Plan International. All 10 schools supported by Plan International were in Anuradhapura and Moneragala districts. It was decided to test whether there are statistically significant differences between NCFA, and CFA schools supported by UNICEF and Plan in the two districts.

The Kruskal Wallis test was administered to the relevant data set and there were statistically significant differences (p<0.05) in 10/32 teaching behaviours (Figure 15). Teachers in NCFA schools were more likely to use following seven practices in their lessons:

- Teacher knows pupil names;
- Teacher encourages equal participation of girls and boys;
- Teacher checks for prior knowledge;
- Teacher effectively manages the class;
- Teacher makes effective use of chalk board;
- Teacher exhibits personal enthusiasm; and
- Teacher asks pupils to demonstrate in front of the classroom;

Teachers in CFA schools supported by Plan International were more likely to:

- Clearly state lesson objectives;
- Build pupil answers into subsequent questions; and
- Use cued elicitation and chorus responses.

![Figure 15: Differences among NCFA schools and CFA schools supported by UNICEF and Plan Int. in Anuradhapura and Moneragala districts (Percentages of lessons where the practice was ‘occasionally’ or consistently ‘observed)
6.2.7 School level data

i) Availability and use of CFA guidelines

The CFA Guidelines are not available in all CFA schools; they were found in 76 per cent, some way short of 100 per cent availability as would be expected. They are available in almost 50 per cent of NCFA; which shows that the boundaries between intervention and non-intervention schools are blurred. They are used by principals in discussions with teachers in 72 per cent of CFA schools and 44.5 per cent of NCFA. The availability of CFA guideline provided by UNICEF, and how it is utilized by the schools is presented in Table 8 below:

Table 21: Details of availability of CFA guideline in CFA and Non-CFA schools

<table>
<thead>
<tr>
<th>District</th>
<th>CFA Schools</th>
<th></th>
<th></th>
<th>Non-CFA Schools</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Availability of the Guideline</td>
<td>%</td>
<td>Discussion with teachers</td>
<td>%</td>
<td>Availability of the Guideline</td>
</tr>
<tr>
<td>Anuradhapura</td>
<td>7</td>
<td>77.8%</td>
<td>6</td>
<td>66.7%</td>
<td>6</td>
</tr>
<tr>
<td>Batticaloa</td>
<td>5</td>
<td>83.3%</td>
<td>5</td>
<td>83.3%</td>
<td>9</td>
</tr>
<tr>
<td>Kilinochchi</td>
<td>3</td>
<td>75.0%</td>
<td>3</td>
<td>75.0%</td>
<td>1</td>
</tr>
<tr>
<td>Moneragala</td>
<td>9</td>
<td>100.0%</td>
<td>9</td>
<td>100.0%</td>
<td>4</td>
</tr>
<tr>
<td>Mulathivu</td>
<td>4</td>
<td>100.0%</td>
<td>3</td>
<td>75.0%</td>
<td>1</td>
</tr>
<tr>
<td>Nuwara Eliya</td>
<td>2</td>
<td>22.2%</td>
<td>2</td>
<td>44.4%</td>
<td>5</td>
</tr>
<tr>
<td>Trincomalee</td>
<td>8</td>
<td>88.9%</td>
<td>8</td>
<td>88.9%</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>38</td>
<td>76%</td>
<td>36</td>
<td>72%</td>
<td>28</td>
</tr>
</tbody>
</table>

ii) School plant and classroom space

CFA schools are more likely to have spacious or adequate school plant compared to NCFA schools (See Figure 16 below). CFA and NCFA schools are both as likely to be crowded, however (20 and 19 per cent respectively). NCFA schools are more likely to be inadequate in terms of school physical plant. CFA Schools tend to have more adequate or spacious classroom space than NCFA.

Figure 16 Adequacy of school plant for CFA implementation and NCFA schools
iii) Adequacy of CFA and NCFA schools in terms of teachers, furniture and equipment

The CFA schools in the study reported shortages in staffing in 50 per cent of cases; this is 46 per cent in NCFA schools. A further sign of inefficiencies in teacher deployment is that 14 per cent of CFA schools reported a surplus of teachers; in NCFA schools this was 12.2 per cent, indicating that this is a systematic problem and not linked to CFA interventions.

Furniture is reported to be deficient in 56 per cent of schools and 49 per cent of NCFA schools. Low rates of surplus are reported in 4 per cent of CFA schools and 5.2 per cent of NCFS schools.

The majority of schools observed had deficient levels of equipment; 78 per cent and 81 per cent in the cases of CFA and NCFA schools respectively. Both CFA and NCFA schools equally lack necessary equipment such as white boards, OHP, multi media projectors and computers. There are also shortfalls in the teacher stock and the supply of furniture.

<table>
<thead>
<tr>
<th>Category</th>
<th>No. of CFA Schools</th>
<th>No. of Non-CFA Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Surplus</td>
<td>Adequate</td>
</tr>
<tr>
<td>Teachers</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td>Furniture</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>Equipment</td>
<td>1</td>
<td>7</td>
</tr>
</tbody>
</table>

Table 22: The number of schools according to the adequacy of Facilities (Teachers, Furniture and Equipment)

<table>
<thead>
<tr>
<th>Surplus</th>
<th>Adequate</th>
<th>Deficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>2%</td>
<td>0%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Figure 17: Percentage of CFA and NCFA schools according to adequacy of equipment

6.2.8 Rights-based inclusion (CFA Dimension 1)

i) School catchment area mapping

According to table 23 below all CFA schools in Batticaloa and Nuwara Eliya districts had conducted catchment mapping while none of the schools in Mullathivu district had done so. Relatively small percentages of schools in Killinochchi and Moneragala districts had conducted catchment mapping. Table 23 sets out the number of schools that had reported that they conducted school catchment mapping.
Table 23: Number of CFA and NCFA schools that had conducted School Catchment mapping by district

<table>
<thead>
<tr>
<th>District</th>
<th>CFA schools</th>
<th>Percentage</th>
<th>NCFA schools</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Schools conducted C. Mapping</td>
<td></td>
<td>No. of Schools conducted C. Mapping</td>
<td></td>
</tr>
<tr>
<td>Anuradhapura</td>
<td>4</td>
<td>44.44%</td>
<td>9</td>
<td>56.25%</td>
</tr>
<tr>
<td>Batticaloa</td>
<td>6</td>
<td>100.00%</td>
<td>4</td>
<td>40.00%</td>
</tr>
<tr>
<td>Kilinochchi</td>
<td>1</td>
<td>25.00%</td>
<td>1</td>
<td>25.00%</td>
</tr>
<tr>
<td>Moneragala</td>
<td>3</td>
<td>33.33%</td>
<td>2</td>
<td>40.00%</td>
</tr>
<tr>
<td>Mulathivu</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Nuwara Eliya</td>
<td>9</td>
<td>100.00%</td>
<td>7</td>
<td>41.18%</td>
</tr>
<tr>
<td>Trincomalee</td>
<td>6</td>
<td>66.67%</td>
<td>1</td>
<td>50.00%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>29</strong></td>
<td><strong>58.00%</strong></td>
<td><strong>24</strong></td>
<td><strong>41.38%</strong></td>
</tr>
</tbody>
</table>

ii) Data on out of school children

Data on catchment area mapping and Out of School Children (OOSC) were obtained, but it was found that there are data problems in schools. Most schools did not indicate the number of OOSC identified by them. They only reported the number of OOSC reintegrated. It is therefore difficult to do a meaningful analysis using the available data. When the data are aggregated, the number of OOSC reintegrated outnumber the number of OOSC identified through catchment mapping. (See Table 24)

Table 24: Details of Catchment area mapping and Out of School Children (OOSC)

<table>
<thead>
<tr>
<th>Year of Mapping</th>
<th>CFA Schools</th>
<th>Non CFA Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of OOSC identified</td>
<td>No. of OOSC Reintegrated</td>
</tr>
<tr>
<td>2009</td>
<td>21</td>
<td>71</td>
</tr>
<tr>
<td>2010</td>
<td>13</td>
<td>53</td>
</tr>
<tr>
<td>2011</td>
<td>28</td>
<td>69</td>
</tr>
<tr>
<td>2012</td>
<td>42</td>
<td>84</td>
</tr>
<tr>
<td>2013</td>
<td>43</td>
<td>90</td>
</tr>
<tr>
<td>2014</td>
<td>33</td>
<td>142</td>
</tr>
</tbody>
</table>

iii) Dropout Rates

Although the majority of schools indicated that they have conducted the school catchment rea mapping exercise, nearly all of them failed to report number of dropouts and the population data relevant to 5-6 year old population. Calculation of net admission rates and dropout rates could not be done as a result of the lack of data. Table 25 sets out the number of schools that did not provide dropout and population data.
Table 25: The number of schools that did not report dropout and population data by district

| District       | NCFA Schools | | | | | | CFA Schools | | | | | | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
|----------------|--------------|---|---|---|---|---|---|---|---|---|---|---|---|---|
|                | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| Anuradhapura   | 15 | 15 | 15 | 8 | 7 | 8 |
| Batticaloa     | 10 | 10 | 8 | 6 | 6 | 6 |
| Kilinochchi    | 4 | 3 | 3 | 3 | 3 | 3 |
| Moneragala     | 5 | 5 | 5 | 8 | 8 | 8 |
| Mulathivu      | 4 | 4 | 3 | 4 | 4 | 4 |
| Nuwara Eliya   | 13 | 14 | 14 | 7 | 7 | 7 |
| Trincomalee    | 1 | 1 | 1 | 7 | 7 | 7 |
| **Total**      | 52 | 52 | 52 | 43 | 42 | 43 |

According to the above table about 90% of NCFA schools and 86% percent of CFA schools did not report the required data. The data were not available in the school indicating a weakness in existing EMIS and monitoring systems.

**iv) Constraints concerning re-integration of out of school children**

The principals of CFA and NCFA schools in different districts ranked the constraints for reintegration of OOSC as set out in Tables 26 and Table 27.

Table 26: Rank order of the constraints for reintegration of OOSC by district (CFA Schools)

<table>
<thead>
<tr>
<th>Constraints for reintegration of OOSC</th>
<th>Anuradhapura</th>
<th>Batticaloa</th>
<th>Kilinochchi</th>
<th>Moneragala</th>
<th>Mullathivu</th>
<th>Nuwara Eliya</th>
<th>Trincomalee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lack of interest of parents</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2. Lack of motivation of children</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3. Economic difficulties of parents</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4. Broken families</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>5. Migration of the mother for employment</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to the responses of principals, in CFA schools of all districts, except Trincomalee, the economic difficulties of parents were a major constraint for the reintegration of OOSC. The lack of interest of parents and broken families were the other two important constraints. Migration of mothers for employment was reported by the principals as a major constraint in Anuradhapura, Batticaloa, Nuwara Eliya and Trincomalee districts. In NCFA schools, the economic difficulties of parents and the lack of interest in parents were reported as major constraints. Killinochchi, Mullathivu and Trincomalee districts show an identical rank order. (See table 27 below).
Table 27: Rank order of the constraints for reintegration of OOSC by district (NCFA Schools)

<table>
<thead>
<tr>
<th>Constraints for reintegration of OOSC</th>
<th>Anuradhapura</th>
<th>Batticaloa</th>
<th>Kilinochchi</th>
<th>Moneragala</th>
<th>Mulaitivu</th>
<th>Nuwara Eliya</th>
<th>Trincomalee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of interest of parents</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Lack of motivation of children</td>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economic difficulties of parents</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Broken families</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Migration of the mother for employment</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

v) Compulsory Education Committees and School Attendance Committees

CECs have been established in both CFA and Non CFA schools of all the districts. CFA schools of Kilinochchi reported that they all have established CEC in their schools. According to the data presented in figure 17 NCFA schools outperformed CFA schools in Batticaloa, Moneragla and Nuwara Eliya districts.

Figure 17: Percentage of Compulsory Education Committees (CEC) established in different Districts
Most of the schools in the study reported that they have active SACs to monitor and remediate problems of student attendance. Figure 18 depicts the percentages of CFA and NCFA schools that established SACs. Batticaloa, Killinochchi and Mulathivu districts record a 100% establishment of SACs.

![Figure 18: Percentage of School Attendance Committees (SAC) established in different Districts](image)

According to Figure 18 the percentage of CFA schools that had established a SAC is greater than that of NCFA. However in Batticaloa, Mullathivu and Killinochchi districts both categories of schools have established SAC in each and every school. Moneragala district recorded the lowest percentage for the CFA schools and Anuradhapura district recorded the lowest percentage for NCFA schools.

**vi) Student participation in ALP and other catch-up programmes**

The Accelerated Learning Programme (ALP) seems to have been implemented in some schools in Mullathivu and Batticaloa districts (See table 27). Other catchment programmes such as improvement of literacy among backward students and slow learners were reported in schools in Anuradhapura and Moneragala districts. Only a few schools reported data on ALP in the target districts.

Table 27: Student participation in ALP and other catch-up programmes (2009-2015)

<table>
<thead>
<tr>
<th>District</th>
<th>No. of students participated in ALP</th>
<th>No. of students participated in other catch-up programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>B</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>C</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>D</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>E</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>F</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>G</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
vii) Student attendance data

Data were collected from the sample of schools on average annual attendance by Grade (Grades 1-5) and gender for the period from 2012-2015. However, nearly 50% of schools belonging to CFA and NCFA categories had not been able to provide data on attendance at all (See details in Table 28 below). 45% of schools provided erroneous data. Therefore it is not possible to use the small amount of available data for a meaningful analysis.

Table 28: No. of schools that did not report attendance data by district

<table>
<thead>
<tr>
<th>District</th>
<th>No. of schools that did not report attendance data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NCFA Schools</td>
</tr>
<tr>
<td>Anuradhapura</td>
<td>5</td>
</tr>
<tr>
<td>Batticaloa</td>
<td>0</td>
</tr>
<tr>
<td>Kilinochchi</td>
<td>4</td>
</tr>
<tr>
<td>Moneragala</td>
<td>3</td>
</tr>
<tr>
<td>Mullathivu</td>
<td>3</td>
</tr>
<tr>
<td>Nuwara Eliya</td>
<td>11</td>
</tr>
<tr>
<td>Trincomalee</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
</tr>
</tbody>
</table>

viii) Interventions to boost attendance

Despite the fact that most of the schools could not report their attendance data the principals had indicated in the data form that they monitor attendance and take measures to improve student attendance. Nuwara Eliya district seem to have given priority to providing support for students from poor families. Mullathivu and Nuwara Eliya districts have considered their second priority as monitoring and remediation. Table 29 presents the rank order of activities implemented by different districts for CFA schools. Accordingly CFA schools in all districts except Nuwara Eliya seem to have given their priority to raising parental awareness of improvement of attendance.

Table 29: Rank order of the specific interventions for improving attendance that were implemented in CFA schools in 2014

<table>
<thead>
<tr>
<th>Specific interventions for improving attendance</th>
<th>Anuradhapura</th>
<th>Batticaloa</th>
<th>Kilinochchi</th>
<th>Moneragala</th>
<th>Mullathivu</th>
<th>Nuwara Eliya</th>
<th>Trincomalee</th>
<th>CFA schools</th>
<th>Over all Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Raising parental awareness</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2. Providing support for students from poor families</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3. Rewarding good attendance</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>4. Regular monitoring and remediation</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
The situation of NCFA schools is summarised in Table 30. Here there are more variations in the priorities reported by schools in different districts. It seems that raising awareness of parents had been the priority. Providing support to needy students and rewarding good attendance had been the second and third priorities. Regular monitoring and remediation seem to had been given a priority in all districts except Mullathivu and Trincomalee.

Table 30: Rank order of the specific interventions for improving attendance that were implemented in NCFA schools in 2014

<table>
<thead>
<tr>
<th>Specific interventions for improving attendance</th>
<th>Anuradhapura</th>
<th>Batticaloa</th>
<th>Kilinochchi</th>
<th>Minneragala</th>
<th>Mullaitivu</th>
<th>Nuwara Eliya</th>
<th>Trincomalee</th>
<th>NCFA schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Raising parental awareness</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2. Providing support for students from poor families</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>3. Rewarding good attendance</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>4. Regular monitoring and remediation</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

ix) Gender Equity

The lack of adequate data on students’ attendance, Grade 1 Admission rates and reintegrated OOSCs make it difficult to assess the gender equity in participation of boys and girls in education. The analysis of data on ELI and GSE results indicate that girls’ achievements sometimes exceed those of boys. However, as indicated in the analysis of students’ outcomes those apparent differences are not statistically significant.

6.2.9 CFA Dimension 3

i) Student learning outcomes: ELC attainment in CFA and NCFA schools

Students’ outcomes are assessed in relation to ELC attainments in Key stage 1, 2 and 3 as well as G5SE results. Differences between CFA and NCFA schools and gender differences of outcomes are explored.

Note: *- Differences are statistically significant, p<0.05, Two sample proportion test

Figure 19: A comparison of ELI attainment of Key stage 1 in CFA and NCFA schools
According to Figure 16, NCFA schools perform better than CFA schools in attaining mastery (percentage of students who attain 80-100% of ELCs) of ELCs in Key Stage 1.

In CFA schools, 57.1 per cent of boys and 65.7 per cent of girls attained mastery level in KS1. This means that 42.9 per cent of boys and 34.3 per cent of girls did not reach mastery level. 16.1 per cent of boys and 8.4 per cent of girls scored below 40 per cent.

Note: *- Differences are statistically significant, p<0.05, Two sample proportion test

Figure 20: A comparison of ELC attainment of Key stage 2 in CFA and NCFA schools

NCFA schools perform better than CFA schools in relation to ELC attainment at mastery level (percentage of students who attain 80-100% competencies) at KS-2.

In CFA schools at KS-2, 36.5 per cent of boys and 52.7 per cent of girls attained mastery level at KS-2. This means that 63.5 per cent of boys and 47.3 per cent of girls failed to reach mastery level of the ELCS at this level. 27.9 per cent of boys and 11.5 per cent of girls scored below 40 per cent.

Note: *- Differences are statistically significant, p<0.05, Two sample proportion test

Figure 21: A comparison of ELC attainment of Key stage 3 in CFA and NCFA schools
NCFA schools perform better than CFA schools in relation to ELC attainment at mastery level (percentage of students who attain 80-100% competencies) at Key Stage 2.

At KS-3, the success rate in CFA schools is slightly better for boys but lower for girls. Some 39.2 per cent of boys and 51.1 per cent of girls attain mastery levels of the ELCS at this level. This means that 61 per cent of boys and 49.9 per cent of girls failed to attain mastery level of the ELCs – more than half of the school population at this level. 18.2 per cent of boys and 24 per cent of girls scored below 40 per cent.

Figure 22: A comparison of ELC attainment of boys and girls in Key stage 1 in CFA and NCFA schools

According to figure 22 above, girls performed better than boys in CFA schools in achieving mastery of ELC in KS-1. Gender differences in ELC attainment of KS-1 are not significant.

Figure 23: A comparison of ELC attainment of boys and girls in Key stage -2 in CFA and NCFA schools
According to the above analysis ELC attainment of girls seems to be better than that of boys for KS-2 and KS-3. However, the differences are not statistically significant (\(P<0.05\)) in any of the Key Stages.

**Grade 5 Scholarship examination results of CFA and NCFA schools**

The Mann Whitney U test was used to analyse the differences between G5SE results of CFA and NCFA schools. Except for results (Pass rates =Percentage of students who obtained >70 marks) of boys in 2012 there were no statistically significant differences between CFA and NCFA schools. Figure 25 depicts the variations of G5SE pass rates for boys over the years from 2010-2014.

Figure 25: Pass rates for boys in CFA and NCFA schools (2010-2014)

Differences in pass rates of girls in CFA and NCFA schools were statistically not significant. Figure 20 depicts the variations of G5SE pass rates for girls over the years from 2010-2014.

Figure 26: Pass rates for girls in CFA and NCFA schools (2010-2014)
6.2.10 CFA Dimension 5

i) Structures and processes to enhance democratic participation, SDP and SSA

Sustainability of CFA implementation depends on the structures and processes established in the schools for planning, monitoring and remediation as well as the enhanced capacity of the school community. In this section the data are analysed to examine the situation regarding the training received by the principals, structures established for implementing School’s Self Assessment (SSA) and School Development Planning (SDP), and the awareness of School Development Committee (SDC) on the implementation of CFA concepts. Moreover, it will focus on the activities included in the School Development Plan and the implementation of SSA.

i) Training received by the principals on SSA

Figure 27 sets out the percentage of principals who received training on SSA in CFA and NCFA schools by district.

The majority of CFA school principals have had training on conducting a SSA. All principals (100 per cent) have been trained in 3 districts (Batticaloa, Kilinochchi and Trincomalee). Between 88.9 per cent and 66.7 per cent were recorded in the other 4 districts. CFA and NCFA schools in Moneragala district recorded the lowest percentages. Principals of CFA schools were more likely to receive training in SSA than the principals of NCFA schools in all districts except Mulathivu.

All CFA schools principals in 3 districts (Batticaloa, Kilinochchi and Trincomalee) have had training on the SDP process and between 75 per and 90 per cent in the remaining 4 districts. 100% of principals in CFA and NCFA schools received training in SDP in Killinochchi and Trincomalee districts. In all other districts except Batticaloa and Moneragala principals of NCFA schools recorded higher percentages for having had training on SDP. Figure 28 sets out the percentage of principals who received training in SDP in CFA and NCFA schools by district.
ii) Establishment of School Development Planning committees and activities implemented in School Development plans

SDP committees have been established in all CFA schools. The Mann Whitney U test was used to analyse the differences between CFA and NCFA schools in relation to the priorities given to CFA activities. Accordingly there were statistically significant differences in relation to the activity of ‘Preparing quality teaching aids’. NCFA schools have given more priority to the activity than CFA schools.

Table 31: Rank order of the CFA activities included in the SDP of 2015 of CFA and NCFA schools

<table>
<thead>
<tr>
<th>Activity</th>
<th>CFA Schools</th>
<th></th>
<th>Non-CFA Schools</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rank 1</td>
<td>Rank 2</td>
<td>Rank 3</td>
<td>Synthetic Rank</td>
</tr>
<tr>
<td>Improve reading facilities</td>
<td>15</td>
<td>11</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Quality teaching material</td>
<td>5</td>
<td>8</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Child Friendly school premises</td>
<td>7</td>
<td>6</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Child Rights campaign for parents</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Parental participation for School</td>
<td>9</td>
<td>14</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

To create the table a synthetic rank has been created which is obtained by using following formula.

Synthetic rank= (Rank1 count*3)+(Rank2 count*2)+Rank3

According to Table 31 both categories of schools appear to give priority to improving reading facilities. CFA schools appear to give their second and third priorities to parental participation and keeping a child friendly school premises while NCFA schools appear to give priorities to prepare quality teaching material and parental participation.
iii) Awareness of SDP committee on CFA and related concepts

Figure 29: The degree of awareness of the principals of CFA and NCFA schools on the CFA and related concepts

All principals in CFA schools have at least some awareness of the concept of CFA and Child rights. However, 4% of them are not at all aware of SDP process. Fifty three percent of principals of NCFA schools also aware of the CFA concept. Another 15.5% are not at all aware of the CFA concept. It can be suggested that high percentage of awareness of the concept of CFA among the Principals of NCFA schools give some indication of relevance of the concept to all schools. Principals of NCFA schools also indicate a high degree of awareness of child rights. The reason can be the influence of other programmes implemented by education and sectors outside education which is necessary for the sustainability of the CFA concepts. Principals of CFA schools are more likely to be aware of SDP.

iv) Implementation of Schools Self Assessment in CFA and NCFA schools

There has been a gradual increase in the number of schools that conducted SSA in both categories of schools over the past six years (Figure 27). In 2009, 30 per cent of CFA schools had conducted a SSA. By 2014, this had reached 90 per cent of CFA schools. Almost all schools are now conducting SSAs and it is close to becoming a standard in CFA schools.

Figure 30: Trends in implementation of SSA in CFA and NCFA schools (2009-2014)
Table 32: Implementation of SSA in CFA and Non-CFA schools

The SSA is considered to be a participatory activity by 96 per cent of CFA school principals. The same percentage considered that solutions to the problems identified in the SSA were included in the SDP. 94 per cent considered that follow-up actions were conducted after the SSA had taken place.

According to the Table 32, nearly 92 percent of principals of both categories of schools agree or strongly agree that SSA is a participatory activity. A similar proportion of them also agree that solutions to the problems identified in SSA are included in school development plans follow-up actions are taken after SSA.

6.2.11 Funding for schools

Table 33 indicates the main sources of funding for CFA schools as reported by the schools. Five schools which had claimed that they implement the CFA were unable to specify the main source of funding.

Table 33: CFA schools according to the main Source of funding

<table>
<thead>
<tr>
<th>District</th>
<th>No. of CFA schools by the main source of funding*</th>
<th>Unicef</th>
<th>Plan Int.</th>
<th>Child Fund</th>
<th>World Vision</th>
<th>GoSL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anuradhapura</td>
<td></td>
<td>1</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Batticaloa</td>
<td></td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Kilinochchi</td>
<td></td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Moneragala</td>
<td></td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Mulathivu</td>
<td></td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Nuwara Eliya</td>
<td></td>
<td>6</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Data relevant to amounts of funds received from different sources were not available in most of the schools. It was difficult to do any meaningful analysis with the available data.

None of the schools in Batticaloa and Killinochchi districts provided data on the amount of money that they had received from different sources. Only one school in Mullathivu provided the necessary data. The majority of schools in Nuwara Eliya and Trincomalee districts also did not provide the necessary data.

Plan International supported schools in Anuradhapura and Moneragala. Child Fund in Nuwara Eliya and World Vision in Ampara districts. None of the schools supported by World Vision reported financial data.

Financial data were not reported by any of the CFA schools in Batticaloa and Killinochchi districts. Only one school each in Mullathivu and Trincomalee districts reported financial data. None of the schools supported by World Vision reported financial data. Even the data related to funds provided to all government schools by the GoSL for ‘Quality inputs’ were not reported by most of the schools.

A large proportion of NCFA schools also did not report data on the amount of funds that they received from GoSL and other sources. Nearly 70% of NCFA schools in the sample did not report financial data. Hundred percent of NCFA schools in Batticaloa, Killinochchi and Mullathivu districts did not report financial data. Nearly one third of the sample of NCFA schools in Anuradhapura and Trincomalee districts and 58-75 per cent of NCFA schools in Nuwara Eliya and Monergala districts failed to report the same data. Table 34 indicates the number of schools where the data on funding were not available by district. Adequate data were also not provided by the principals regarding how they utilized the funds received from different sources.

Table 34: Number of schools where the financial data were unavailable

<table>
<thead>
<tr>
<th>District</th>
<th>No. of CFA schools</th>
<th>%</th>
<th>Number of NCFA schools</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anuradhapura</td>
<td>1</td>
<td>11.1%</td>
<td>5</td>
<td>31.3%</td>
</tr>
<tr>
<td>Batticaloa</td>
<td>6</td>
<td>100%</td>
<td>10</td>
<td>100%</td>
</tr>
<tr>
<td>Killinochchi</td>
<td>4</td>
<td>100%</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>Moneragala</td>
<td>2</td>
<td>22.2%</td>
<td>3</td>
<td>75%</td>
</tr>
<tr>
<td>Mullathivu</td>
<td>3</td>
<td>75%</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>Nuwara Eliya</td>
<td>4</td>
<td>44.4%</td>
<td>10</td>
<td>58.8%</td>
</tr>
<tr>
<td>Trincomalee</td>
<td>4</td>
<td>44.4%</td>
<td>1</td>
<td>33.3%</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>48%</td>
<td>37</td>
<td>63.8%</td>
</tr>
</tbody>
</table>

Note:*- Five schools did not provide the necessary data

<table>
<thead>
<tr>
<th>District</th>
<th>No. of CFA schools</th>
<th>%</th>
<th>Number of NCFA schools</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trincomalee</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>9</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
6.3 The Case Study Approach

6.3.1. Purpose

The purpose of the case studies is to provide data to answer the evaluation questions from the perspective of school communities, how they have experienced CFA interventions and what differences these have made to school practices in terms of inclusiveness and quality of teaching and learning.

A case study approach was used to investigate the complexity of CFA in a small sample of selected schools (6 schools in total). This allowed for a more intensive examination of the way in which the CFA works in a particular setting. These case studies may be considered as exemplifying cases. Schools were selected not because they are unusual or unique, but because they allowed the evaluators to examine key educational processes. The case study data helps in triangulating findings from classroom observations and key informant interviews with a range of stakeholders. The sample comprised 6 schools, five of which are in receipt of support from UNICEF and one is receiving support from an NGO. All six schools were located in rural settings.

The six selected case study schools were as follows:

1. Doragala Vidalya, Kothmale Education Zone, Central Province;
2. Kandaupangwa Maha Vidalaya, Moneragala, Uva Province;
3. Alminhaj Mulsim Maha Vidalayam, Trincomalee, Eastern Province;
4. Iranathivu school
5. Periya Puliyankulum school
6. Mahabodi school

6.3.2 School Case Study 1.

The context

The school is located high up on a mountain and subject to mist and heavy rain; the access road is boggy. It is categorized as a disadvantaged and isolated school. It was originally built for children of families who had lost their land as a result of the construction of the Kothmale dam in 1989. Children come from poor families and their parents have limited education. Student absenteeism is a factor that negatively affects the effectiveness of teaching and learning.

This is a ‘type 2’ school with 11 classes for grades 1-11. There are currently 225 children attending overall and 105 children in the primary section (51 boys and 54 girls). In grade 1 however, there are only 12 children. The number of children enrolled is decreasing due to parents choosing other ‘better’ schools for their children in the education zone. There are 20 teachers (4 male and 14 female) and these are sufficient for the school. 14 are graduates and 4 have GCE A levels. Of these 4 teach at primary level. All of these are newly appointed and none was specialized in primary education.

Transport to the school for teachers is a problem in that there is only one bus service and this is irregular with a timetable that is not suited to the school’s schedule. The school facilities are not well maintained. Water and sanitation facilities are unsatisfactory. The school administration office is small with a partitioned section for teachers. Teacher motivation is said to be low on account of the working conditions. The acting principal was unenthusiastic about improving teaching and learning in the school.

History of the CFA in the school

The school was selected to be a CFA school in 2006. Support was provided by UNICEF through the coordinator at the zonal office up until 2007. The main interventions were: CFA training for teachers; play area development and provision of water supply. The teachers trained have subsequently been transferred to other schools. The water supply has been disrupted by local
farmers, but the play area is still functional. The principal was unfamiliar with the 6 dimensions of the CFA and the CFA Guidance Manual was not available in the school. The coordinator had been unable to work intensively with all schools in the zone. However, the teachers reported that she had included CFA awareness and teaching strategies in In-service training sessions in which they had participated. There is demand for further CFA training among the teachers and the principal and there needs to be a process in place to ensure that newly appointed teachers are inducted into CFA principles and practices.

Key findings

The situation regarding proactive inclusion in which the intake in grade one has halved in the past year from 25 to 12 suggests that parents are opting to send their children to other schools in the education zone.

The picture obtained of learning outcomes is one in which none of the children in KS-1 mastered the ELCs at this level. This indicates a very slow start in terms of learning outcomes. The majority attained 41-60 per cent (33.3 per cent of girls and 29.2 of boys), and the rest fell below in their score: 12.5 per cent of boys and 8.3 per cent of girls achieved 0-20 per cent. The results are better at KS-3 with 33 per cent of girls and 20 per cent of boys mastering the ELCs (scores between 80-100 per cent). Grade 5 Scholarship Examination (G5SE) results for the past five years (2010-2014) show that 29 boys and 41 girls scored more than 70 per cent, an average of 58.8 and 81 boys and girls respectively, or about 50 per cent of the class. It is perplexing that it is possible to pass the G5SE and yet not attain the ELCs for KS-3. A key issue is how to raise levels of ELC mastery at KS-1 and KS-3. The test results show that that the majority of students are not achieving mastery level of what are supposed to be essential learning competencies.

The school has a multiplicity of committees including the School Development Committee (SDC), the School Attendance Committee (SAC), the Self-Evaluation Committee (SEC), and the School Management Committee (SMC). Parental participation was said to be ‘very poor’. As a result most of the decisions are taken by the school.

The SDP Action Plan for 2015 includes a mix of routine (e.g. enroll children to primary section, distribute textbooks) and development activities (e.g. train library teachers). There is provision for repairing the school toilets and the electricity supply. Activities are framed in terms of equal access to primary and secondary education; implementation of the free education policy; implementation of health and nutrition programme; quality improvement of primary and secondary education; development of school building and school garden. There is no specific focus on CFA and it is hard to discern any activity that is clearly child-focused or related to improving the child friendliness of the school.

The current quantity and quality of CFA activities are insufficient to improve and sustain the child-friendliness of the school.

6.3.3 Case Study School 2

The context

This school was established in 1964. It is a type 1C school with 612 students in 2015 (252 in the primary section). The catchment area includes poor families and a reported lack of motivation for education. Some children have to come quite a distance to school and the availability of transport is a challenge.

There are 31 teachers, which is 10 short of the required number. There are 3 short in the primary section which has 8 classes and 5 teachers. There is a strong focus in the primary section on preparing students to take the G5SE. A teacher said that they have no time to prepare lesson plans as a result. Seminars are conducted for students who are taking the examination.
“I have to prepare the students for the G5SE therefore I have no time to prepare the lesson plans.”

The school has a SAC and a SDC with 50 members.

History of CFA in the school

The school has received CFA support from UNICEF since 2009. In addition, there has been support from Plan International and the Uva Provincial Council. UNICEF has provided funds for repairs to the well and taps (2010), repairs to the main school building (2011), while Plan has funded the construction of toilets (2011) and the water supply (2013). Uva Provincial Council funded the repair of teacher’s quarters (2012) and the main building (2013).

Key Findings

No data were obtained on ELCs. The pass rates at G5SE have varied from 3.6 per cent (boys) in 2010 to 13.7 per cent in 2014. The pass rate for girls has varied from 7.2 per cent (2012) to 13.7 (2013). In 2015, 19 out of 21 students passed the G5SE. Preparation for the G5SE is the main focus of the primary section and overshadows all other activities. Evidence was found among the teachers of negative attitudes towards slow learners.

“How can we include backward students with the normal children in the classroom? Aren’t you aware that such children would resort to be dropouts? Aren’t there any methods to teach such students? In this current educational system in this country where more emphasis is laid on performances at written examinations, how can a student who is unable to read or write compete with the normal child? Special institutions should be established for such backward students.”

The principal considered that the CFA is a very effective tool to transform schools to places where students would like to be. Corporal punishment is forbidden by the principal.

The 2015 SDP contain a number of activities that are congruent with those implemented under the CFA:

- Identification of out of school children in the school catchment area;
- Awareness programmes for parents;
- School attractiveness;
- Regular parent-teacher meetings.

6.3.4. Case Study School 3

The context

The school is type 1C with 266 students in 2015 (141 in the primary section). There are 20 teachers (2 short). The student enrolment is stable. It is located in an economically disadvantaged area and caters for Tamil Moslems. Employment is provided by the Mitsui Cement Corporation and the Prima Flour Factory nearby. Many parents are migrant workers in the Middle East and some 15 per cent of the children are cared for by grandparents or other relatives. The school encounters problems with lack of parental interest in education and attendance rates of the children. Alcohol consumption is a problem among labourers.

The school is not well equipped. It even lacks usable blackboards. There is insufficient classroom space; classes are not partitioned which is not optimal for teaching and learning. There is a shortage of teaching and learning materials.
History of the CFA in the school

The school received support from UNICEF in 2012 for teaching and learning materials and classroom furniture. There is demand in the school for CFA training and preparation of TLM.

Key Findings

Only 2 of the 5 teachers in the primary section were aware of the CFA.

Attendance rates in the primary section are low but improving. In 2012, the average attendance was 15.68 per cent for boys and 11.72 for girls. In 2014, this had risen to 27.3 per cent for boys and 18.17 for girls. The lower rates for girls are explained in terms of their having to perform domestic duties. The poor attendance rates translate into poor learning outcomes as measured by the G5SE. However, in 2015, 13 out of 20 students who sat for the examination passed. With regard to ELCs at KS1-3, the percentages reaching mastery level (80-100 per cent score) are as follows:

- **KS 1**: 51.9 per cent and 44.4 per cent for boys and girls respectively;
- **KS 2**: 25 per cent and 41.7 per cent for boys and girls respectively; and
- **KS 3**: 10 per cent and 60 per cent for boys and girls respectively.

These results show the declining performance of boys through KS1-3 and the improving performance of girls. The gender gap at KS 3 is quite pronounced in favour of girls; the learning outcomes for boys are particularly poor. A concern should be for remedial teaching to assist those who are not managing to acquire the ELCs and a strategy is needed to support better learning among boys.

Parental participation at the school is reportedly very low.

6.3.5 Case Study School 4

The context

According to the principal, the school was first established in 1994 for people displaced due to war from the Iranathivu area. The current principal was appointed to the school in 2003. He said that he is awaiting the next promotion and a transfer. The school was temporarily closed from July 2008 to December 2009 due to the war situation. The school now caters for the needs of a displaced and resettled community whose main source of income is fishing.

The school has 410 students in 14 classes spanning grades 1-11. According to the principal, the majority of children belong to Roman Catholic religion and around 50 are Hindus. The approved cadre is 18 teachers but there are only 13 teachers available, including the principal. According to the principal the school lacks teachers to teach in secondary school subjects such as Science, History, Geography, English, Civic education, Physical Education and ICT. The principal is a trained primary school teacher who has been promoted to Grade 2 of the Sri Lanka Principals’ Service. He and a few other teachers live in Iranathivu while the rest daily travel from Jaffna.

The students mainly come from poor families. Their fathers’ main source of income is fishing and the mothers are mostly unemployed. Of the 315 families in the village, 53 are headed by widows. The income received by the families is insufficient to provide for the basic needs of the children. The physical appearance of many primary school children indicated the effects of poverty. Parents and teachers iterated that dropping out and absenteeism are mostly due to poverty. Malnourishment makes the students sick and related frequent absenteeism finally compels the affected students to dropout. The lack of adequate livelihoods for families, children who lost both parents in the war, widowed young mothers who leave their children to grandparents to start new relationships or families, broken families, early marriages of young girls and their lack of knowledge in reproductive health, are some of the social and economic problems that were reported in the FGDs with teachers and parents.
Teachers complain that most of the students come to school without having breakfast. They attribute this to poverty and the laziness of the mothers. The school provides a mid-day meal for the children with the support of World Food Programme (WFP). Three mothers daily cook the meals for children from grades 1-9. No money is paid to them. They take any excess food to feed their own children at home for the service they render to the school.

The History of CFA in the school

The CFA was introduced to the school in 2010 after it had been reopened following the resettlement of displaced people. The school received support from UNICEF and KOICA. However the school does not have a record of financial support received from them. The principal stated that the UNICEF support had helped them to improve water supply, sanitary facilities and teaching material. They received:

- Play park in 2011
- Furniture in 2012
- A new building for the primary section with KOIKA support in 2013
- CFA guidelines in 2013.
- Participatory Rural Approach (PRA) training which was used to develop the School Development planning in 2014

Supported was provided to the school to organize an exposure visit by students to southern Sri Lanka. The principal participated in an exposure visit to Thunukkai zone arranged by the Killinochchi zonal education office. Teachers were not included. The school has no record of CFA related training programmes in which teachers participated.

Key findings

The school consists of a temporary building, a two storied building and a new building which houses the primary section. There is adequate space inside classrooms. There are wall racks for keeping students’ bags, blackboard and essential furniture for the students and the teacher. The students’ tables and chairs were painted in bright yellow. A mini library with children’s storybooks is in a corner of the room. Teaching aids and students’ artifacts are displayed on the walls.

The school has a play park built with the support of UNICEF. The school playground looked abandoned. The teachers mentioned that the students like to sing and dance in the concerts organized by the schools. Parents also like to spend money on costumes that are necessary for the children and to participate in such events. The principal proudly stated that the school received 2nd and 3rd places in the English drama competition organized by the provincial department of education in the year 2012 and 2013. The school seems to have the potential for improvement but it lacks a vision, strategy and leadership. Conspicuous among the few displays was a chart with the names and results of the best performing students in GCE(O/L) over the previous years. Prominently displayed items in the principal’s office were the trophies received by the school in English day drama competitions conducted by the provincial department of education in 2012 and 2013.

The process of change

The principal and teachers were of the view that all three dimensions were relevant to the development of the quality of education provided by the school. Some interventions and products had reached the school and the effects of them are discussed in the following sections related to the three dimensions of ‘rights based inclusion, effectiveness and participation’.

Dimension 1: rights based inclusion

New admissions to Grade 1 have been declining since 2012. Relevant population data are not available in the school and therefore it is not possible to ascertain whether it is a result of declining population of the entry age. In 2012, 58 children enrolled; in 2015, there were 29 children. The principal attributed the decline in admissions to the resettlement of displaced
people along the coast. Those children go to other schools now. He also pointed out that due to the shortage of teachers in the school, better students go to other schools.

Inclusivity is affected by the lack of attention to slow learners by the teachers and a lack of necessary resources and teaching material. A Grade 3 teacher articulated her view as follows:

| Apart from teaching the curriculum it is difficult to pay attention to slow learners. Out of the fifty odd children in my class more than 25 are slow learners. School doesn't have a special education unit or an activity room and materials are not provided. If we have an activity room we can help the slow learners and the students who misbehave in the class. |

The school has established a School Attendance Committee (SAC) and a Compulsory Education Committee (CEC) to facilitate rights based active inclusion. The SAC continues to function and includes 8 members comprising the principal, one teacher and six parents. The School catchment is divided into 8 zones and two members of the committee are made in-charge of each zone. They visit homes of truant students and try to persuade them to attend school. According to the principal some returned to school but about 10 dropouts could not be reintegrated. Poverty, women headed households and need to earn a living by doing odd jobs have been the barriers for the failure of reintegration. The principal added 'When they are out of school for some time it is difficult to motivate them to come back'. The school does not maintain a systematic record of data on dropouts.

Although the SAC is functioning in school the data on average attendance of boys and girls in different grades were not available. Improving attendance is also another context related challenge faced by the school.

**Dimension 3: Quality Learning**

Data on ELC achievement of students in different key stages were not available in the principal's office. The primary section lacks a sectional head and therefore nobody monitors the ELC attainment at that level. The teachers at the FGD reported that they regularly measure and keep records of ELC achievements at classroom level, but data were available only for the KS-2.

Achievement of ELCs by boys in KS-2 lags behind that of girls. Mastery of ELCs is achieved by 31.8% of girls compared with 11.5% of boys. The majority of girls (76.2%) achieve more than 40% of ELCs while the corresponding figure for boys is (71.4%).

Proper monitoring and remediation of ELC achievement do not seem to take place in the school. In the FGD, a Grade 5 teacher stated that more than 25 students in Grade 5 find reading and writing difficult. She attributed this to factors such as: the lack of pre-school education, disruption of early education during war time, poor attendance of students, and the lack of guidance from parents at home for this situation. Another teacher added:

*It is difficult to help students to attain mastery in ELCs. At the end of the lesson they are capable to demonstrate the competency. But after sometime they forget everything. Parents do not guide them at home to practice what is learned in the school. There are no records of academic history of some students who are now in Grade 3. They were displaced children during the war.* - (Grade 3 teacher)

Poor attainment of ELCs is also reflected in the achievements of the G5SE. None of the students have been able to win bursaries or scholarships since 2010.

There is no official record of training programmes participation by the principal or the teachers in the school. Teachers find it difficult to recall the details of the training programmes that they participated in over the past few years. The principal reported that he had attended CFA related training conducted by the assistant director of education, who is responsible for primary education (ADE/primary) in the zone. The principal had also participated in an exposure visit to
schools in Thunukkai zone. The visit was organized by the zonal office of Kilinochchi. In 2014 he participated together with some teachers and parents in a workshop which was conducted by the ADE/primary on school development planning and school self assessment. The principal pointed out that the workshop helped to develop the SDP for the school and to identify problems in the school. The principal described the concept of CFA as *creating a good learning environment with the participation of parents to improve student learning.*

Teachers who participated in the FGD stated that none of them had participated in awareness programmes of CFA. Only one teacher had seen the CFA guideline and had borrowed it from the principal. Even the deputy principal who is also the class teacher for grade 4 had not seen the guidelines. The teacher who had seen the guidelines defined CFA as *a strategy to improve learning outcomes for students and parental participation.* Only one teacher had participated in a training programme on implementing ALP. The teacher said it is difficult to implement it due to time constraints. Some of the teachers also said that they participated in training programmes on assessment of ELCs. Teachers also suggested that it would have been easier for them to participate in in-service training programmes if they were conducted at the divisional level rather than the zonal level. It is a four-hour journey to Kilinochchi when they are held at the zonal level. School based teacher development (SBTD) is not implemented in the school.

<table>
<thead>
<tr>
<th>When the students come to the class they make the teachers passive. They don't open their mouths, don't do homework. So the teachers get discouraged.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Grade 4 Teacher</td>
</tr>
</tbody>
</table>

**Dimension 5: Democratic participation**

The principal stated that participation of fathers in school activities is very low. Improving parental participation is a priority in the annual SDP for 2015.

<table>
<thead>
<tr>
<th>They go for fishing in faraway places. Only the mothers attend the school functions and other events. Parents are reluctant to focus on children’s education. They focus more on earning a living. If awareness on education is raised they will become interested.</th>
</tr>
</thead>
</table>

Teachers also added in the FGD that raising parental awareness should be a priority. Some parents do not attend class meetings conducted by them to discuss about children’s progress. The homes are untidy and lack a proper environment for studying. No newspapers or other reading materials are available in homes. Moreover, the early marriages of teenage girls, family problems, abandoning of children by both parents, single parents, and the ignorance of the parents adversely affect the education of children. Teachers found it difficult to raise students’ learning outcomes in this context where they lack support from key stakeholders. One teacher added:

> I want to challenge the officers... who blame us for not raising students’ achievements and for declining student numbers etc... to come and teach here and show results.

The teachers blamed the zonal office for transferring the science teacher who was available in their school to another school. The parents also did not react to the action of the zonal office. Principal and teachers said that the shortage of teachers affect the confidence of GCE (O/L) students who wish to sit for the examination at the end of the year.

The principal reported that unemployed GCE (A/L) qualified old boys conduct night classes for students from grade 4-11. The classes are held from 6.30-8.45 pm. At home the children cannot study because of watching television.
According to the principal, the school has conducted a SSA in 2013 and 2014. The issues identified in the process are addressed in the SDP. However, according to the views expressed at the interviews and FGDs it seems that supportive partnerships had not been built among the key stakeholders for the development of the school which is facing many context specific issues and challenges despite the attempt of the principal to develop and implement five year and annual SDP using a participatory approach.

6.3.6 Case Study School 5

The context

The school was first established in March 1960 in a different location which is about one kilometer away from its present place. According to the principal the school had been moved to three different places due to war and it was closed from October 2008 to June 2010. The school now has 103 students in grades 1-11. It is a type 2 school.

There are 12 teachers including the principal. Seven of the teachers travel daily from Jaffna. Three teachers are in the primary section and multi-grade teaching is used in the primary grades. According to the principal there should be 4 teachers for the primary section including an English teacher. Of the three teachers in the primary section only one is a primary trained teacher. She received her training at the National college of Education at Kopay. She teaches grades 1 and 2. The other two are untrained graduates appointed as primary school teachers. One of them is a fine arts graduate who had specialized in Music. She teaches Grade 5. The other graduate teacher teaches Grades 3 and 4.

The school catchment consists of a newly built village which was originally called a “widows’ settlement”. Now it is called Pudiyanagar. According to the principal there are students in the school who lost both parents, and father or the mother in the war. There were more students enrolled in the school before the resettlement than now. There were many social problems in the village due to the presence of large number of widows and orphans. An NGO intervened and helped such children to attend a boarding school. As a result the current school’s enrollment had reduced. There are about 150 families in the school catchment area. Children walk through a road which is in a deplorable condition and passes through paddy fields and jungle areas.

Each house in the village has a half an acre for cultivation. Cultivation is the main source of income for the families. “The village is an isolated one which does not have direct links with the town. Therefore it does not have problems such as drug abuse”. The principal explained and further added that:

*The parents are poor. All below the poverty line. There are no other education facilities such as tuition classes. Parental awareness of education is also limited. Lifestyle of some parents is a problem. They get drunk and beat the children.*

The school has been sensitive and responsive to the needs of the students and community. For example, the principal contacted an NGO called “Gnanam foundation” to provide essential items and school kits for 15 selected children. It had distributed uniforms, shoes and other essential items to the needy children. The school also conducted a health clinic for children.

History of CFA implementation in the school

Implementation of CFA in the school started in 2012. Principal and one other teacher participated in a one day training programme conducted by the assistant director of primary education at the zonal education office. The teacher was transferred in 2014. Highlights of CEA implementation are as follows:

- Water and Sanitary facilities provided
- Hand washing by children is monitored by class teachers;
- Parents’ participation increased in school activities;
• Renovation of classrooms and establishment of play park;
• SAC established and functioning;
• Student and teacher attendance are monitored regularly by the principal;
• Received multimedia, overhead projector and computers. Awaiting electricity supply;
• One day training on preparing SDP using PRA in 2014 for the principal;
• Regular assessment of student learning and rewarding best achievers;
• Received furniture from UNICEF.

The process of change and its effects

The school is located in a war-affected area. It is trying to provide a good education to the school community while addressing the problems and issues arising in its specific context. The introduction of CFA in the school seems to have been accepted by the principal as a great opportunity for the school's endeavor. It seems that the principal had grasped the core idea of CFA when he participated in the first training programme on its implementation. He said that his early experience as only teacher in a remote school located in a village and his professional training at a national college of education made it easy for him to internalise the meaning of CFA. (See details in Box1)

The school has established a SAC and the principal regularly monitors attendance. The school has received a new building, play park, water and sanitary facilities, computer facilities and other equipment, furniture from UNICEF and other donors. The principal takes the leadership in mobilizing parental support, motivating students and teachers to achieve CFA goals. The principal and teachers generally have a favourable attitude towards CFA. The principal added: “We have to practice the approach and create new things, new practices”.

Dimension 1: Rights based active inclusion

The school has established school attendance committee (SAC) and a Compulsory Education Committee (CEC). The principal monitors students’ attendance on a monthly basis and reasons for absenteeism are identified for each child. Monitoring charts for attendance of teachers and students in different grades are displayed in the principal’s office. The best attendees are rewarded with a gift of a token in the school assembly. Parents indicated in the FGD that they are happy with the work of the SAC especially the parental awareness created through it. A catchment mapping exercise was conducted and there are no out of school children in the school catchment. There were no dropouts over the last five years.

The principal and the teachers reported that corporal punishment is not used in the school. None of the children also indicated that they are punished in school in their ‘happy-sad’ responses. However, the principal told me that it is a problem at homes of some children. Drunken parents beat their children. Two special needs children are in the school. They are in normal classrooms.

Grade 1 enrolments fluctuated over the period from 2012-2015. However, the principal says that there will be 15 new entrants to Grade 1 next year. He also added that if the road to school from village is developed and a bus transport is established more children would attend this school.

There is about 3-4% improvement in attendance of boys and girls in the primary grades over the period from 2012 to 2014. Regular monitoring of students’ attendance is done in this year too. The principal was able to describe the specific reasons for poor attendance of students who recorded lowest attendance in each class. Very few students had indicated poor attendance in the monitoring charts maintained by the principal in 2015.
Students’ learning outcomes are measured in terms of ELC achievements and also the achievements in Grade 5 scholarship examinations. The principal reported that ELC attainment is monitored in the school but the percentages are not calculated. ELC monitoring data were not available for Key stage 3 for the year 2014. 29 per cent of boys and 17 per cent of girls attained mastery level of ELCs at KS-1. (See Figure 31 for details). 14 per cent of the boys attained less than 20 per cent in contrast to none of the girls.

Figure 31: Achievement of ELC at KS1 in 2014

A different pattern is found in Key Stage 2. 60 per cent of girls attained mastery level and 17 per cent of boys. 75 per cent of boys were able to achieve more than 41 per cent of ELCs in 2014 while all of the girls (100 per cent) achieved the same feat. Achievements of boys and girls at the Grade 5 scholarship examination also fluctuated over the last five years. Achievements of boys had been greater than the girls in the years 2011, 2012, and 2014. In 2013 one girl had passed the scholarship examination and won a bursary.

Figure 32: Achievement of ELC at Key Stage 2 in 2014

In 2015 the principal established a monitoring system to track students’ achievements. After completing each unit teachers assess the students’ achievements. The principal monitors students’ achievements on a monthly basis.

According to the principal the school had also organized many co-curricular events for the students in the last few years. The principal had compiled a book which contains a collection of students’ and teachers’ creative work. He intends to do this annually to preserve students’ work. The school had conducted a sport meet, Shramadana campaign to clean the school premises and clear the garden, Tamil festival, and a poster campaign by children against child and drug abuse, an exhibition and a tree planting campaign.

Of the three primary teachers only one who is teaching Grades 1 and 2 participated one day training on CFA. She says she knows well the concept of CFA because she had participated in a training programme on CFA as a voluntary teacher even before entering the NCOE. Other
two teachers said that they have learned the concept from the principal. However they participated in seminars for slow learners in mathematics and Tamil. One teacher each has participated in primary library management and environmental committees.

The teachers reported that according to their understanding CFA is about maintaining the school and classroom environment attractive for children, avoidance of corporal punishment, treating children with affection that they sometimes do not receive at home, and making learning enjoyable and using child centered methods for teaching. When I asked about whether there is anything that they dislike about CFA one of them said:

*Here, we have to deal with children softly. If we take the cane they will obey. The children know that we won’t use it and it is difficult to control them.*  
*(Teacher, Grades 3 & 4)*

Another teacher interjected:

*CFA is good. Caning will make the children afraid. I move with the children like a mother. Then the students learn.*  
*(Teacher, Grades 1 & 2)*

The first teacher quickly responded, “*When they come to Grade 3 they need more rigid control.*”

So, the understanding of CFA concept and positive methods of managing student behaviours in the classrooms vary among the teachers and it appears to be dependent on the pedagogical training that they received.

Teachers also mentioned that they acquired skills of implementing ‘joyful learning’, handling slow learners, use of child centered activities in classrooms and the use of worksheets and teaching aids through the in-service training that they received. Teachers also expressed their views about the difficulties in implementing CFA:

*Slow learners in the classroom demand more time for them. It is difficult to follow the lesson plan. … Handling group activities in multigrade classrooms is another problem. Again time is a problem. We can’t cover all the lessons using child centered methods. I cannot leave children to do activities on their own. If we concentrate solely on CFA we want to be able to cover the syllabus!…handling two classes at the same time is difficult. I do not have any training in multigrade teaching. I think it is easy to teach 40 students in one class but teaching two grades at the same time is more difficult.*  
*(Teacher, Grades 3 & 4)*

The teacher seemed to be overwhelmed by the demands of the situation and the pressures exerted from the given curriculum and the lack of adequate pedagogical training. On the one hand the knowledge of CFA criteria and the in-service training that she received had sensitized her to use rights based inclusive strategies and child centered methods. On the other hand the need for multi-grade teaching (MGT), lack of proper training in MGT and curriculum overload appears to pressurize the teacher.

The above analysis of the implementation of dimension 3 indicates that there are some positive developments in students' outcomes, opportunities for co-curricular activities and the use of child-centered methods in classrooms. The principals' leadership, teachers' interest in learning appropriate strategies and to use them in the classroom are the key success factors that helped the school to achieve this feat. Context specific needs such as additional training on multi-grade teaching have to be addressed at the zonal level. The lack of adequate pedagogical training for the graduate teachers who were appointed as primary school teachers is a problem to be addressed at the national and provincial levels.

**Dimension 5: Democratic participation**

The principal seems to have taken an active role in improving parental participation in school development activities. The school has an active School Attendance committee (SAC). In the FGD parents commended the SAC for the good work that they had done to raise awareness of parents and to develop better attitude towards education among them. The principal conducted the Schools Self Assessment (SSA) at the end of year 2014 using a participatory approach where parents, old boys, students and teachers participated together. Parents proposed to establish a farm in the school garden which extends for 5 acres and a compost fertilizer
preparation facility to generate additional income for the school. The work will start after the rainy season.

The old boys and current students proposed to establish a cricket team at the school and the old boys are working on that. The principal said that he had received guidance from the zonal office to conduct the SSA using a participatory rural approach. The school development plan indicated that maintaining a child friendly school premises, raising awareness of parents about child rights and improving reading facilities as three main priorities.

During the past few years the school had conducted many programmes with the participation of parents. Among them are Tamil cultural events, ‘Shramadana’ (helping with manual labor) campaigns, sport meets and parental meetings at classroom level.

The principal organized a community awareness programme with the help of the “Samurdhi” (GoSL sponsored poverty alleviation programme) and probation officers. Dropping out and non-attendance of children as well as the alcohol and drug abuse by parents were the topics discussed. Parents in the FGD commended the programme and said that it had helped to promote better attitudes towards children’s education in the community.

In their FGD parents reported that school had made a positive change and the children like the school. One parent added, ‘The school is like a temple. We are happy to support it’. They said the lack of primary trained teachers and the deplorable condition of the road that connect their village to the school are the major problems that need due attention of relevant authorities.

The principal has been able to utilize community relations for reciprocal development of both the school and the community, which seems to be an essential factor for sustainable change and development in remote rural schools.

### 6.3.7 Case Study School 6

#### The context

The school is located in the vicinity of a sacred Buddhist ‘Sthupa’ (Pagoda) in the sacred city of Anuradhapura. The school was established as a small school in 1883 with 16 students. In 1902 ‘Maha Bodhi’ Society (a non-governmental Buddhist trust) had taken up the control of the school. At the time there were 250 students. In 1961 the school was acquired by the government. By 1968 the number of students increased to 566. However, with the infrastructure development that has taken place in Anuradhapura city the parents started to send their children to rapidly developing urban schools. Only the children of parents who live with economic hardships and the children of the few people who still like the old school attend the school now. There are 114 students in the school. Sixty nine are in the primary section and remaining 35 are in Grades 9-11. The school has been identified to be transformed into a model school. The principal was hopeful about that will help the school to be further developed. Grades 6-8 have been phased out since 2012 and the grades 9-11 will be phased out over the next three years. At present the school has 22 teachers including the principal. The principal says that although they have excess teachers there are no teachers to teach some of the secondary school subjects.

The school has three main buildings. The primary section had recently renovated with the funds received from GoSL and the parents’ contribution of labour. The school has a shrine room, library, reading room, Home Science room, and a computer room with four desktop computers. Three of the teachers in the primary section are primary trained teachers. Two others were college of education diploma holders who are specialized in primary school teaching. Remaining teacher is a graduate with a postgraduate diploma in Education offered by the NIE and specialised in primary education. Thus all teachers in the primary section are with relevant teaching qualifications.

The parents’ are mainly daily wage earners who work in the cultural triangle project or people who earn their living by selling flowers and other items to pilgrims and tourists who visit the sacred city area. Older children themselves join their parents’ business activities after school. Principals and teachers reported that students’ attendance considerably drops during the pilgrims’ season and on other days when special religious events take place in the sacred city. The principal further stated that about 80% of children’s mothers are immigrant workers in West
Asian countries. Teachers also mentioned that the students’ time for studying at home is limited due to their part time involvements in selling flowers and/or bearing additional responsibilities at home in the absence of parents. Most of the children come from broken families and sometimes live with grandparents. Teachers reported that such students suffer from mental distress, frequent absenteeism and other behavioural problems in their classrooms. Such children are also vulnerable to be abused by close relatives, family members including drunken fathers etc. The principal is also concerned about the situation and took some steps to safeguard vulnerable children which will be further discussed in the section on Dimension 3.

Other problems are the intrusion by monkeys that damage school property, unwarranted visitors to the school during afterhours who steal items from the school and the lack of a security guard to look after the school premises in the night and the lack of teacher quarters.

History of CFA implementation in the school

The school is listed by the Ministry of Education as a UNICEF-supported CFA school. However according to the data reported in the Basic data sheet the school has received funds only from the GoSL. According to the principal CFA had been launched in 2012. The highlights of CFA implementation are as follows:

- Received Rs. 500000 from the GoSL in 2012
- Principal and one primary teacher participated in 3-day training on CFA conducted by Plan International in 2012
- Prepared a 3-year rolling plan for implementation of CFA (2013-2015) and an annual implementation plan for 2013 according to the guidance received in the above training programme.
- Received a copy of the CFA guideline in 2013
- Established Play park and hand wash facility and improved sanitary and safe drinking water facilities 2013-2014
- Repaired the roof of primary section and renovated classrooms in 2013 with parents’ participation
- School catchment mapping and reintegration of dropouts (since 2012)
- Established a School attendance committee, Compulsory Education Committee, Student Guidance committee and a Child protection Committee.

The process of change and its effects

In the enumerator’s report of this school it is mentioned that the principal gave an impressive description of the CFA dimensions in his interview. However, the principal was also of the view that they were abandoned by the relevant authorities after the training programme. The following extract from the enumerator’s report elaborates the principals’ view:

**Enumerator:** Could you tell us what do you mean by the concept of CFA?

**Principal:** Yes, of course. It is a good methodology relevant to our children. We implement all these dimensions. But it is not under CFA.

(The principal explains each dimension and the criteria in detail. The enumerator listened with amazement.)

**Enumerator:** Amazing, you remember everything very well.

**Principal:** We were trained. That is what we got from the training. But sadly, those who trained us and those who gave us hopes had abandoned us after that. See ... How much of hard work we put into that ... Everything was in vain.

(The principal showed me the copy of the three-year plan he prepared to implement CFA and the relevant projects under each dimension)
The training programme conducted by Plan International seems to have been effective in developing a strong favorable attitude towards CFA in the principal. In the KII with the zonal director it was found that both UNICEF and Plan International ceased supporting the CFA in the Anuradhapura zone at the end of 2012. In the three year plan prepared by the principal the responsibility of providing funds for each of the project was assigned to PLAN International. He seemed to be disappointed about not receiving further funds to implement his projects, but he continued to value CFA as a useful approach for children’s education. His actions for stopping corporal punishment, monitoring attendance and taking remedial measures to improve students’ attendance and to ensure safety of vulnerable children, improving parental participation for school development are indications of his commitment to CFA. The actions implemented by the principal also indicate that he has quite a good grasp of the meaning of CFA dimensions. His commitment to the CFA concepts seems to help sustainability of CFA in this school.

**Dimension 1: Rights-based inclusion**

According to the principal the school had established a school attendance committee and a compulsory education committee. In addition to that it has established a child protection committee. However the SAC does not seem to function in school. The data on students’ attendance were not analysed and recorded properly in the relevant documents. Instead of the SAC the ‘Child Protection Committee’ (CPC) now seems to monitor and take action to ensure children’s participation in education. The committee meets at regular intervals to discuss problem cases and possible measures to ensure school attendance of students who are about to dropout.

The CPC and its’ actions help children to disclose various kinds of problems and abuses that they face in the school, home or outer society. They can write a complaint and place it in a box which is labeled as “A complaint to the police” and kept outside the principal’s office. The principal said this has helped two girls whose mother went to a West Asian country for employment. The girls had been abused by the father and their drunken aunt. The girls had placed their complaints in the above mentioned box and it was investigated by the police and the children were later sent to a SOS village. The principal reported many such stories about children who were affected by the mothers’ absence due to employment in West Asian countries, broken families etc. He added that

“One of the biggest problems the children face is the lack of proper nutrition, protection, parental love and care”.

So, he had been sensitive to the issues faced by the students and had taken some measures to address such issues as indicated in the above.

As mentioned in the introductory section of this case study, teachers pointed out that students’ absenteeism is a problem that affects achievements of the students. According to Figure. 5 there was an increase in the attendance of both boys and girls in the year 2013. Girls’ attendance had been decreased by 13 per cent in 2014 while the attendance of boys decreased by 6 percent compared to 2013.

A school catchment mapping exercise was conducted in 2012. The principal reported it had helped to prevent quite a large number of dropouts. According to the Basic Data Sheet 14 dropouts have been reintegrated since 2012. Number of new entrants to the Grade 1 indicates an increasing trend. Population data of the school catchment is not available in the school and therefore it is not possible to comment on the trends in Gross or Net Enrolment rates.

**Corporal punishment:**

According to the principal corporal punishment is not used in the school. Problems are addressed at the classroom level and if the class teacher cannot solve them at that level it will be referred to the guidance committee and finally to the principal. Consequences of bad behaviour are explained to the students and guidance provided. Teachers and principal help
the students to solve interpersonal conflicts among them amicably. However, in the FGD with teachers some of them expressed the view that they cannot always use a soft approach and sometimes have to talk to them in hard words to control student behaviour.

Dimension 3: Effectiveness

Teachers in the FGD reported that they keep records of ELC. However, ELC monitoring data were not available in the school. I had to sit with the grade 2 teacher to extract the data necessary to calculate the percentages given in Fig. 9. 100% of boys and girls were able to achieve more than 41% of ELCs at KS2. However, only 35-40% of boys and girls attain mastery in ELCs.

![Fig. 33: ELC achievements at KS1 in 2014](image)

Students’ achievements in grade 5 scholarship examination indicate that none of the children were able to obtain a bursary over the last five years. Percentage of students who achieved more than 70 marks also fluctuated over the last five years. Since 2012 there is a steady increase in the achievement of boys. In contrast to that the achievement of girls increased to 100% in 2013 and dropped again in 2014.

![Figure 34: Percentage of students obtained 70%< marks](image)

Teachers in their FGD reported that lack of parental interest and guidance at home, cultural and economic problems are barriers for increasing students’ achievements. Grade 3 teacher articulated her view as follows:

*They like child centered methods. But some are reluctant to listen. The students who are weak in learning are backward in other activities too. …Most of these children work in flower shops in the afternoon. Others have responsibilities at home to look after young ones. They have no time to study. Only 5/20 parents in my class cooperate with me. Fathers rarely come to school. When we meet them some parents say that what the child is achieving is more than enough for them. Parental ignorance and lack of favorable attitudes and abundance of children from broken families affect the education of children. This is a subculture that is not belonging to the city or the village. Drug and alcohol abuse are also there.*
Teachers agreed that child centered methods helped the students to achieve better. A Grade 2 child has been able to win the first place in language competencies in an all island competition.

Teachers also mentioned that ELC assessment is difficult due to students’ absenteeism. Clerical work has increased. Teachers are assessed not by the work they do but by documents. They indicated that they are not happy about the situation but despite that they earn satisfaction by helping children to overcome their problems. One teacher added: “I am happier in this school to teach even a single letter to a child than to be in a large school in the city.”

**Special projects and co-curricular activities:**

The principal and teachers mentioned that they implement a literacy project to help slow learners. The teacher in charge of this project maintains an attendance chart of students selected from Grade 1-11. The teacher said that when the students acquired the relevant competencies the child is sent back to the class teacher. The school also conducts various co-curricular activities to develop communication skills, leadership skills and computer skills. There are five computers in the computer room and primary students in grades 2-5 are allocated one hour per week for computing. A teacher monitors and guides the students.

The principal proudly stated that the school won the second place in the all island music and dance competitions held in 2014. To celebrate children’s day students were allowed to wear their favorite dress and the school conducted a special programme. To ensure safety in crossing the roads a training programme was held for the primary students with the help of the police. Moreover the school uses the public address system and morning assembly to provide opportunities for the students to demonstrate their talents and to develop skills in communication. The school provides a mid day meal with the support of World food programme. It also regularly conduct a physical fitness programme in the morning.

The above details suggest that the school has been responsive to the needs of the children and use diverse measures to address the problems that they encounter. The principal’s vision emerges in the following excerpt from his interview:

*Everywhere in the school there should be learning opportunities for the children. There should be a learning environment.* – The Principal

**Effectiveness of CFA training and UNICEF products**

The principal and one primary teacher had participated in a 3-day training programme organised by Plan International. The principal admitted that he had learned a lot about CFA in the training programme:

*Former provincial primary education director was a resource person. Honestly speaking, I got a good knowledge from the training programme. I was able to learn a lot to stop corporal punishment, to make the school orderly, develop a learning environment everywhere, and enhance gender equity, positive discipline and preparing school development plans.* - The Principal

The actions of the principal described in the above seem to substantiate the principal’s claim. In contrast to that the teacher who participated with the principal in the same programme had a different view:

*Training is insufficient. No special knowledge is gained. … didn’t feel any novelty. There was nothing for the classroom. I am using what I had learned in the College of Education training. … If we are not child friendly we cannot teach in a primary school.*

Teacher-Grade 3

The rest of the teachers in the primary section reported that they had not been provided any training on CFA. They expressed the following views about CFA in the FGD.

*A place that is loved by the child and friendly to the child.* - Teacher Grade 2
Child centered and a place where the child joyfully learn. Teaching strategies should be attractive to the child. – Teacher Grade 5

Those who implement CFA believe that it is a way of getting close to the child and impart knowledge. But I feel ...there are instances that we have to punish children. There are times we have to be firm and sometimes use strong/hard words. – Teacher Grade 4

Teachers seem to have somewhat conflicting views about CFA since they haven’t had any training on CFA implementation. Teachers also indicated that they had opportunities to participate in INSET organized by the zonal and provincial education offices. These included primary teaching, Multi Grade Teaching, Assessment, Math workshops, and co-curricular activities. They also had the opportunity to participate in training programmes conducted by ‘Room to Read’ on teaching Sinhala language and reading. However they haven’t got any training on multi-level teaching. They were also critical about the INSET. Among the drawbacks of INSET they mentioned were:

- The lack of new strategies/ technologies/multi-media;
- Use of lecture method, lack of creativity in conducting training sessions,
- Conducting training at the end of the year when the teachers cannot participate.

The school has received CFA guideline in 2013. However none of the teachers in the primary section have seen it. Other CFA products such as the inclusive tool kit, QA guidelines, and Action research book have not yet been reached the school or the teachers.

Dimension 5: Democratic participation

The principal stated that there are School Management Committee and School Development planning committees. The proposals of the SDC, SMC, teachers and students are obtained and considered in preparing school development plan. Students’ views are obtained through debates organized in the students associations on school development. In the annual school plan 2015, there are 26 projects listed under following themes:

- Theme 1: Improving equal access to primary and secondary education (3 Projects)
- Theme 2: Improving the quality of primary and secondary education (20 projects)
- Theme 3: Strengthening school Management and service provision (3 projects)
- Cross-cutting activities (7 activities)

The projects include many activities relevant to the CFA such as reduction of dropouts, improving literacy and achievements, joyful learning, improving classroom teaching, Improving the play park, supervision of the primary section and improving community relations.

Parents participated in the FGD reported that even though there is a small number of students in the school it does many activities to help children learn better. Teachers give more attention to the children in small classes:

We can easily talk to the teachers. We can tell them about the child. If we say that the child has low marks they will tell us how we should help the child. Similarly it is easy to approach the Principal. He is kind to poor people like us. If a child gets sick in the school he and another teacher take him/her to the child’s home. – Parent 1

Another parent added:

The school had a very small number of children. If a child gets absent for a longer period, the committee goes to the homes of the children. Now the school is far better. ...One of our major worry is that removing of grades 6-11 from the school. That will make some children stop their education after Grade 5. Poor parents cannot afford to send them to city schools. – Parent 2
The abovementioned views suggest that the parents have a favorable attitude towards the school and the teachers. They have also contributed to the school development by donating money, material and/or labour. They listed some of their contribution to the school development activities as follows:

- Parents helped to repair the roof and to replace tiles with sheets;
- Helped to remove the fallen Bodhi tree from the playground;
- Cleared the playground and level it;
- Help to distribute midday meal among the children;
- Clean the toilets and urinals of the school;
- Parents help to paint the classrooms; and
- Helped to repair the play park.

The principal also reported that the school had also taken measures to help parents by organizing a health clinic for the parents, and providing space to conduct different meetings and associations of the community in the school. Moreover he said he has recognized the need to conduct programmes to develop parental skills in child protection, health and nutrition with the help of doctors, Grama niladhari and others.

6.4 Field visits to Provincial Education Offices and schools

6.4.1 Key informant interviews

The interview protocols were used to obtain perceptions during field visits to schools. They were used to stimulate discussion. The section below captures the key comments that were made a range of stakeholders that are unattributed. They are additional data that are broadly consistent with other data obtained through the OS and case studies.

i) What has changed as a result of the CFA?

Key informants highlighted the following:

- **Change of attitude toward education.** The CFA has changed attitudes towards primary education. Children have more opportunity to play and have to do less ‘desk work’. There are more opportunities for creative work. It was stated in one school that that children in grades 1-3 must have freedom in the school; no homework was given at this level. They must be happy in the school.

- **Change of appearance in schools.** Schools have become decorated and colourful. Teachers are paying more attention to the school environment. The classroom environment has been changed.

- **Change of attitudes towards school.** Teachers give more attention to the play areas.

- **Changing attitudes of teachers.** The CFA is about changing the culture of the teaching profession as well as changing the culture of the school. Teachers think differently about children and are more likely to consider their needs and had become closer to the children in their classes. Teachers are more interested in improving the quality of their teaching. The CFA motivates creative thinking and active participation.

- **Changing attitudes among children.** Boys were reportedly happier to come to school and learn. Children like coming to school as a result of CFA linked efforts. Children are happy and this ultimately affects everything. The school has a happy environment.

- **Changing teaching practices.** Teachers are moving away from ‘chalk and talk.’ Teachers are working more individually with children.

- **Drop out and attendance.** School drop out has been reduced and attendance increased. This was attributed to the mid-day meal. This was being linked to nutrition
Locally produced herbal drinks and fresh fruit were being provided in Jaffna. One school principal stated that there was no attendance problem but conceded that in the plantation area there was. Attendance monitoring is making a difference and motivates the children to come to school. Peer pressure is used. However, some children are at school but are not learning. There are 20 methods to improve attendance; there is a menu of options.

- **Teaching aids.** Low cost locally produced learning aids had been prepared. They were used first in UNICEF schools then distributed to other schools.

- **Quality of education.** The quality of education was ‘not enough’. Resources are inadequate. More funding is needed.

- **The CFA.** All dimensions need to be considered equally important. The CFA means ‘joyful learning’. A ‘very good concept’.

- **The role of the principal.** The CFA happens through the principal who is responsible for identifying priorities. It all depends on the leadership. School leadership is key. There is a need to strengthen SBM and the skills of principals.

- **Reading corners.** Reading corners are very useful. They help in developing reading and writing skills.

- **Parental participation.** Parents are helping in the school. They prepare teaching aids – there are a lot of locally prepared teaching aids. They are cleaning classrooms. They prepare tea for the teachers. A lot of work is done by parents which was not done before. Parents contributing to school development is a success story. Irregular attendance has been reduced because of parental involvement.

- **IGPs.** Schools are running IGPs to generate funding for the school.

ii) **What are the main challenges to effective implementation of the CFA?**

Key informants highlighted the following:

- **‘Very difficult’ schools category.** These schools suffer from teacher deployment problems and shortages in rural schools are common. Volunteer teachers are sometimes used. Teachers who do live in the locality may choose to travel home from remote rural schools which can involve missing Monday and Friday’s classes. This highlights problems of accommodation and transport. Children have a three-day week as a result.

- **The principal.** There is widespread consensus that the principal is key to the effectiveness and development of the school. Not all principals are active; some are time-servers. The system is very hierarchical.

- **Teaching practices.** Teachers do not care about ELCs. There is little time for remedial teaching. Lecture-based teaching continues. Some children are left behind. Teachers (and parents) focus on the examination (G5SE). Teachers do not know how to do multi-level teaching. They have difficulty with multi-grade teaching.

- **Training of teachers.** The training is not enough. In-service training needs to be updated. There is a need for more activity-based teaching; more TLM are needed to support this. Most teachers lack soft skills. It would be good to appoint a focal point in every school for the CFA and to have a teacher specialised in it. Teacher training has promoted the use of child-centred methods and materials. Attendance is a priority. Training is the bottleneck.
• **Teacher attitudes.** Some teachers are reluctant to cooperate with the principal. There is a significant hierarchy gap; some teachers are afraid to talk to the principle. It would be good to reduce the hierarchy gap.

• **Teacher deployment.** Teachers try to get an immediate transfer from schools in difficult or very difficult areas to urban schools. Sudden transfers are difficult for schools to manage. There are many teacher shortages.

• **Corporal punishment.** There are no data and no evidence. Children are silent on this issue, which is hidden. The system is in denial. Bullying and harassment of pupils occur. It is ‘not an issue’ in many schools. In one school, it was admitted that it was used in ‘extreme cases.’ The CFA is a means of eliminating corporal punishment.

• **Teacher preparation.** Teachers are graduates with no training in primary teaching. It is difficult to convert them into primary teachers.

• **Parental participation.** School leadership is important to obtain the assistance of parents. Through this parents know what is going on in the school. However if parents are busy working they are not able to come to the school. This is the case with planation workers. In some schools parents are not involved. There are few parents in the schools. Fathers do not come. Parents are resistant to inclusive education with children with disabilities. There is parental pressure regarding obtaining good results the G5SE including to provide tutoring services. One principal said there was too much parental empowerment.

• **Resources.** Funds for teaching aids are required and training for untrained teachers.

• **Vulnerable children.** Children that can neither read nor write are being identified in the upper years of primary schooling. There are inadequate SEN units and resources for children with disabilities in rural areas. Teachers are not interested in SEN; it is a sideline issue.

• **Slow learners.** Materials have been developed for slow learners. They can learn by themselves although some should be guided. Remedial coaching may be given in some schools. Slow learners are helped after school hours and parents help to prepare teaching aids.

• **Reading books.** There are few reading books in schools; some have none. Some schools have ‘enough’ reading books kept in the library.

• **The need for equipment.** There is a need for primary teachers to be trained in how to use computers.

• **CFA concept.** Teachers have difficulty in understanding it and parents even more so. It is hard to communicate. It needs to be presented in a simpler way. A more accessible concept is needed for parents. The CFA is difficult to differentiate from other development programmes in primary education. The **right to education.** The concept is too abstract for parents to make commitments to the education of their children.

• **CFA products.** CFA products are not getting to the schools.

• **CFA is implemented in selected schools only.** It needs to be implemented in all schools. It can be expanded in all schools including at secondary level.

• **WASH.** WASH is the main thing in CFA, but allocations are inadequate.

• **Coordination.** Coordination is always an issue. There is a practice of compartmentalized development Implementation tends to be haphazard.
• **M&E.** Data are generated but for what purpose? Information is collected but it is not used. M&E needs to change.

• **The G5SE.** Great store is set in G5SE examination results. There is a competitive environment in which schools vie with each other to obtain the best results. Investments are made in support to improve the number who pass. In schools, things change in grades 4-5 as children prepare for the G5SE. The CFA has improved the standard at G5SE.
Section 7. Discussion of Findings

7.1 Introduction

This section analyses the empirical evidence gained through the classroom observation study, school case studies and field visits which included key informant interviews and focus group discussions at central and provincial level. The DAC evaluation question framework is used to organize the analysis and this is guided by the specific questions set in the evaluation matrix and the terms of reference. There are sub-sections which analyse the i) relevance; ii) effectiveness; iii) efficiency; and iv) sustainability of the Child Friendly Approach (CFA) to primary education in Sri Lankan schools.

There are multiple sources of evidence including key informant interviews, focus group discussion, case studies, the classroom observation study, school visits and documentation. These are brought together in this section and discussed.

7.2 Relevance

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<td>The DAC evaluation criteria conceptualize ‘relevance’ in terms of the extent to which the activity is suited to the priorities and policies of the target group, recipient and donor. In evaluating the relevance of the CFA, the following key questions are asked:</td>
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<td>What is the relevance of the CFA to:</td>
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<td>- Education reform?</td>
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<td>- Access and inclusion in primary education?</td>
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<td>- The training of teachers?</td>
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<td>- The right to education and child rights?</td>
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<td>A range of sub-questions, which are contained in the CFA Evaluation Matrix (See Annex 1), helped guide the gathering of data and their analysis.</td>
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7.2.1 Findings

a) The CFA has long-term relevance for education sector development

There appears to be broad consensus among key stakeholders consulted at national and provincial levels on the relevance of the child-friendly approach to education reform at both primary and secondary level (JSS). It provides a comprehensive model for education sector development that is focused on the child and based on the fulfillment of child rights that was variously described as useful, an eye opener and a great concept. This perspective was strongly articulated by stakeholders in the Ministry of Education and the NIE.

The MoE CFA Guidance Manual (2012) rightly considers the process as continuous. It will therefore continue to be relevant for the foreseeable future in Sri Lanka. Its continuing relevance will need to be ensured by adapting the CFA framework to the changing situation in Sri Lanka and emerging policy priorities. The priority, however, should be to consolidate the CFA in primary schooling before expanding into JSS.

The CFA Framework for Sri Lanka is relevant to the context of primary education and to education reform more generally. It provides a holistic approach to school development in 5 key dimensions as well as a systems strengthening dimension as the 6th dimension. There are significant issues to be addressed in primary education in improving equitable access and inclusion, the quality of service delivery, gender equality, school health and safety and participation of children, parents and communities in school operations (See Section 2.2). The CFA provides a means of analysing these and identifying relevant interventions in each of its six dimensions. The MoE also recognises that the CFA has relevance for reforming secondary
b) The CFA is perceived as a means of changing school culture

In the MoE and in Provincial Education Offices, key informant interviews found that the CFA is widely perceived to be a means of changing school cultures: practices, behaviours, attitudes and values. It enables those working in the sub-sector at all levels to see things differently. It is relevant to changing ideas about the school, the teacher, children and learning. The holistic nature of the CFA framework was emphasized and there was a stress on respecting its integrity as a model, rather than breaking it down into constituent parts. The perception is that the CFA can change the educational imagination and thus the way in which education is delivered. It was argued in key informant interviews that the CFA is a powerful idea which needs to be mainstreamed throughout primary education and into ECD as well as secondary education.

c) The CFA provides a vehicle for addressing child rights in education

It was widely articulated in key informant interviews that the CFA provides a vehicle for addressing child rights issues in primary education. This is supported by documentary evidence. In the ESDFP 2, the CFA is explicitly linked with child rights in relation to eliminating corporal and other forms of punishments which violate child rights. In key informant interviews at the MoE, it was stated that the CFA provides a template for human-rights based approach (HRBA) to education. During visits to school there was widespread awareness among school principals of the relevance of the CFA to eliminating corporal and other harsh punishment. This was attributed to the CFA and specifically to awareness raising and raining linked to this. The main concerns voiced lie with implementation and raising awareness of child rights at school, in communities and among parents. The voice of the child was raised as an important, but neglected issue.

d) Relevant to primary education reform, but not backed by policy

It was frequently pointed out by key stakeholders that while the CFA is highly relevant to primary education development, there is a lack of clear GoSL policy on the CFA objectives of the CFA in primary education, its intended outcomes and how these are to be achieved. There is lack of even a basic circular to support its implementation. De facto policy statements are contained in the EDSFP 2; not all of which are as clearly defined as they might be. For example, the objective of strengthening the child-friendly approach in all schools will result in the CFA strengthened in all schools (Theme 3: Strengthen Governance and Service Delivery of Education).

The clearest set of objectives is provided in Theme 2: Improve the quality of primary and secondary education (p 33) as follows:

- Improve the quality of primary education through establishing an inclusive, enabling learning environment within a child-friendly framework (CFF) – CFA dimension 3;
- Elimination of corporal punishment and other forms of punishment which violate child rights in the schools through regulations and creating awareness among school communities in this connection through the CFF – CFA Dimension 1;
- Ensure provision of safe and protective learning environment in line with emergencies and disasters and ensure functioning of quality counseling services within the CFF – CFA Dimension 4; and
- Ensure all schools implement the CFS framework.

Thus the CFA is strongly focused on improving the quality of primary education service delivery. The abovementioned objectives can be linked to CFA Dimensions 1, 3 and 4 only, representing a selective, rather than a holistic approach to the framework. No specific anticipated outcomes that are directly linked to CFA implementation are provided.

There is no overt linkage between the objectives in Theme 1 for improving equitable access to primary and secondary education and the CFA. This is a striking omission. This represents an important area of CFA activity within Dimension 1 that is not covered explicitly in the ESDFP 2.
and yet is prominent in objectives at the programme level.

The Minister of Education in the MoE CFA Guidance Manual expresses the expectation that the approach will provide a pleasant learning environment for children in primary schools, while developing knowledge, attitudes and skills for education at the secondary level of the system, including reaching the necessary attainment levels. On a subsequent page of the Manual, the Deputy Minister of Education highlights happy learning through recognizing the diversity of students. Learning will be conducted through exploring the environment and based on the learner’s own experiences, without any stress. The community will help the development of the school.

e) There is evidence of ownership of the CFA by Education Sector stakeholders at the national level

The relevance of the CFA to primary education development is recognized by MoE, since it is prominently integrated in the ESDFP (ESDFP1, 2006-2011 and ESDFP2, 2012-2017). This is strong evidence of ownership. The CFA is to be implemented in all primary schools, though precisely what this entails in terms of activities and costs is not revealed. This is work that needs to be done.

Key informant interviews in the Ministry of Education (MoE) and National Institute of Education (NIE) consistently emphasized the relevance of the CFA as a conceptual framework for enhancing education sector development. The CFA has usefully supported the implementation of the 1997 reforms, in particular the introduction of a competency-based curriculum with 3 key stages in primary education, each with essential learning competencies to be mastered by all children. It is perceived that the CFA has been useful in implementing the Essential Learning Competencies in the first three key stages in primary education in terms of promoting their attainment by all. The CFA model as a whole has helped the Ministry of Education think through a systemic approach to reform.

f) The CFA is not easily communicated to schools, parents and the community and as result its relevance may not be well perceived

Several key informants observed that the CFA model is not easily communicated, particularly to teachers, parents - in particular those with limited education - and community members. It was suggested that the CFA needs to be presented in a simpler way to parents; a more accessible concept is needed for them in particular.

g) There has been insufficient attention to gathering and analysing strategic information to ensure the maximum relevance of CFA interventions;

Desk-based research indicates, a significant gap has been the lack of a situation analysis of primary education from a child rights perspective to inform CFA policy formulation and programme development. As a result there has been a lack of baseline data on key issues that have severely impeded the tracking of progress with regard to the impact of interventions. It has for example, not been possible before this evaluation to obtain statistics of the uptake of CFA interventions at school level.

h) The recent situation analysis on out of school children (UNICEF, 2013) provides useful findings and recommendations that need to be included in the CFA

A situation analysis has recently been conducted of children out of school in Sri Lanka by the MoE with support from UNICEF and UIS (UNICEF, 2013) as part of a global initiative. The study used the 5 Dimensions of Exclusion to analyse the problem. This has enabled the development of profiles of excluded children and an estimate of 1.9 per cent of primary school-age children out of school. This provides an opportunity to take stock of the relevance of strategies currently being promoted to prevent drop out in the CFA. A more comprehensive understanding of the factors that result in non-enrolment and drop out is provided by the Sri Lanka country study. The importance of both demand-side and supply-side interventions for preventing drop out among disadvantaged and marginalised children is highlighted. The findings and
recommendations from this study now need to be factored into the CFA Framework and its related activities. An action plan for has been prepared by MoE, based on the report, but its status is not clear.

i) Coordination needs to be strengthened to ensure that the CFA is appropriately included in all relevant education sector documents (and vice-versa)

The Framework for Action for Inclusive Education in Sri Lanka (EFA Unit, MoE, 2009) provides an approach to creating an inclusive culture in schools, developing inclusive practices and providing appropriate quality education. There is no reference to the CFA in this framework, yet it includes activities that are part of the CFA remit. Neither does the CFA Guidance Manual make any reference to this Framework. The toolkit prepared for teachers Becoming More Inclusive (MoE, 2012) with support from UNICEF, also makes no reference to the CFA.

On the basis of desk-based research, a notable shortcoming was found in the Sri Lanka Out of School Children Country Study (UNICEF, 2013). There was a lack of investigation into the effectiveness of the CFA interventions being implemented to prevent and address school drop out at the primary level. Recommendations to address demand and supply side issues are made in the report, but these are not presented as being within the CFA framework or in way related to CFA implementation. In fact the CFA is somewhat marginal to the analysis and is omitted from the recommendations. The Draft Action Plan for Out of School Children covers the 5-16 age group and therefore extends into secondary education. The action plan is not aligned structurally with the CFA framework. It is therefore unclear how the CFA would be enhanced in terms of implementing activities to facilitate access to all children in the 5-16 age group.

j) The activities being currently implemented in relation to the CFA are broadly relevant to the achievement of its objectives

The lack of a national strategy framework or even a provincial strategy framework for institutionalising the CFA in all primary schools makes it difficult to obtain a clear picture of the key interventions that are relevant to achieving intended objectives. There is a lack of a standard package of interventions.

On the basis of a document review and key informant interviews, it has been possible to identify a number of key intervention areas. These are:

- Advocacy and strategic communication (e.g. awareness raising around CFA issues);
- Training (e.g. principals, teachers, ISAs etc.;)
- Targeted funding (e.g. for SDP implementation in schools);
- Resource development (e.g. teaching and learning materials);
- Policy development (e.g. CFA implementation guidance; inclusive education guidelines, development of school standards).

These are all relevant to achieving CFA objectives. In key informant interviews, frequent mention was made of the relevance of training for ISAs, principals and teachers. It is needed to change teaching practices and school cultures. There is strong demand for this training to be offered on a continuous basis. The relevance of targeted funding was commonly mentioned in schools. This is particularly important in a context of chronic underfunding of schools. Policy development was also considered to be relevant, and an area where more work is clearly needed. There is no clear policy statement on which activities are relevant to CFA implementation, and in particular those which are considered to be essential to the approach. This also applies to CFA products. There is also no MoE policy yet on inclusive education and meeting the needs of children with disabilities (UNICEF, 2013). The effectiveness of these interventions is considered in the next sub-section.

In addition a systems approach has been adopted and CFA activities have been implemented to support curriculum development, teacher training, school based management and M&E/Strategic information. The CFA has been mainstreamed in the system as a strategy. This is considered to be a strategy for optimalising implementation by the MoE, but requires a joined
up approach involving effective coordination of all relevant departments and agencies to work well.

k) The CFA training is considered to be relevant by both trainers and trainees, but there has not been any systematic needs analysis conducted for the CFA to ensure the optimum relevance of training processes and packages

The lack of any training needs analysis appears to be a shortcoming of the CFA approach. A great deal of training has taken place involving ISAs, principals and teachers. But in the absence of training needs analysis and clear training strategy it is difficult to make an objective assessment on the relevance of the training. In the SBTD being implemented under PSI, a training needs analysis is supposed to take place at the school level, but this does not appear to be informing CFA training and may not be taking place in all schools.

l) The ‘mechanism’ for preventing drop out and responding to out of school children is relevant, but not sufficient to address all issues. Of all the activities involved, schools are finding attendance monitoring most relevant

In the CFA Manual, the mechanism for preventing drop out and responding to out of school children is outlined. The main elements of this include: i) collecting data on children in the school catchment area (catchment area mapping); ii) taking steps to enrol children who are not enrolled; iii) monitoring enrolment and attendance of children through a school level committee; iv) maintaining assessment records of students; v) identifying weak students and conducting remedial programmes; vi) parental awareness programmes.

All of these components are clearly relevant. Schools are paying significant attention to monitoring attendance. Of all the components in the mechanism, this is where school principals appear to take most pride, focus most effort and are most innovative. This is a complex mechanism as such and its effectiveness will depend to a great extent on the quality of school-based management. Better ‘how to’ guidance is needed than the outline that is provided in the CFA Guidance manual which can serve as an orientation but more detailed instructions are needed. More attention needs to be given to demand side factors and to encouraging greater parental participation as well as the provision of targeted interventions to address the poverty-related factors that contribute to poor attendance and drop out.

m) Although there are no data, it is likely that harsh punishment remains in practice in some schools and therefore continues to be relevant to the CFA

There are no data on corporal punishment or bullying and it is therefore difficult to assess the magnitude of the problem. The inclusive education situation analysis (MoE, 2012) found that 78 per cent of students said that they were afraid of the punishments from their teachers. Key informant interviews suggested that corporal punishment per se was not an issue but certain commonly used practices by teachers such as era twisting, verbal abuse and cruel practices such as being made to kneel in the sun were factors that made teaching and learning fearful for children. Bullying and harassment are hidden phenomena and are said to occur in schools, but this is hidden. Children are silent on this and corporal punishment. School communities are very hierarchical and children have little voice.

n) The CFA manual needs to be kept up to date and include the evolving programmes of activities in order to remain relevant

The Guidance Manual on the CFA (MoE, 2012) is already out of date in that the illustrative activities included do not fully match those being implemented in schools or included in the out of school action plan (See Table 35 below). This illustrates the fact that the CFA has enabled new practices to be introduced into schools. However, to be relevant for school principals and teachers who have access to the manual, it is important that it describes the core activities of the approach. These need to be reviewed and plans made to revise the manual in line with the findings.

Table 35. Components and interventions for proactively inclusive child friendly schools
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<tr>
<td>Policy</td>
<td>• None</td>
<td>• Action plan on out of school children (Draft)</td>
<td>• Compulsory education to be extended to 16 • Implement National Policy on Disability</td>
</tr>
<tr>
<td>School-Based Management</td>
<td>• Effective mechanisms for preventing drop outs and responding to out of school girls and boys are in place and in use • All girls and boys have equal access to all activities and resources in school • Corporal or psychological punishments are not practiced. Preventive measures for and responses against bullying and harassment are in place; • The school community is knowledgeable on the rights of the Child. School undertakings are based on this understanding.</td>
<td>• School catchment area mapping • School Attendance Committees (SAC) • School-based innovations for improving attendance • School-based assistance systems • Training of school principals on CFA • CFA Guidance Manual</td>
<td>• Compulsory Attendance Committees (CAC) to be activated to visit homes • Nutritional supplements • School meals programme • School medical Inspections to be extended to all schools • Special Education Units to be set up in schools • Implement circular prohibiting corporal punishment • Innovative ways to make schools inclusive • Student Assessment Records to be maintained for all children</td>
</tr>
<tr>
<td>The school and classroom environment</td>
<td>• None</td>
<td>• Classroom attractiveness • School environment improvement</td>
<td>Improve school infrastructure (toilets, water, classrooms, playgrounds and sports equipment)</td>
</tr>
<tr>
<td>Teacher capacity</td>
<td>• None</td>
<td>• Toolkit on inclusive education • Training on CFA</td>
<td>• Pre-and in-service training to train teachers to be facilitators not disciplinarians • In-service training on multi-grade teaching • Inclusive education to be included in all teacher education • Promote child-friendly activity based participatory teaching and learning</td>
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Desk-based research identified a number of gap areas in the existing MoE CFA Framework. These are:

- **Dimension 1**: Inclusive Education;
- **Dimension 3**: Remedial education for slow learners; Equity in teaching processes and learning outcomes;
- **Dimension 5**: Enabling child voice and participation in school matters; parental participation in the progress of their children at school.

Inclusive education was not included in the original 4 CFA criteria for Dimension 1. This needs to be remedied as the issue particularly with reference to boys and girls with disabilities has become a higher priority with the Government of Sri Lanka. The MoE CFA Guidance manual includes a brief introduction to inclusive education, but this needs to be expanded as result of activities supported by UNICEF under the aegis of the CFA. First a toolkit for teachers on inclusive education has been prepared: *Becoming More Inclusive* (MoE, 2012). Based on a situation analysis conducted in all 9 provinces, this includes attention to classroom environment, seating arrangements, teacher student relationships, discipline, teaching and assessment methods. Particular attention is given to helping teachers to identify why students are not learning as expected, including identifying areas of difficulty in learning as a result of physical and sensory difficulties; cognitive and learning difficulties; communication and interaction difficulties and behavioural, emotional and social difficulties. Strategies are provided for overcoming a range of such difficulties in learning.

Not all children are learning and acquiring the essential learning competencies that are prescribed in the national curriculum. Equity in terms of learning outcomes is an emerging issue. There are disparities in outcomes between urban and rural schools and between Sinhala and Tamil medium schools, and between girls and boys. Conflict-affected children have been adversely affected. The Sri Lanka out of school study (UNICEF, 2013) identified failure in school as a prominent cause of drop out along with the perception that lessons are *uninteresting and school is boring* (p101.). There are problems in the acquisition of reading and mathematics skills as well as English language. There is a need for further research to provide a clearer picture of educational disadvantage at primary level in terms of learning outcomes.

Traditionally, community involvement in the running of schools has been quite limited, but this is changing with the introduction of various committees through the PSI to support the development of the school. The participation and voice of children in school management
seems to be a new concept. The participation of parents from poor families is a challenge since they often lack the necessary free time.

The CFA Guidance manual and related interventions focus on the School Development Plan (SDP) and the School Self-Assessment (SSA) as the key mechanisms for strengthening active engagement of the school with students, family and the community. Participation in SDP planning, implementation and monitoring are each component activities in support of the implementation of CFA Dimension 5. How parents and children are to participate in these activities is very far from clearly specified in the manual. The CFA Guidance Manual refers to one school committee (p51), that which is responsible for identifying children who are not going to school as a means of enhancing engagement through the participation of 2 students, 2 parents and 2 teachers. Other school committees are not mentioned.

There is no mention of relevant activities for enhancing participation and engagement in schools such as:

- School policies and parental/community participation;
- Conferences with parents on student progress;
- School communications with parents;
- Student-led activities for enhancing their participation in school;
- School clubs for children.

o) The CFA is implemented through appropriate mechanisms

The CFA is implemented through existing mechanisms in selected Provinces down to zonal level and the school. Focal points for the partnership with UNICEF were assigned at Provincial (Director Primary) and zonal levels (ADE Primary). Technical capacity has been developed among ISAs in particular. The CFA strategy to develop provincial capacity to implement the CFA through the establishment of Provincial Resource Team (PRTs) is considered to be highly appropriate by key stakeholders for improving primary education service delivery.

p) The vision for change as a result of the CFA is far from clear in CFA documentation and specific CFA school standards are lacking

The CFA does not provide a clear vision for change, nor does it propose a clearly articulated strategy to bring about changes in school cultures. There is a lack of a theory of change that is specific to the CFA in any documentation. As a result it is quite difficult to differentiate the CFA from other interventions such as the PSI. There is no framework of standards for the CFA in schools. There are standards for primary education classrooms (1998 Education Reforms) and standards regarding the assessment of Essential Learning Competencies (also 1998 Education Reforms) focusing on their mastery by all children for each key stage. The MoE M&E guide (How good is our school?) also prescribes standards in 8 fields, but it is not possible to answer the question, How Child-Friendly is Our School? Schools are therefore not in a position to assess for themselves where they are on the continuum of child-friendliness; their strengths and their weaknesses with regard to CFA implementation.

7.3 Effectiveness

Effectiveness

A measure of the extent to which an aid activity attains its objectives. In evaluating the effectiveness of the CFA, the following questions from the ToR guided the evaluation:

- How effective and sufficient are strategies and interventions associated with the CFA?
- Are there any qualitative or quantitative outcomes that can be measured?
- What specific factors contributed to delays or difficulties in implementation?
- What strategies and interventions associated with the CFA should be prioritized to improve education quality?
A range of sub-questions, which are contained in the CFA Evaluation Matrix (See Annex 1), helped guide the gathering of data and their analysis.

7.3.1. Data sources for assessing effectiveness

i) The evaluation has drawn upon multiple sources of data for assessing the effectiveness of the CFA and its interventions.

The evaluation has drawn upon multiple sources of data and attempted to triangulate these. They include the classroom observation study, school case studies, key informant interviews and field visits.

There are multiple reasons why objectively measuring the effectiveness of the CFA is problematic. There are no agreed benchmarks or standards for effectiveness in relation to the different CFA Dimensions for primary sections and schools in Sri Lanka. This makes it difficult to assess the extent to which all schools are reaching minimum standards and whether improvements are being made over time. There are no time-series data available from CFA M&E, so that trends in effectiveness cannot be identified. It has been difficult to develop appropriate indicators to measure and monitor effectiveness. Indicators have been developed for each of the 4 criteria for CFA Dimension 1 (MoE, 2008) and subsequent efforts have been made to improve these. It is safe to say that currently there is a lack of an effective M&E system that can track the effectiveness of interventions at a system level. In fact, it does not seem possible even to track the basic coverage of interventions in primary schools and sections.

7.3.2 CFA Dimension 1: Rights-based and proactively inclusive

Criterion 1: Effective mechanisms for preventing dropouts and responding to out of school girls and boys are in place. And in use.

i) The overall coverage in ‘CFA schools’ of interventions related to functioning mechanisms preventing drop out and reintegrating into school children who have dropped out is far from universal (100 per cent of CFA ‘intervention schools’). This suggests that strategies to institutionalise these in all schools are not fully effective.

According to data obtained from the Classroom Observation Study:

- 58 per cent of targeted CFA schools have conducted school catchment area mapping. 41.4 per cent of NCFA schools had done so.
- 62 per cent of CFA schools had established Compulsory Education Committees (CECs); 64 per cent of NCFA schools had done so.
- 72 per cent had established ‘active’ School Attendance Committees (SACs); 66 per cent of NCFA schools had done so.

There is empirical evidence of a slight effect in terms of enhanced coverage of 2 of these interventions (school catchment mapping and active SACs) as a result of the targeting strategy.

The effective mechanisms for preventing dropouts and responding to out of school girls and boys are not fully defined in CFA guidance which complicates the issue of measuring their effectiveness. Although the CFA Guidance Manual presents a complex mechanism for preventing school drop out, in practice schools seem to focus on the School Attendance Committee (SAC) and ways of motivating children to attend. The mechanism presented in the manual is complex covering issues of enrolment, assessment of progress in learning, providing slow learners with remedial programmes, raising parental awareness on education and developing strategies to minimize implementation problems. There was no evidence that such an elaborate approach was being conducted in the CFA schools in this study.

ii) The effective functioning of the ‘mechanism’ appears to vary from school to school. Motivation is variable which may indicate a problem with the incentive...
framework. The commitment and capability of the principal appears to be an important success factor. Record keeping of statistics obtained through the ‘mechanism’ is not conducted in all schools.

In key informant interviews in schools conducted by the lead consultant, the SAC was considered to be functioning well and absenteeism was perceived to be a serious issue. Three days of absence was the trigger for intervention. The SAC is linked to the School Development Society (SDS), which has helped its effectiveness. Some of the schools that were visited take attendance monitoring very seriously. Attempts are made to motivate children to attend, including individual attendance records that are displayed prominently in classrooms. Peer pressure is mobilised to enhance attendance.

The following case studies illustrate some of the variations in approach and effectiveness within schools. In CSS4, the school has established a SAC and a Compulsory Education Committee (CEC) to facilitate rights based active inclusion. The SAC continues to function and includes 8 members comprising the principal, one teacher and six parents. The School catchment is divided into 8 zones and two members of the committee are made in-charge of each zone. They visit homes of truant students and try to persuade them to attend school. According to the principal some returned to school but about 10 dropouts could not be reintegrated. Poverty, women headed households and need to earn a living by doing odd jobs have been the barriers to reintegration. The principal said ‘When they are out of school for some time it is difficult to motivate them to come back’. The school does not maintain a systematic record of data on dropouts. Although the SAC is functioning in school, the data on average attendance of boys and girls in different grades were not available. Improving attendance is also another context-related challenge faced by the school.

In CSS5, the school has established a SAC and a CEC. The principal monitors students’ attendance on a monthly basis and reasons for absenteeism are identified for each child. Monitoring charts for attendance of teachers and students in different grades are displayed in the principal’s office. The best attendees are rewarded with a gift of a token in the school assembly. Parents indicated in the FGD that they are happy with the work of the SAC especially the parental awareness created through it. A catchment mapping exercise was conducted and there are no out of school children in the school catchment area. There were no dropouts in the last five years.

In CSS6, according to the principal the school had established a SAC and CEC. In addition to that it has established a Child Protection Committee (CPC). However the SAC does not seem to function in school. The data on students’ attendance were not analysed and recorded properly in the relevant documents. Instead of the SAC the CPC now seems to monitor and take action to ensure children’s participation in education. The committee meets at regular intervals to discuss problem cases and possible measures to ensure school attendance of students who are about to dropout. Fig. 5 provides evidence that CPC is active in school. It has recorded minutes of two meetings held in January and June 2015. The CPC and its actions help children to disclose various kinds of problems and abuses that they face in the school, home or society. They can write a complaint and place it in a box which is labeled as “A complaint to the police” and kept outside the principal’s office. The principal said this has helped two girls whose mother went to a West Asian country for employment. The girls had been abused by the father and their drunken aunt. The girls had placed their complaints in the above mentioned box and it was investigated by the police and the children were later sent to a SOS village. The principal reported many such stories about children who were affected by the mothers’ absence due to employment in West Asian countries, broken families etc.

A school catchment mapping exercise was conducted in 2012 in CSS6. The principal reported it had helped to prevent quite a large number of dropouts. According to the Basic Data Sheet 14 dropouts have been reintegrated since 2012. The number of new entrants to the Grade 1 indicates an increasing trend. Population data of the school catchment are not available in the school and therefore it is not possible to comment on the trends in Gross or Net Enrolment rates.
iii) 100 per cent coverage of functioning mechanisms has been achieved in some districts which suggests that in these effective implementation strategies are being practiced

With regard to ‘active’ SACs, 100 per cent coverage in targeted CFA schools has been achieved in Batticaloa and Kilinochchi districts only. Trincomalee had achieved 89 per cent (50 per cent NCFA). 100 per cent coverage was also recorded in Batticaloa, Kilinochchi and Mulathivu districts in NCFA schools.

With regard to CECs, 100 per cent coverage has been achieved in Kilinchchi only in targeted CFA schools. In Batticaloa the coverage rate was 83 per cent (90 per cent in NCFA). The lowest rate was in Nuwara Eliya (22 per cent) in targeted CFA schools (47 per in NCFA).

iv) Data obtained on out of school children at the school level are unavailable in the majority of CFS schools (86 per cent) or unreliable

It was found in the OS that there are problems with both data availability and quality. For example, when the data obtained were aggregated, the number of out of school children reintegrated outnumbered the number identified through the catchment area mapping processes. Schools could not provide either population or drop out data. About 86% percent of CFA schools in the study did not report the required data. This therefore appears to be a systemic problem.

v) Data on participation of drop out children in ALP and other NFE programmes are incomplete. The available data suggest very low levels of participation, which would be expected given the low drop out rates in primary schools.

A total of 72 children were recorded as having participated in ALP from 2009-2015 with zero in 2015 in targeted CFA schools. 170 children had participated in other catch-up programmes in the period. This finding is in keeping with the Out of School study, which found very low drop out rates in primary schools.

vi) It was not possible to measure the effectiveness of attendance monitoring. Data on student attendance were not available at the school level in approximately 50 per cent of targeted CFA schools for 3 school years covering the period 2012-2014.

The lack of data availability at school level was unexpected. The fact that this was reported in around 50 per cent of schools suggests a systemic problem. A number of explanations are possible. The schools may have been unwilling to share their data and kept them hidden from the evaluators. Alternatively, the schools did not keep adequate records. This is plausible as the archiving of records in some of the schools visited could be described as unsystematic and in a few cases chaotic. The lack of attendance records in many schools may be indicative of weaknesses in school-based management and the functioning of the SACs. Further investigation of attendance monitoring is warranted.

vii) Some schools have particularly low attendance rates which are attributed to social factors

In CSS3, attendance rates in the primary section are low but improving. In 2012, the average attendance was 15.68 per cent for boys and 11.72 for girls. In 2014, this had risen to 27.3 per cent for boys and 18.17 for girls. The lower rates for girls are explained in terms of their having to perform domestic duties. Many parents are migrant workers in the Middle East and some 15 per cent of the children are cared for by grandparents or other relatives. The school encounters problems with lack of parental interest in education and attendance rates of the children. Alcohol consumption is a problem among labourers.

In CCS4, it was found that malnourishment makes the students sick and related frequent absenteeism finally compels the affected students to dropout. The lack of adequate livelihoods for families, children who lost both parents in the war, widowed young mothers who leave their children to grandparents to start new relationships or families, broken families, early marriages
of young girls and their lack of knowledge in reproductive health, are some of the social and economic problems that were reported in the FGDs with teachers and parents. The students mainly come from poor families. Their fathers’ main source of income is fishing and the mothers are mostly unemployed. Of the 315 families in the village, 53 are headed by widows. The income received by the families is insufficient to provide for the basic needs of the children. The physical appearance of many primary school children indicated the effects of poverty. Parents and teachers iterated that dropping out and absenteeism are mostly due to poverty. Teachers complain that most of the students come to school without having breakfast. They attribute this to poverty and the ‘laziness’ of the mothers. The school provides a mid-day meal for the children with the support of World Food Programme (WFP). Three mothers daily cook the meals for children from grades 1-9. No money is paid to them. They take any excess food to feed their own children at home for the service they render to the school.

viii) It is too early to measure the effectiveness of CFA interventions aimed at supporting inclusive education

The promotion of inclusive education is an important strand of a proactively inclusive CFA school. Inclusive education is the policy is for children with special education needs (SEN). The ESDFP mentions this policy and states that teachers will be trained to identify children with SEN and the number of schools with SEN Units will be increased (p11). The CFA has supported the development of the toolkit for teachers which helps them to identify children with SEN. There is however no national strategic plan with a budget for strengthening inclusive education in all primary schools or sections. In this context, the approach to inclusive education looks to be piecemeal and unlikely to be effective. There is reportedly a shortage of SEN Units in schools. The deficit is most serious in rural areas. Training in inclusive education is needed for principals and teachers. In the classroom observation study, the inclusion of special needs children in teacher questioning was a practice which was absent or rarely occurred in 66.2 per cent of lessons.

ix) Demand side factors may be more significant than supply side factors with regard to the integration of out of school children

According to the responses of principals, in CFA schools of all districts, except Trincomalee, the economic difficulties of parents were a major constraint for the reintegration of out of school children. The lack of interest of parents and broken families were the other two important constraints. Migration of mothers for employment was reported by the principals as a major constraint in Anuradhapura, Batticaloa, Nuwara Eliya and Trincomalee districts.

Criterion 2: All boys and girls have equal access to all activities and resources in school

x) Classroom observation found that interventions to promote gender equality in teaching and learning processes are having some effect in that behaviours favourable to this were commonly observed.

The classroom observation study found that that the teachers commonly exhibit behaviours favourable to promoting gender equity in classrooms as envisaged, such as:

- Encouraging equal participation of girls and boys;
- Providing equal opportunities for girls and boys to answer teacher questions; and
- Providing equal amounts of feedback to girls and boys.

The lack of any baseline data requires caution in interpreting these findings, but it does appear that some of the aims of CFA training relating to the promotion of gender equality are being translated into practice.

Criterion 3: Corporal or psychological punishments are not practiced. Preventive measure for and responses against bullying and harassment are in place
xi) **The CFA appears to have been effective in promoting positive discipline and reducing corporal punishment, but harsh punishments are still practised in some schools**

Assessing the effectiveness of CFA interventions to promote positive discipline is problematic as there are no data on the use of corporal punishment or indeed any other form of harsh or psychological punishment. The CFA monitoring indicators prepared by the MoE in 2008 include 2 indicators for separately recording corporal and psychological punishments within a year, but this does not appear to have been successfully operationalized in terms of gathering data that is useful for tracking progress in classroom practices. No baseline data are available either.

High levels of awareness of the issue of corporal punishment were encountered in school visits and key informant interviews. This can be attributed to some extent to the CFA since informants mentioned its role in promoting positive discipline. Some schools have established School Discipline Committees. This appears to play a role in disciplining children where their cases are referred to the committee and parents are invited to attend. How this committee functions needs to be considered within the CFA Framework and appropriate child-friendly guidelines provided to all schools.

Some school principals admitted that some corporal punishment is still administered in the classroom. In one case, this was reportedly in ‘extreme cases’. Children who are late may be given school cleaning duties, but not in lesson time. In one key informant interview, the school principal suggested action by the police in order to enforce the Compulsory Education Regulations. In some cases actions against the parents are considered necessary.

In CSS6, according to the principal corporal punishment is not used in the school. Problems are addressed at the classroom level and if the class teacher cannot solve them at that level they will be referred to the guidance committee and finally to the principal. Consequences of bad behaviour are explained to the students and guidance provided. Teachers and principal help the students to solve interpersonal conflicts among them amicably. However, in the FGD with teachers some of them expressed the view that they cannot always use a soft approach and sometimes have to talk to them in hard words to control student behaviour.

In CSS4, the principal and the teachers reported that corporal punishment is not used in the school. However, the principal reported that it is a problem at homes of some children. Drunken parents beat their children.

**Criterion 4: The entire school community is knowledgeable on the Rights of the Child. School undertakings are based on this understanding**

xii) **School community awareness of child rights is increasing**

The lack of baseline data make it hazardous to identify any trends using statistical data. Data obtained through the classroom observation study found that 80 per cent of the school SDP committee members were aware of child rights (20 per cent of these were assessed as ‘thoroughly aware’) in CFA intervention schools. All school principals had at least some awareness of child rights.

Field visits and key informant interviews revealed that some schools have taken the opportunity to educate the community about child rights. This appears to be related to the motivation and capability of the school principal. The importance of child rights is stressed in monthly meetings with parents. Termly awareness sessions are held in some schools in which parents have the opportunity to discuss relevant issues. Parents have been given information about child rights.

xiii) **Awareness of child rights was slightly higher than awareness of the CFA in SDP committees**

The classroom observation study investigated the awareness of SDP committee members and found that in targeted CFA schools awareness of the CFA concept was lower than that of human rights (76 per cent and 80 per cent respectively).
xiv) It is difficult to assess to what extent school undertakings are based on understandings of child rights

It is difficult to assess to what extent school undertakings are based on understandings of child rights since there is a problem of attribution. Decisions taken by schools do not seem to be supported by any statements on child rights.

7.3.4 CFA Dimension 3. Promoting quality learning outcomes

Criterion 1: Adequate human resources and classroom facilities are available to support learning

i) There is a substantial number of targeted CFA schools with inadequate physical plant and which are also overcrowded

In the classroom observation study it was found that 32 per cent of targeted CFA schools were considered to have inadequate physical plant; 20 per cent were overcrowded. 75.9 per cent of schools had classrooms with good quality ventilation and 73 per cent with good quality lighting, leaving a quarter deficient in these respects. The case study schools although few in number revealed a complex pattern of school infrastructure problems. There are multiple issues in addition to those discussed above. The provision of a reliable electricity supply is another factor.

Among the case study schools, the following issues were identified:

- The impact of climate on school plant. Case Study School 1 (CSS1) is located high up in a rainy area subject to mist which affects the quality of the school buildings and the comfort of teachers and students as the design has not adequately taken the weather factors into consideration;
- Maintenance of school facilities. In CSS1 maintenance was considered to be unsatisfactory. Water and sanitation facilities were not well maintained. UNICEF provided water supply had been disrupted by local farmers.
- Office accommodation for the principal and teachers is small (CSS1).
- External support has been required to maintain water and sanitation facilities and even school buildings in some schools e.g. Case Study School 2 (CSS2);
- Lack of classroom space (CSS3);
- Classrooms not partitioned off, creating an unsatisfactory environment for effective teaching and learning (CSS3)
- The use of temporary buildings (CSS4)
- Lack of security. The school is prone to theft during the night and intrusion by monkeys that damage school property (CSS6). This was also noted in field visits where schools were not adequately fenced in.

Key informant discussion also mentioned shortage of accommodation for teachers as a constraining factor in teacher deployment.

The provision adequacy of water and sanitation facilities is an issue that remains to be addressed in many rural schools. This includes routine maintenance, quality control and the provision of funding to the school to address repairs and any needed expansion of facilities. Visits to CFA schools found that even here, there can be problems with the quality of basic water and sanitation facilities.

A child-friendly school must also be a teacher-friendly school. The quality of school infrastructure is a factor that affects teacher motivation and that of school principals too. Principals and teachers need adequate office space. They need not only desks and it should also be recognized that they need computers, but also office furniture for storing essential papers and records. Some schools that were visited were not well developed in this regard.

Some of the schools that were visited were quite old and had been built when education service delivery was very basic. These will be difficult to transform without a programme of rebuilding to convert them into classrooms of the 21st century. In contrast some of the schools that have been recently built in conflict-affected areas with UNICEF/DFAT support are exemplary in their
design of office accommodation, classrooms and school playground. These can serve as models of physical plant to influence the vision of what the Sri Lankan primary school or section should look like.

A key issue is equity. There is clearly wide variation in the quality of school infrastructure across the country and between urban and remote rural contexts in particular. While the MoE has set standards for school infrastructure as apart of the 1997 reforms and data on school infrastructure management are recorded as part of the SEQL, current system appear to be inadequate to bring about the level of change that is required. The MoE M&E Quality Guide (Our School: How Good is It?) includes a section on physical resource management, which is an important factor in the school infrastructure equation. The issue of school water and sanitation facilities is included in the section on Student Welfare (though surprisingly this does not include the provision of separate toilets for girls and boys). The overall standard of school infrastructure appears to be lacking from this assessment tool; a major omission from an equity perspective.

The amount of investment that will be required is substantial and well beyond the level of funding that can be brought in by UNICEF and partners in the CFA framework. The CFA however can provide advocacy on the factors that should be considered when building and managing child-friendly primary schools and sections.

ii) School attractiveness interventions make a transformative difference to school and classroom climates

Schools take pride in their appearance and this is commonly attributed to CFA training. The physical environment is important to children’s perceptions of the child-friendliness of the school. Field visits to schools indicated that classroom decoration including displays of student work and learning aids was becoming universalized. These interventions can make what would otherwise be a dull room a lively and cheerful learning environment. They are low cost but transformative. This is a facet of the CFA that is easy to understand and communicate. Teachers consider classroom maintenance and attractiveness for children as integral to the CFA concept (CSS5).

Maintaining school attractiveness is an activity where parents participate in the running of the school. They help paint classrooms in some schools (e.g. CSS6). Emphasis is put on school and classroom cleanliness. Generally this is successful, although in some instances there were problems with garbage disposal.

iii) Playground areas have been improved through the CFA

School principals highlighted the improvements to school playground areas and attributed this to CFA interventions. The importance of good quality play and recreation areas should not be underestimated for the wellbeing of children at school. Investments in playground equipment appear to be quite durable, perhaps because they are highly valued and help the school to be more attractive. Maintaining the play area is an activity that parents are involved in school operations (CSS6).

iv) Many CFA schools lack adequate levels of equipment, although the CFA has provided equipment to some schools

The majority of schools in the classroom observation study had deficient levels of equipment; (78 per cent of targeted CFA schools). Schools lack necessary equipment such as white boards, OHP, multimedia projectors and computers. Even blackboards may be in a poor state. These findings were consistent with field visits to schools. These and the 6 case studies confirmed a picture of limited school resources in terms of basic equipment. CSS3 for example reports the lack of usable blackboards. These are often the only teaching resource available to teachers in a context where much teaching is commonly referred to in key informant interviews as a ‘talk and chalk’ style. In some of the field visit schools the poor quality of blackboards was noted.

v) While the stock of textbooks is generally good, it was found that 27 per cent of CFA schools had textbooks that were assessed as being of poor physical quality
The classroom observation study found that 27 per cent of targeted CFA schools have a stock of textbooks that are considered to be ‘poor’ quality. This suggests that school-based management in all schools and procurement systems need to be strengthened to ensure that all schools have a supply of textbooks that are in at least a ‘satisfactory’ condition. Children who have to use poor quality textbooks may be disadvantaged in the teaching and learning process. It can be considered a hidden aspect of educational inequality in terms of access to quality TLM. During school field visits, it was observed in some cases schools had rudimentary systems for storing textbooks.

vi) The provision of reading corners and reading books is an important contribution to classroom learning resources, but a more comprehensive approach to strengthening early grade reading is needed

The provision of reading corners in classrooms and library books through the CFA is considered by recipients to be an important contribution to the learning resources of a primary school or section. Reading is a foundational skill on which all of formal education depends. Children who do not learn to read early and well will not easily master other knowledge and skills. They are likely to fail in school.

In Sri Lanka children in the early grades of primary education are failing to attain their grade level expectations in reading and writing ability is very low according to a study conducted by Room to Read in 2011. There are pockets with low reading attainment and scores in Tamil are significantly lower than in Sinhala. There are high levels of disparity in the classroom from grade 2 onwards. Effective early grades language teaching strategies are not in place and time on learning tasks is low. The focus is on content and memorization; comprehension of inferential questions is low. Revision, reinforcement and remediation are not stressed. There is lack of simple graded reading materials. Textbook content and language levels are assessed as being difficult.

Field visits to schools enabled observation of reading corners and school libraries in use. They are clearly valued by the children in school contexts where there are relatively few reading materials for young learners aside from textbooks.

The provision of reading materials without a clear strategy to improve early grade reading attainment seems to be a significant shortcoming in the CFA approach to improve the quality of learning outcomes. There appeared to be limited awareness of early grade reading issues in key stakeholder interviews. This is a critically important issue to be considered in developing future CFA programming.

vii) 76 per cent of targeted CFA schools had good quality furniture

The provision of good quality classroom furniture was a common input of UNICEF CFA support. This was observed in case study schools and field visits. This is beneficial in terms of attractiveness, comfort and flexibility in terms of teachers being able to change the configuration of classroom furniture for participatory activities.

viii) 71.5 per cent of teachers in targeted CFA schools were observed to have a good general manner of teaching overall (15.9 per and 55.6 per cent good and very good general manner respectively). 28.5 per cent were assessed as satisfactory.

The professionalism of teachers was investigated in terms of three variables: i) teachers’ appearance; ii) punctuality and time keeping; and iii) general manner (i.e. confidence, commitment and communication). 15.9 per and 55.6 per cent of teachers in targeted CFA schools had a good and very general manner of teaching respectively.

viiii) It was observed that 78 per cent of targeted CFA schools had annual teaching plans available; 87 per cent of schools had term teaching plans available and 66 per cent of schools had daily lesson plans available. This indicates that lesson planning is not being conducted systematically in all schools.
The classroom observation study found that 78 per cent of targeted CFA schools had annual teaching plans available; 87 per cent had term teaching plans available and 66 per cent had daily lesson plans available.

ix) **In some districts, 100 per cent of targeted CFA schools had annual and term teaching plans available, though not daily lesson plans.**

In Batticaloa and Kilinochchi districts, 100 per cent of schools had annual teaching plans available; Batticaloa and Mulathivu had 100 per cent availability of term lesson plans. The highest rates of availability of daily lesson plans was 95 per cent in Batticaloa, followed by Mulathivu (92 per cent).

x) **The majority of lesson plans were assessed as being ‘good’ or ‘very good’ but a quarter were assessed as being ‘unsatisfactory’ or ‘poor.’**

The majority of lesson plans were assessed as ‘good’ or ‘very good’ for targeted CFA schools (72.6 per cent). 25.4 per cent were considered to be ‘unsatisfactory’ or ‘poor’. This represents a substantial proportion of unsatisfactory lesson plans. These data are not disaggregated by district. They imply that more attention needs to be paid to supporting teachers in preparing ‘good’ lesson plans in terms of a combination of in-service training, school instructional leadership and supervision.

xi) **Teacher deployment is a constraint in effectiveness. Rural schools are often short of teachers and short of qualified, trained primary teachers.**

Teacher shortages were reported in 50 per cent of targeted CFA schools in the classroom observation study and a surplus in 14 per cent. In CSS1, there are sufficient teachers for the primary section, but all of these had been newly appointed and none was specialised in primary education. None had been trained in CFA. Teachers who had been trained on the CFA had been transferred to other schools. In CSS2, there are 31 teachers, which is 10 short of the required number. There are 3 short in the primary section which has 8 classes and 5 teachers. CSS3 had 2 teachers short. CSS5 has 1 teacher short in the primary section, but only one of the three at the school has had training. CSS6 has a surplus of teachers.

xii) **Teacher motivation is sometimes low on account of working conditions**

The case study school 1 findings report low teacher motivation on account of the working conditions in the school, which is isolated and categorised as disadvantaged. Transportation to the school is problematic as the bus timetable is not suited to the school timetable.

xiii) **There is demand among teachers for training on CFA**

Field visits found that teachers value the CFA training and would like more. Teachers in CSS1 would like training on the CFA. There needs to be a system in place which ensures that all teachers in a primary school or section have had CFA training in both pre and in-service teacher training.

**Criterion 2: The classroom is inclusive, stress-free and democratic. Conducive to learning**

xiv) **The classroom observation research found that teachers are regularly using teaching behaviours that develop and maintain good relationships with their class in targeted CFA schools. These included relating well to the class; knowing pupil names, moving around and interacting with the class, displaying appositive tone and exhibiting personal enthusiasm.**

The relatively high frequency with which these behaviours were observed (in 71-87.4 per cent of lessons) suggest that the CFA criterion is now becoming an accepted norm in teaching and learning. Not all lessons exhibit these behaviours which implies a need for further training and interventions at the school level. What the findings suggest is that the CFA approach in developing a congenial classroom climate is becoming a mainstream approach.
xv) Teachers commonly emphasise the key points of the lesson and evaluate pupil answers which are conducive to learning

The observed teachers commonly emphasised the key points in a lesson (71-87.4 per cent of lessons) which shows that this behaviour appears to have been well supported in training and teacher’s guides. They also evaluate student answers to questions at a similar rate.

xvi) Teachers are not commonly using a range of key teaching behaviours that are good practices in lesson delivery, supportive of learning and indicative of a well-planned lesson

Among the least commonly observed behaviours were those which are indicative of a well-planned lesson. These included stating lesson objectives, checking for prior knowledge among the pupils and summarizing the key points throughout the lesson. These behaviours were observed rarely or never in more than 30 per cent of lessons.

xvii) Teachers are not commonly using teaching and learning materials, including the blackboard, effectively

Among the least commonly observed behaviours were those relating to the effective use of teaching and learning materials in the classroom. The blackboard is perhaps the most common teaching aid available and yet it was observed that teachers did not commonly make effective use of it. Similarly teachers did not commonly use a range of instructional materials or explain materials clearly or accurately.

xviii) Effective time management was absent or rarely observed in 46.4 per cent of lessons.

Most of the above weaknesses observed in 30-70 per cent of lessons appear to be correlated or resonated with the absence of lesson planning in 34 per cent of lessons and poor quality of lesson plans which were discussed above in this section of the report.

xix) A slightly broader repertoire of teaching behaviours is used in teaching Environment-Related Activities (ERA); for the most part the same behaviours are observed in all three subjects observed.

Of the three subjects observed (Language, Mathematics and ERA), there was a significantly higher use of three behaviours in ERA: i) teacher commenting on pupil answers, ii) teachers using cued elicitation and chorus responses and iii) teachers summarizing key points throughout the lesson. This suggests a slightly more participatory style of teaching and learning in this subject.

xx) Significant variations were found across districts in the use of effective teaching and learning practices

Mulathivu district has the highest percentages of lessons where teachers use ‘good’ practices of clearly stating objectives (82.6%), explaining material accurately and clearly (87.5%), emphasising key points of the lesson (87.5%), and using a range of instructional materials (50%). In contrast, Moneragala district has the lowest percentages in the same teaching practices (16.7%, 25%, 47.2% and 22.2% respectively). These are stark differences. They suggest differences in the effect on interventions from district to district. The factors that may cause or influence these differences need to be investigated.

Teachers in Batticaloa district were most likely to use child-centered practices such as; paired/group work, peer-tutoring and arranging the classroom layout to facilitate learning of all pupils. Again, the factors that may cause or influence these differences in uptake of CFA-related interventions need to be investigated. It would be useful to know what the success factors in Batticaloa might be. The teacher’s use of peer tutoring recorded a low percentage in all districts ranged from a low of 13.9% in Moneragala to a high of 51.1% in Batticaloa. The lowest percentage for the use of paired/group work was recorded in Anuradhapura. The highest percentage of lessons where the teacher moves around the classroom to interact with individual
pupils was recorded in Mulathivu while the lowest percentage was recorded in Kilinochchi. The highest percentage of lessons where the students are allowed to demonstrate in front of the class was recorded in Kilinochchi (75%) and the lowest (17.4%) was recorded in Anuradhapura. These findings indicate a lack of consistency in applying prescribed teaching practices in the classroom; a lack of fidelity in CFA implementation.

Teachers in Mulathivu district were more likely to; build pupil answers to subsequent questions, encourage pupils to ask questions, provide equal amounts of feedback to boys and girls move around the class to interact with pupils. The lowest percentages for the same aspects were recorded in Anuradhapura and Nuwara Eliya districts. Batticaloa district recorded the highest percentage of lessons where teachers evaluated pupil answers occasionally or consistently while Moneragala district recorded the lowest percentage. The practice of ‘teacher encourages pupils to ask questions’ recorded low percentages ranging from 27.3% to 66.7%. Management of lesson time was best in Mulathivu and worst in Moneragala. There were 79.1% of lessons where the practice was observed occasionally or consistently in Mulathivu while the relevant percentage for Moneragala was 25%.

What the findings show is a considerable degree of variation across districts in terms of the teaching practices that are used in the classroom. The lack of any baseline data means that it is not possible to say how long these variations have been present and the trends; i.e. the variations are becoming greater, smaller or remaining the same. The variations in findings suggest that there is a lack of a standard package to develop implementation of the CFA, differing priorities and differences in the enabling environments to accept new practices.

xxi) Teachers in Type 3 schools were more likely to have better relationships with the students and to have a more positive classroom climate

In a significantly high percentage of lessons observed in Type 3 schools, the teachers were more likely to; relate well to the students, exhibit personal enthusiasm, move around the classroom to interact with individual pupils, promote gender equity by providing equal opportunities for girls and boys to answer questions. They were also more likely to use some of the better assessment practices such as evaluation of pupil answers, providing equal amount of feedback to boys and girls and probing pupil answers.

These findings suggest that type 3 schools i.e. those which are primary schools only, are better able to put the CFA into practice than those which also contain secondary sections. This seems to be an important finding. A type 3 school it is hypothesized is likely to be more able to focus on developing primary education.

xxii) There are significant differences in teaching behaviours in Sinhalese and Tamil medium schools

Tamil medium teachers were more likely to engage in more dialogic practices of; allowing pupils to ask questions, build pupils’ answers to subsequent questions, comment on pupil answers, and to probe and evaluate pupils’ answers. Further to that they were more likely to use good lesson introduction, development and questioning practices in their lessons and the practices that promote gender equity and inclusion. They were also more likely to be teacher centered and to ask closed questions and to use cued elicitation and chorus responses. Sinhala medium teachers were more likely to; ask open-ended questions, know pupil names and move around the class to interact with individual pupils.

xxiii) Schools do not keep records of CFA training of principals or teachers

In CSS4, it was found that there is no official record of training programme participation by the principal or the teachers in the school. Teachers find it difficult to recall the details of the training programmes that they participated in over the past few years. The principal reported that he had attended CFA related training conducted by the assistant director of education, who is responsible for primary education (ADE/primary) in the zone. The principal had also participated in an exposure visit to schools in Thunukkai zone. School based teacher development (SBTD) is not implemented in the school.
xxiv) **Teacher awareness and understanding of the CFA is variable**

In CSS4, teachers who participated in the FGD stated that none of them had participated in awareness programmes of CFA. Only one teacher had seen the CFA guideline and had borrowed it from the principal. Even the deputy principal who is also the class teacher for grade 4 had not seen the guidelines. The teacher who had seen the guidelines defined CFA as a *strategy to improve learning outcomes for students and parental participation*. Only one teacher had participated in a training programme on implementing ALP. The teacher said it is difficult to implement it due to time constraints. Some of the teachers also said that they participated in training programmes on assessment of ELCs. Teachers also suggested that it would have been easier for them to participate in in-service training programmes if they were conducted at the divisional level rather than the zonal level. It is a four-hour journey to Kilinochchi when they are held at the zonal level.

In CSS5, of the three primary teachers only one who is teaching Grades 1 and 2 participated one day training on CFA. She says she knows well the concept of CFA because she had participated in a training programme on CFA as a voluntary teacher even before entering the NCoE. Other two teachers said that they have learned the concept from the principal. However they participated in seminars for slow learners in mathematics and Tamil. One teacher each has participated in primary library management and environmental committees. The teachers reported that according to their understanding CFA is about maintaining the school and classroom environment attractive for children, avoidance of corporal punishment, treating children with affection that they sometimes do not receive at home, and making learning enjoyable and using child-centered methods for teaching. Teachers also mentioned that they acquired skills of implementing ‘joyful learning’, managing slow learners, use of child centered activities in classrooms and the use of worksheets and teaching aids through the in-service training that they received.

xxv) **Some teachers seem to be overwhelmed by the school context and pressures**

In CSS5, a teacher who was interviewed seemed to be overwhelmed by the demands of the situation and the pressures exerted from the given curriculum and the lack of adequate pedagogical training. On the one hand the knowledge of CFA criteria and the in-service training that she received had sensitized her to use rights based inclusive strategies and child centered methods. On the other hand the need for multi-grade teaching (MGT), lack of proper training in MGT and curriculum overload appears to pressurize the teacher.

xxvi) **There was some evidence of teachers having prejudicial attitudes towards slow learners**

In case study schools, some teachers revealed negative attitudes towards slow learners or ‘backward’ children. It is difficult to find the time to teach them and complete the curriculum. They are more demanding of teacher’s attention.

**Criterion 3:** School curriculum is suitably adapted to include the local environment, culture and knowledge

xxvii) **No evidence was obtained to assess the extent to which teachers were adapting the school curriculum to the local environment.**

**Criterion 4:** Through opportunities provided and by their own initiatives, teachers are continually improving their capacity

xxviii) **Teachers are being trained in CFA related principles and practices. At the school level records of such training do not appear to be kept. As a result it is not possible to assess the quantity of training or the content that teachers in a particular school have had.**

**Criterion 5:** Child-centred teaching methodologies are used

xxix) **Child-centred teaching is not yet standard classroom practice**
Pair and group work are never or rarely used in more than 50 per cent of lessons. Among the teaching behaviours that were rarely or never observed in more than 50 per cent of lessons were a cluster that includes child-centred teaching and learning practices. These include the use of peer tutoring and pair or group work. These practices are however being used to some extent by some teachers. They suggest that a great deal of teaching is conducted through whole class activities, which also limits opportunities for individualized instruction.

Key informant interviews indicated that a great deal of classroom teaching is monotonous and teacher-centred. Teachers are weak in classroom management techniques and have difficulties in controlling the behavior of the children in the absence of corporal or harsh psychological punishment.

**xxx) Classroom management is often not child-centred**

Arranging the classroom layout to facilitate the learning of all children was conducted never or rarely in more than 50 per cent of lessons.

**xxxi) Children are not encouraged to ask questions in most lessons**

It was observed rarely or never in more than 50 per of lessons that children were not being encouraged to ask questions. This suggests that a great deal of teaching is teacher-centred.

**Criterion 6: Essential Learning Competencies are systematically assessed. Positive steps are taken to transform the Essential Learning Competencies of all children into mastery levels**

**xxxii) A substantial number of children are failing to reach ELC mastery level at KS-1 in CFA schools. The performance levels are lower at KS-2 than KS-1. The performance is little improved at KS-3 and a substantial proportion of boys and girls score very low marks (<40 per cent). This suggests that the system of ELC teaching, testing and mastery is not working well.**

In CFA schools, 57.1 per cent of boys and 65.7 per cent of girls attained mastery level in KS1. This means that 42.9 per cent of boys and 34.3 per cent of girls did not reach mastery level. 16.1 per cent of boys and 8.4 per cent of girls scored below 40 per cent.

At KS-2, 36.5 per cent of boys and 52.7 per cent of girls attained mastery level at KS-2. This means that 63.5 per cent of boys and 47.3 per cent of girls failed to reach mastery level of the ELCs at this level. 27.9 per cent of boys and 11.5 per cent of girls scored below 40 per cent.

At KS-3, the success rate in CFA schools is slightly better for boys but lower for girls. Some 39.2 per cent of boys and 51.1 per cent of girls attain mastery levels of the ELCs at this level. This means that 61 per cent of boys and 49.9 per cent of girls failed to attain mastery level of the ELCs – more than half of the school population at this level. 18.2 per cent of boys and 24 per cent of girls scored below 40 per cent.

In CSS1 the picture obtained of learning outcomes is one in which none of the children in KS-1 mastered the ELCs at this level. This indicates a very slow start in terms of learning outcomes. The majority attained 41-60 per cent (33.3 per cent of girls and 29.2 of boys), and the rest fell below in their score. 12.5 per cent of boys and 8.3 per cent of girls achieved 0-20 per cent. The results are better at KS-3 with 33 per cent of girls and 20 per cent of boys mastering the ELCs (scores between 80-100 per cent).

With regard to CSS3, With regard to ELCs at KS1-3, the percentages reaching mastery level (80-100 per cent score) are as follows:

- **KS 1**: 51.9 per cent and 44.4 per cent for boys and girls respectively;
- **KS 2**: 25 per cent and 41.7 per cent for boys and girls respectively; and
- **KS 3**: 10 per cent and 60 per cent for boys and girls respectively.
These results show the declining performance of boys through KS1-3 and the improving performance of girls. The gender gap at KS 3 is quite pronounced in favour of girls; the learning outcomes for boys are particularly poor.

In CSS4, data on ELC achievement of students in different key stages were not available in the principal’s office. The primary section lacks a sectional head and therefore nobody monitors the ELC attainment at that level. The teachers at the FGD reported that they regularly measure and keep records of ELC achievements at classroom level, but data were available only for the KS- 2. Achievement of ELCs by boys in KS-2 lags behind that of girls. Mastery of ELCs is achieved by 31.8% of girls compared with 11.5 % of boys. The majority of girls (76.2%) achieve more than 40% of ELCs while the corresponding figure for boys is (71.4%).

Proper monitoring and remediation of ELC achievement do not seem to take place in the school. In the FGD, a Grade 5 teacher stated that more than 25 students in Grade 5 find reading and writing difficult. She attributed this to factors such as: the lack of pre-school education, disruption of early education during war time, poor attendance of students, and the lack of guidance from parents at home for this situation.

In CSS5 students’ learning outcomes are measured in terms of ELC achievements and also the achievements in Grade 5 scholarship examinations. The principal reported that ELC attainment is monitored in the school but the percentages are not calculated. ELC monitoring data were not available for Key stage 3 for the year 2014. 29 per cent of boys and 17 per cent of girls attained mastery level of ELCs at KS-1. 14 per cent of the boys attained less than 20 per cent in contrast to none of the girls. A different pattern is found in Key Stage 2. 60 per cent of girls attained mastery level and 17 per cent of boys. 75 per cent of boys were able to achieve more than 41 per cent of ELCs in 2014 while all of the girls (100 per cent) achieved the same feat.

In CSS6, teachers in the FGD reported that they keep records of ELC. However, ELC monitoring data were not available in the school. The evaluator to sit with the grade 2 teacher to extract the data necessary to calculate the ELC attainment percentages. 100 per cent of boys and girls were able to achieve more than 41 per cent score for ELCs at KS2. However, only 35 and 40 per cent of boys and girls respectively attain mastery level.

Teachers mentioned that ELC assessment is difficult due to students’ absenteeism. Clerical work has increased. Teachers are assessed not by the work they do but by documents. They indicated that they are not happy about the situation but despite that they earn satisfaction by helping children to overcome their problems. One teacher added: “I am happier in this school to teach even a single letter to a child than to be in a large school in the city.”

A concern should be for remedial teaching to assist those who are not managing to acquire the ELCs and a strategy is needed to support better learning among boys.

xxxiii) Gender differences in ELC attainment at KS1-3 are not significant

The ELC attainment of girls is better than that of boys for KS 1-3. However, the differences are not statistically significant (P<0.05) in any of the Key Stages.

xxxiv) Good practices of student assessment, feedback and follow-up were absent or rarely observed in 34-53% of lessons.

These behaviours include:

- Asking open-ended questions;
- Calling on pupils to answer questions individually;
- Probing pupil answers;
- Commenting on pupils’ answers; and
- Building pupil answers into subsequent questions.

7.3.5 CFA Dimension 5. Actively engaged with students, families and communities
Criterion 1: With effective participation of students, families and communities, schools conduct self-assessments and develop School Development Plans

i) SDP committees have been established in all targeted CFA schools

All principals in targeted CFA schools have at least some awareness of the concept of CFA and child rights. However, 4 per cent of them are not aware of SDP process.

ii) There is a multiplicity of school committees which are in apparent need of rationalization

In CSS1, it was observed that the school has a multiplicity of committees including the School Development Committee (SDC), the School Attendance Committee (SAC), the Self-Evaluation Committee (SEC), and the School Management Committee (SMC). Parental participation was said to be ‘very poor’. As a result most of the decisions are taken by the school.

iii) Almost all targeted CFA schools now conduct the SSA

There has been a gradual increase in the number of schools that conducted SSA in both categories of schools over the past six years (Figure 27). In 2009, 30 per cent of targeted CFA schools had conducted a SSA. By 2014, this had reached 90 per cent of targeted CFA schools. Almost all schools are now conducting the SSA and it is close to becoming a standard intervention in targeted CFA schools. In CSS5 the principal managed the SSA process at the end of year 2014 using a participatory approach where parents, ‘old boys’, students and teachers participated together.

iv) The SSA is participatory and the SDP responds to the problems identified in the SSA

The SSA is considered to be a participatory activity by 96 per cent of targeted CFA school principals. The same percentage considered that solutions to the problems identified in the SSA were included in the SDP. 94 per cent considered that follow up actions were conducted after the SSA had taken place.

In CSS5 the principal said that he received guidance from the zonal office to conduct the SSA using a participatory rural approach. The school development plan indicated that maintaining a child friendly school premises, raising awareness of parents about child rights and improving reading facilities as three main priorities. During the past few years the school had conducted many programmes with the participation of parents. Among them are Tamil cultural events, ‘Shramadana’ (helping with manual labor) campaigns, sport meets and parental meetings at classroom level.

v) It is hard to discern a specific CFA intervention in some SDPs, although there are relevant activities

The SDP is prepared using a template. In CSS1 it was observed that the SDP Action Plan for 2015 includes a mix of routine (e.g. enroll children to primary section, distribute textbooks) and development activities (e.g. train library teachers). There is provision for repairing the school toilets and the electricity supply. Activities are framed in terms of equal access to primary and secondary education; implementation of the free education policy; implementation of health and nutrition programme; quality improvement of primary and secondary education; development of school building and school garden. There is no specific focus on CFA and it is hard to discern any activity that is clearly child-focused or related to improving the child friendliness of the school.

In CSS6, however, in the annual school plan 2015, there are 26 projects listed under following themes:

- Theme 1: Improving equal access to primary and secondary education (3 Projects)
- Theme 2: Improving the quality of primary and secondary education (20 projects)
- Theme 3: Strengthening school Management and service provision (3 projects)
• Cross-cutting activities (7 activities)

The projects include many activities relevant to the CFA such as reduction of dropouts, improving literacy and achievements, joyful learning, improving classroom teaching, Improving the play park, supervision of the primary section and improving community relations.

vi) There appear to be low levels of parental participation in the SDP in some schools

Key informant interviews reported low levels of parental participation in some schools. In CSS3 the principal stated that participation of fathers in school activities is very low. Improving parental participation is a priority in the annual SDP for 2015.

vii) Some schools are creative in developing linkages with the community

In CSS5, it was found that parents had proposed to establish a farm in the school garden which extends for 5 acres and a compost fertilizer preparation facility to generate additional income for the school. The work will start after the rainy season. The old boys and current students proposed to establish a Cricket team at the school and the old boys are working on that.

In CSS6, the principal reported that the school had taken measures to help parents by organizing a health clinic for the parents, and providing space to conduct different meetings and associations of the community in the school. Moreover he said he has recognized the need to conduct programmes to develop parental skills in child protection, health and nutrition with the help of doctors, Grama niladhari and others.

Criterion 2: The principal, teachers, students, families and the community actively participate in the implementation of the school development plan

viii) No statistical evidence was obtained concerning the active participation of students, families and the community in SDP implementation, but parents are contributing their labour and time to schools.

Key informant interviews found that parents are contributing to school development by giving their labour and time. In CSS5, it was found that the principal has been able to utilize community relations for reciprocal development of both the school and the community, which seems to be an essential factor for sustainable change and development in remote rural schools.

While the parental contributions have undoubtedly been beneficial to school-community relations and improving school effectiveness, it is a concern that this represents a sort of sort of payment to the school and at least some the contributions appear to substitute for the fiscal responsibilities of the state. Such contributions have been necessitated by the chronic low level of state funding for primary education. In some cases, it was observed that parents are responsible for cleaning the school toilets.

Criterion 3: The principal, teachers, students, families and the community actively participate in monitoring and evaluating the school development plan

ix) No statistical evidence was obtained concerning the active participation of students, families and the community in monitoring and evaluating SDP implementation

In the absence of clear guidelines on how to maximize parental and community involvement in monitoring progress and holding the school management to account, it is unclear how this can function effectively.

Criterion 4: The promotion of the child friendly home/community environment, the school is actively engaged

x) No statistical evidence was obtained concerning the active engagement in the promotion of the child friendly home/community environment

There was anecdotal evidence from field visits to schools of principals and teachers engaging with families to improve attendance.
7.3.6 Results of a comparison of intervention and non-intervention schools

The outcomes of the CFA can be discerned in the different effects that CFA interventions have had on targeted and non-targeted schools. For ease of reference these are labeled CFA and NCFA (non-CFA) schools. The impacts are presented in terms of three categories:

- Interventions where CFA schools performed more strongly;
- Interventions where NCFA schools performed more strongly; and
- Interventions where there were no significant differences between CFA and NCFA schools.

Where CFA schools performed more strongly

i) Dimension 1: Rights based inclusion

- **School area catchment mapping.** CFA schools have conducted catchment area mapping in 58 per cent of schools in comparison with 41.4 per cent of NCFA schools. Some districts indicate a 100 per cent rate of coverage for CFS schools (Batticaloa and Nuwara Eliya). There is great variation among districts. The rates among CFS schools in Moneragala and Kilinochchi are 33.3 per cent and 25 per cent respectively;
- **Establishment of School Attendance Committees (SACs).** 72 per cent of CFA schools established SACs in contrast to 66 per cent of NCFA schools

ii) Dimension 3. Quality learning outcomes

- **Good physical quality of textbooks.** CFA schools had better stocks of textbooks than NCFA schools. 20 per cent of CFA schools had good quality textbooks compared with 7 per cent of NCFA schools. Similarly, 27.2 per cent of CFA schools had poor stocks compared with 31.6 per cent for NCFA schools.
- **Better availability and use of CFA Guidance Manual.** The CFA Guidelines were found in 76 per cent; they were available in almost 50 per cent of NCFA. They are used by principals in discussions with teachers in 72 per cent of CFA schools and 44.5 per cent of NCFA;
- **Quality of the classroom environment.** The quality of the classroom in both CFA and NCFA schools was investigated in terms of 6 variables. Statistically significant differences (p<0.05) were only found in relation to classroom lighting, ventilation and the quality of furniture between CFA and NCFA schools;
- **Stronger district level performance; CEC establishment was stronger in CFA than NCFA schools in Anuradhapura, Kilinochchi and Trincomalee; Higher rates of SACs were set up in CFA than NCFA schools in Anuradhapur, Moneragala and Trincomalee districts; Annual teaching plans: three districts reported higher percentages for CFA than NCFA schools (Moneragala, Kilinochchi and Nuwara Eliya); Term teaching plans: two districts reported higher percentages for CFA than NCFA schools (Kilinochchi and Nuwara Eliya); Daily lesson plans: four districts report higher percentages of available lesson plans for CFA than NCFA (Anuradhapura, Nuwara Eliya, Kilinochchi and Moneragala); Training on SSAs for school principals: Batticaloa, Kilinochchi, Anuradhapura, Moneragala and Nuwa Eliya reported higher rates for CFA schools than NCFA; Training for principals on SDP: in Batticaloa and Moneragala CFA outperformed NCFA schools.**
- **The quality of teaching and learning.** Significant differences were found in in two teaching learning practices (out of 32 observed) in CFA and NCFA schools. The teachers in CFA schools were more likely to know the names of pupils (Q9) and to effectively manage lesson time (Q32) than their counterparts in NCFA schools. These are two different phenomena. The former concerns creating a more child-friendly climate in the classroom; the latter, more effective teaching and learning. This provides some evidence that the CFA training is having a limited effect on classroom teaching practices.
iii) Dimension 5

- **Training on conducting SSAs.** CFA school principals were more likely to have had training on how to conduct a SSA than those in NCFA schools (86 per cent compared with 72.4 per cent).
- **Conducting SSAs.** In 2014, 90 per cent of CFA schools conducted SSAs in comparison with 75 per cent of NCFA schools.
- **Awareness of CFA among SDP Committees.** CFA schools had higher rates of CFA awareness than those in NCFA schools (20 per cent and 13.8 per cent thoroughly aware and 56 per cent and 39.7 per cent aware CFA and NCFA respectively).

Where NCFA performed more strongly

i) **Dimension 3: Quality learning outcomes**

- **The professionalism of teachers.** The professionalism of teachers was investigated in terms of three variables. Teachers in NCFA schools were more likely to demonstrate a good or very good teaching manner (i.e. confidence, commitment and communication). than those in CFA (81.2 per cent and 71.5 per cent respectively).
- **Stronger performance at the district level:** More CECs were set up in NCFA than CFA schools in Moneragala and Nuwara Eliya; More SACs were set up in NCFA than CFA schools in Mulathivu district; Annual teaching plans: 2 districts recorded higher percentages for NCFA than CFA schools (Anurahapura and Trincomalee); Term teaching plans: 3 districts recorded higher percentages for NCFA than CFA schools (Anurahapura, Moneragala and Trincomalee); Term lesson plans: three districts report higher rates of availability for NCFA than CFA schools (Batticaloa, Mulathivu, and Trincomalee); In training of school principals on SDP, Anuradahapura, Nuwra Eliya and Mulithivu NCFA schools outperformed CFA schools.
- **The provision for assessment in lesson planning.** Assessment included in the lesson plans of NCFA schools was more likely to be good or very good (79.7%) compared to that (73.6%) of CFA schools. The difference in assessment arrangements was significantly different at p<0.1.
- **ELC attainment at mastery level at KS-1 to KS-3.** At KS-1 NCFA schools outperformed CFA schools in the percentage of children who attained mastery level of ELCs (71 and 74 per cent for boys and girls respectively) in comparison with CFA (51.7 and 65.7 per cent for boys and girls respectively). This pattern is maintained at KS-2, with NCFA children outperforming CFA in ELC mastery level (52 and 67 per cent for boys and girls respectively compared with 39.2 per cent and 51.1 per cent for boys and girls respectively). NCFA schools also outperformed CFA at KS-3 (52 per cent and 67.5 per cent for boys and girls in NCFA schools compared with 39.2 per cent and 51.1 per cent respectively in CFA schools).

Where there were no significant differences between CFA and NCFA schools

i) **Dimension 1: Rights based inclusion**

- **Data on out of school children.** Neither CFA nor NCFA schools in the study were able to present reliable data on out of school children. In both sets of schools the number of children reintegrated into school consistently exceeded those identifies as being out of school in the period 2009-2014. This suggests a systematic problem with the data on out of school children.
- **Drop out rates.** 90 per cent and 86 per cent of CFA and NCFA school respectively were not able to report data on school drop out rates. The data were found to be unavailable at the school level which raises fundamental questions about the adequacy of school based management systems.
- **Establishment of Compulsory Education Committees.** Compulsory Education Committees have been set up in 62 per cent of CFS schools and 64 per cent of NCFA schools.
• **School Attendance Committees.** No difference in performance between CFA and NCFA schools was observed in Batticaloa and Killinichchi districts, both of which reported 100 per cent of schools with SACS in CFA and NCFS alike.

• **Attendance rates.** 46 per cent and 49 per cent of CFA and NCFA schools were not able to provide attendance data. As a result it was not possible to calculate attendance rates.

ii) **Dimension 3: Promoting quality learning outcomes**

• **Adequacy in terms of teachers, furniture and equipment.** The CFA schools in the study reported shortages in staffing in 50 per cent of cases; this is 46 per cent in NCFA schools. A further sign of inefficiencies in teacher deployment is that 14 per cent of CFA schools reported a surplus of teachers; in NCFA schools this was 12.2 per cent, indicating that this is a systematic problem and not linked to CFA interventions. Furniture is reported to be deficient in 56 per cent of schools and 49 per cent of NCFA schools. Low rates of surplus are reported in 4 per cent of CFA schools and 5.2 per cent of NCFS schools. The majority of schools observed had deficient levels of equipment; 78 per cent and 81 per cent in the cases of CFA and NCFA schools respectively. Both CFA and NCFA schools equally lack necessary equipment such as white boards, OHP, multi media projectors and computers. There are also shortfalls in the teacher stock and the supply of furniture.

• **Quality of the classroom environment.** The quality of the classroom in both CFA and NCFA schools was investigated in terms of 6 variables. No statistically significant differences (p<0.05) were found in relation to i) quality of building; ii) classroom space; and iii) classroom displays.

• **The professionalism of teachers.** The professionalism of teachers was investigated in terms of three variables. There were no statistically significant differences between teachers in CFA and NCFA schools in relation to i) teachers’ appearance; and ii) punctuality and time keeping.

• **Lesson planning/Available lesson plans.** Overall, 78 per cent of CFA and NCFA schools had available annual teaching plans and 87 per cent of term teaching plans with no significant difference between them. Overall with availability of daily lessons plans, there is no significant difference between CFA and NCA schools (66 per cent).

• **Quality of lesson planning.** The differences in the quality of lesson plans between CFA and NCFA schools were statistically non-significant (p<0.05).

• **Quality of teaching and learning.** There were statistically significant differences (p<0.05) in only two out of 32 practices observed in classrooms of CFA and NCFA schools. This indicates that there is little difference between CFA and NCFA schools in terms of the use of classroom practices i.e. for 30 of the 32 practices there is no statistically significant difference in the use of these practices.

• **G5SE results.** There were no statistically significant differences between CFA and NCFA schools in G5SE results.

Dimension 5: Child-friendly schools are actively engaged with students, family and community

• **SDP training of school principals.** 90 and 91 per cent of CFA and NCFA schools had principals with SDP training.

• **Awareness of child rights among SDP committees.** Both CFA and NCFA schools had similar rates of awareness on child rights: 26 per cent and 25.9 per cent thoroughly aware; 60 per cent and 58.6 per cent aware (CFA and NCFA schools respectively).

7.3.8 Discussion

The following conclusions are drawn:

i) **Targeted CFA schools performed better than NCFA schools in scaling up interventions:**
Interventions where targeted CFA schools outperformed NCFA schools mainly concerned process such as the setting up of catchment area mapping, having active SACs, better quality textbooks and classroom environment, training on SSA; conducting SSAs.

Targeted CFA schools performed better than NCFA schools in relation to 2 teaching behaviours only out of 32 observed: knowing the names of children and managing lesson time effectively;

ii) NCFA schools performed better than CFA schools in achieving learning outcomes as measured in ELCs:

- It was found that in NCFA schools teachers more likely to display a good teaching manner; NCFA teachers were more likely to include assessment in their lesson plans
- NCFA schools had better learning outcomes. NCFA schools outperformed CFA schools in the percentage of children who attained mastery levels of KS1-3.

iii) There was no significant difference between targeted CFA and NCFA schools in the quality of teaching and learning and record keeping:

- Data and record keeping. There were significant gaps in record keeping in both CFA and NCFA schools concerning school attendance, drop out and out of school children.
- Availability and quality of lesson plans was the same for targeted CFA schools and NCFA.
- Quality of teaching and learning. There were no significant differences between teaching practices in 30 out of 32 teaching practices.
- G5SE results.

7.4 Efficiency

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<th>Efficiency</th>
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<td>Efficiency measures the outputs -- qualitative and quantitative -- in relation to the inputs. It is an economic term which signifies that the aid uses the least costly resources possible in order to achieve the desired results. This generally requires comparing alternative approaches to achieving the same outputs, to see whether the most efficient process has been adopted. When evaluating the efficiency of a programme or a project, it is useful to consider the following questions:</td>
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<td>- Were activities cost-efficient?</td>
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<td>- Were objectives achieved on time?</td>
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<td>- Was the programme implemented in the most efficient way compared to alternatives?</td>
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7.4.1. The problem of measuring the efficiency of the CFA approach

Assessing CFA efficiency is problematic. The CFA approach is complex with multiple interventions that appear to vary over time in terms of the focus and implementation of activities. There is a lack of a national strategic plan with clearly set time bound objectives and indicators of achievement to provide a framework for consistent national implementation over the medium term (e.g. 5 years). The lack of a robust M&E framework together with the availability of performance data is another challenging issue. The valuation was team was not able to obtain any financial data with which to make assessments about the cost efficiency of interventions.

7.4.2. The assessment of BESP efficiency was positive

It was reported in the ICR that finances had been focused on the school level and used accountably. All funds were subject to GoSL rules and regulations for expenditure and accounting. Project fund utilization had increased. The expansion to the North was implemented within a short time frame. Inputs and outputs had been implemented as planned.
However, it was also noted that evidence was unavailable on the extent of implementation at school level. It was therefore not possible to assess cost-efficiency.

7.4.3 The CFA mainstreaming strategy appears to be efficient in bringing about results

Data obtained from the OS indicate that the CFA mainstreaming strategy is as efficient in achieving results as a more targeted approach. The lack of significant differences in some key results between targeted and non-targeted CFA schools suggests that the strategy of mainstreaming is as efficient as targeting. This is most strongly suggested by the lack of significant difference in teaching behaviours in 30 out of 32 observed between the two strategies and reinforced by the fact that non-targeted schools obtained better learning outcomes, as measured by the ELCs.

These results point to the effects of mainstreaming the CFA in provincial level INSET. The decision to establish PRTs and invest in ISA training appears to be sound. There is now a technical resource that can continue to roll out CFA training to schools. This needs to be sustained.

The strategy of mainstreaming the CFA into a range of documents and resources including the curriculum, teacher training materials etc, is rational and can be highly efficient. To be efficient, there needs to be effective coordination of the development of the products to promote consistency in content and use. This appears not to be in place given the lack of alignment described in the previous section. The development of these multiple CFA products has outpaced the MoE CFA Guidance Manual which needs to be revised to include reference to these. These products have been developed in the absence of an overall strategy for CFA development and as such appears to be ad hoc. There is a need for a CFA ‘How to’ Manual for schools.

7.4.4 The CFA strategy to target schools is more efficient in scaling up interventions

The data from the OS indicate that the strategy to provide targeted support to schools is efficient in scaling up specific interventions such as reading corners, school catchment mapping and conducting SSAs. These require additional funding. Targeting is an efficient way of allocating scarce resources. To expand the coverage of these interventions, more funding is required and mainstreaming approach may be more desirable. The strategy of targeting schools therefore needs to be revisited.

7.4.5 There is a question mark over the efficiency of strategies to expand school the coverage of school catchment mapping to CFA schools. The 100 per cent coverage in CFA schools Batticaloa and Nuwara Eliya districts are indicative of efficient strategies.

It is assumed that it is the objective of the CFA to establish catchment mapping in all schools. Given that the approach was first introduced and developed in 2005 with technical support from UNICEF Bangladesh (UNICEF, 2005), it is somewhat surprising that it has not yet become a standard operating procedure. The strategy to expand the coverage of this intervention are not clearly defined. The finding in this evaluation that overall 58 per cent of schools were conducting school catchment mapping is indicative of inefficiency. However, the fact that 100 per cent of CFA schools in Batticaloa and Nuwara Eliya suggest that the strategies utilised in those districts have been efficient. There are similar findings in terms of strategies to put in place active SACs in CFA schools. Overall the coverage rate is only 72 per cent, but the 100 per cent coverage rates in Batticaloa and Kilinochchi districts are indicative of efficient strategies.

7.4.6 With regard to school-level interventions for Dimension 1, the picture of efficiency then is mixed. Overall, the level of efficiency in putting core interventions in place falls short of 100 per cent, but in certain districts there appear to be high levels of efficiency. The factors that may be responsible for this are not fully clear, but probably result from a combination of commitment, capacity and strategy.

7.4.7 With regard to the training of teachers to improve their skills in child-centred teaching and learning, the outcomes found in the OS indicate that cost efficiency (and cost effectiveness) of training strategies and programmes must be called into question. Teachers are not commonly or consistently using child-centred methods. It is important to
assess the strategy for teacher development in this regard and how it supports school-based teacher development. At present there are no time series data on CFA teacher training that are useful for assessing either its effectiveness or efficiency.

7.4.8. **The efficiency of inputs to promote the participation of children and parents in school development seems to be quite low.** The participation of children seems to be under-represented in the Sri Lanka CFA. It appears that few children are able to participate in SDP development, implementation and M&E. The participation of parents is also quite restricted. This does not involve all parents and the participation of poor parents seems to be particularly limited.

7.4.9. **The multiplicity of overlapping school level committees that is being promoted through the CFA is not conducive to efficiency.** Schools are putting in SACS, CECs, CPCs all of which overlap to some extent. There is a need to take stock and to see if any rationalization of roles and responsibilities can be accomplished.

7.4.10. **There is some evidence of a lack of clear focus and dilution of effort.** The CFA may be trying to introduce more innovation that can easily be taken up in schools given the systemic problems they face and the resources available. Given the modest levels of funding that are available for CFA development and institutionalisation, it makes strategic sense to focus on a limited set of fundamental issues, perhaps 1 or 2 and use these to promote the CFA more broadly.

7.4.12. **A number of programmatic issues affected efficiency of CFA roll out.** Key informant interviews identified a number of implementation shortcomings that affected efficiency:

- Initially, schools for CFA inputs were not selected on the basis of proper criteria;
- A lack of documentation of innovations and practices;
- The selection of teachers for training was not also properly considered i.e those who would be most able to implement;
- Schools often wanted to join the CFA simply in order to obtain resources without understanding the concept;
- The skills of principals regarding reporting, analysis, documentation were ‘extremely poor’;
- Sudden transfers of teachers and teacher shortages have impacted on efficiency, effectiveness and sustainability;
- Lack of standard materials;
- Weak communication between levels of the system resulting in a general lack of awareness of implementation activities;
- Too many activities to implement effectively and efficiently;
- Delayed fund transfers
- Lack of linkages e.g. between pre- and in-service teacher training’ school attractiveness and teaching quality.

7.4.13. **There are systemic barriers at school level to ensuring optimal CFA efficiency.**

These include:

- The management of primary sections in schools; the lack of primary level principals with appropriate training and experience;
- Teacher deployment practices, the hiring of staff with no primary education training and the loss of trained staff;
- School-based management and poor data/record keeping;
- A lack of school level policies on the CFA and implementation standards;
- The strong focus on preparing for the G5SE.
7.5 Sustainability

Sustainability is concerned with measuring whether the benefits of an activity are likely to continue after donor funding has been withdrawn. Projects need to be environmentally as well as financially sustainable.

7.5.1 Introduction

A number of positive indications of sustainability were identified in the BESP evaluation. A commitment to the adoption of the general principles of CFA was expressed in the 2010 national plan *Mahinda Chintana: vision for the future*. CFA is a central plank of the Ministry of Education’s National Strategic Plan for Education 2012-2017. A CFA guidance manual on CFA had been distributed to 2,800 primary schools/sections beyond the BESP schools. The incorporation of CFA content into the primary curriculum began in 2007 and was intensifying. The inclusion of a CFA module within the College of Education teacher education curriculum would provide for the sustainability of the approach for many years to come. As well as widespread awareness of CFA principles and practices provinces at the school level, there was growing awareness among provincial, zonal and divisional level officers.

7.5.2 Sustaining the CFA involves continuing to ensure its relevance and that it is having an impact

The CFA is a continuous process with no obvious end point. It appears from the findings of this evaluation that it is still at an early stage of its development and implementation. It is not yet having a significant impact on teaching and learning. It is not clear from the available evidence that it is having much impact on inclusion in the classroom. While there is an enhanced focus on attendance monitoring this needs to be complemented by greater attention to demand side factors in school attendance, learning and school survival.

7.5.3 Some of the ideas and interventions introduced through the CFA have become widely implemented in non-targeted CFA schools

The ideas that the CFA has introduced into primary education (e.g. child-friendliness) and some of the activities such as classroom attractiveness have become widely adopted beyond the boundaries of the CFA interventions. This is possible due to the diffusion of ideas as well as the training given to the Provincial Resource Teams. This may account for the very small differences found between targeted CFA and NCFA schools in the classroom observation study.

7.5.4 Core ideas and activities in the CFA are already in the primary school mainstream. The sustainability of mechanisms to monitor attendance (e.g.) SACs, school planning (SSA and SDP) and in-service training for teachers will continue as standard operating procedures. The strategy of mainstreaming the CFA in the curriculum, teacher training and school planning will assist in keeping the CFA relevant. The key issue is to improve the effectiveness of interventions to improve inclusion and learning outcomes, especially of those who are disadvantaged. It will be important to increase the focus on equity. The ownership displayed by some school principals will also support CFA sustainability.

7.5.5 A policy framework would enhance sustainability

Without specific policy either at national level or at school level, or a costed strategic plan for national implementation together with agreed ‘CFA standards’ and ‘how to’ guidelines for implementation, the CFA will likely struggle to be effective in all schools and make a significant difference to the educational opportunities of poor and disadvantaged children.
7.5.6 Resources are needed to ensure sustainability

The sustainability of the CFA is dependent to a large degree on continuing funding. The work is not yet done. The CFA has not been implemented in all schools in terms of the loose standards set so far. Ongoing training is required for ISAs and to ensure the sustainability of the PRTs, for teachers to improve the uptake of child-centred methods in the classroom and for principles to strengthen SBM including the CFA. To cost these intervention is a complex undertaking. It would be greatly facilitated if the MoE could work with UNICEF and interested development partners to develop a costed medium-term plan to implement the CFA to agreed standards in all primary schools and sections by 2020. This could also provide an exit strategy for UNICEF.
Section 8. Conclusions and Recommendations

8.1 The added value of the CFA

The CFA has been adapted from a global model to meet the needs in Sri Lanka of child-centred primary education. It has been used to support ongoing reforms being implemented through the ESDFP 2 and to introduce a number of relevant innovations to support these. The added value that the CFA has brought is reasonably clear and evidenced by the fact that has proved useful as a holistic framework to bring about change in school-based management, teaching and learning and community participation. The framework is a valuable tool for promoting child rights in education. It potentially includes all of the major areas to be considered in primary education development.

8.2 The CFA has been an important positive factor in primary education development

The CFA has been important as an idea and a set of actions, both theory and practice. It has been instrumental in changing ideas about how primary education is delivered, about what a school looks like and how it is experienced by children. It has brought about changes in the ways in which school principals and teachers view children and how they should interact with them in the classroom and in the school setting more generally. The CFA has helped people think more deeply and systemically about primary education. There is now the recognition that primary education reform involves changing culture, changing the attitudes and behaviours of all stakeholders involved in its delivery.

This evaluation has confirmed some of the key findings of the CFA Global Evaluation (UNICEF, 2009). The CFA is:

- **A flexible model.** The CFS model is flexible, adaptable to different contexts, heuristic and broadly appropriate; CFS is not a blueprint and can be implemented in different ways with different levels of support depending on local needs;
- **A helpful concept.** The conceptualization of CFS appears to be sticky (Heath & Heath, 2007), helping stakeholders grasp the need to address the whole child in a manner that embodies the principles of inclusiveness, child-centredness, and democratic participation;
- **A useful framework for the MoE.** The CFA initiative has provided the MoE with a useful and relevant framework for improving education that promotes child development and is inclusive, participatory and responsive.

The CFA has supported the development in schools of a number of key interventions which are integral to the ESDFP and the PSI. These include SACs, SDPs and SBTD.

8.3 The CFA has increased awareness and enhanced action in improving access and retention in primary schooling

There is evidence from field visits and case studies that school principals and teachers have increased awareness of the importance of monitoring children who are at risk of drop out. This is reflected in the multiple and often creative ways schools are monitoring and encouraging regular attendance and timeliness. Irregular attendance is considered a precursor to drop out. School principals report that this and other interventions such as the work of school committees (SAC, CEC etc) has resulted in improved attendance and reduced drop out. Unfortunately poor record keeping in schools meant that statistical calculations to verify this claim were not possible.

The issue of inclusive education for children with disabilities is relatively new within the CFA framework. It is perhaps too early to note any effect. There was little evidence from this evaluation that there is much in the way of change at the school level. Resources are too limited and negative attitudes abound to this target group as far as inclusion is concerned. A more strategic approach to including children with disabilities in mainstream schools is warranted.
More attention is also needed for slow learners and the development of remedial education programming in school time rather than after school. This appears to be an area of primary education practice requiring additional resources.

8.4 The CFA has yet to deliver key improvements in teaching and learning.

The results of the OS indicate that while teachers have adopted some positive behaviours that are favourable to a child-friendly classroom climate, they have yet to use child-centred methods (CCM) in their teaching as the main approach. They are currently at the margins of practice. This appears to be where the greatest effort is needed. The OS also revealed that teachers may not be investing sufficient time in developing good quality lesson plans which are used to deliver effective teaching and learning. This implies a review of current approaches to INSET on CCM and SBM together with the development of a clear strategy to improve the uptake of CCM in classroom teaching and learning.

8.5 The CFA does not appear to be delivering significantly better learning outcomes in terms of ELC attainment

If the CFA is delivering better learning outcomes as measured by attainment of ELCs in KS1-3 they are from a very low base. There is cause for concern at the relatively low levels of ELC mastery encountered in its evaluation in the OS and the case study schools. If the CFA is enhancing learning outcomes effectively, it would be expected that relatively high levels of ELC mastery would be encountered. This is not the case. See Section 6.2.9. The problem likely lies in a combination of poor teaching and learning practices and a difficult curriculum and assessment procedures. If these are truly ‘essential’ competences mastery attainment rates arguably should be higher than 80 per cent. For example, they are 36 per cent for boys at KS-2 in targeted CFA schools.

8.6 The CFA has contributed to raising awareness of the importance of parental participation but levels of democratic participation are currently often low.

The CFA emphasize participation of parents in the running of the school. This has had less to do with democratic participation than providing resources for schools that are financially constrained. There are relatively few opportunities to participate in school committees and poor parents may face time and opportunity cost barriers to their participation. The participation of primary age children in school development planning, implementation and M&E appears to be negligible. Other ways of enhancing the meaningful and democratic participation of parents and children need to be sought and included in the CFA.

8.7 The CFA is not yet working as intended

The findings from this evaluation indicate that the CFA is not working in a number of key areas. It is helpful to the theory of change that was introduced in section 3.3. (See below).

It can be concluded that schools are open and increasingly welcoming of all children and are child-seeking. There is still work to be done in addressing prejudicial attitudes among teachers towards disadvantaged children including those with disabilities and slow learners. A stronger focus on promoting equity is needed. The demand for education still needs to be addressed among the very poor and marginalized. More attention to demand side interventions is needed in the CFA, involving social protection and conditional transfers.

The point where the approach begins to break down is in the box itself. Teaching and learning is insufficiently child-centred. The classroom observation study found that teaching behaviours associated with child-centred teaching were rarely or never used in more than 50 per cent of lessons observed. These included the use of pair and group work; encouraging pupils to ask questions, asking pupils to demonstrate in class and the use of peer tutoring. At the same practices which are good practices in lesson development and delivery were also rarely or never used. These included: stating lesson objectives; checking for prior knowledge of the pupils; explaining materials clearly and accurately and using a range of instructional materials; summarizing key points through the lesson and making effective use of the chalkboard. Good practices of student assessment, feedback and follow up were similarly infrequently observed as was effective time management. Key informant interviews indicated that a great deal of
classroom teaching is monotonous and teacher-centred. Teachers are weak in classroom management techniques and have difficulties in controlling the behavior of the children in the absence of corporal or harsh psychological punishment. The findings were consistent with the finding that lesson planning is not universal in schools (66 per cent schools had daily lesson plans available).

The case study schools and field visits to schools suggest that not all parents are active participants in education. The CFA emphasis on parental participation in SDP-related processes is too limited in concept and action. At the same time encouraging parents to contribute to the development and maintenance of schools may be appropriate for the engagement of those from upper wealth quintiles; it does not appear to be appropriate for the poor. Parents were observed to be engaged in cleaning school toilets and classrooms. This is rather different from involvement with the education of their children.

The issues of health and safety (CFA Dimension 4) fell outside the ToRs for this evaluation. It should be noted that the MoE has a reasonably effective school health and nutrition programme (SHN). This should be reviewed when making any revision to the CFA.

The outcomes that are predicted by the theory of change: children are safe and included, engaged, challenged and supported is not happening for anywhere near all children in primary schools. The ELC results obtained through this evaluation show that many children are failing to achieve mastery level, while some children have very low levels of attainment. The problem certainly lies with the teaching; it may also lie with the curriculum and the testing process as well. School seems to focus on the G5SE rather than ELCs and this has to do with perpetuating inequality though the transfer of the successful candidates to elite national schools.

The conclusion drawn from this analysis is that more investment must be made in changing teaching and learning behaviours and to promoting a more equitable approach to learning outcomes.

8.8 What has worked well?

The empirical results of attempts to measure the effectiveness of CFA interventions have been very mixed. Accordingly, it has been difficult to identify what works consistently. The
The following have been identified on the basis of both quantitative and qualitative research findings as working well within the CFA:

8.8.1 **The idea of the ‘child-friendly school’**. The concept of a learning environment in which children are happy has gained traction. It is helping to change the conception of the primary school/section among school principals and teachers. This has resulted in a greater sense of ownership of the school by children: ‘this is my school’;

8.8.2 **The school and classroom climate**. Efforts to improve the climate of schools and classrooms is working. This is reflected in the OS findings in which commonly used teaching behaviours are favourable to establishing a positive classroom climate. This implies that teacher training on the CFA is working at this level. It was commonly reported during school visits that children are happy coming to and being in school.

8.8.3 **School attractiveness**. Schools are transformed in appearance by school attractiveness interventions. They are colourful and welcoming. It is said that children like the displays and decorations. They like being in such schools.

8.8.4 **Corporal punishment**. Although corporal punishment cannot be said to have been eliminated, it now seems unacceptable to use it in CFA supported schools. There is enhanced awareness of the negative impact of the practice. There is anecdotal evidence that harsh punishment is in decline and positive discipline is being used more. Training and awareness raising on corporal punishment seem to be having an effect.

8.8.5 **Attendance monitoring**. Attendance monitoring is part of the mechanisms in to be put in place to improve enrolment and prevent school drop-out. These are often innovative and reportedly contribute to improved regular attendance and reduced drop out.

8.8.6 **Parental involvement in schools**. There is an increase in parental participation according to key informant interviews though this is related more to assisting in school activities from preparing teaching aids to cleaning than democratic participation. Nevertheless this has reportedly resulted in positive effects including better school-community relations.

8.8.7 **The provision of reading materials/corners**. This has stimulated reading practices in reading book-poor school environments. A more comprehensive approach to developing early grade reading and writing skills is needed.

8.8.8 **School Self-Assessments (SSA)**. The SSA has been recognised by MoE as a useful practice to identify school, development priorities and encourage democratic participation and is being more widely adopted for the SDP process. There are currently no how to guidelines available to schools and this needs to be addressed.

8.8.9 **Efforts to increase community awareness of child rights**. Greater community awareness of child rights is reported in key informant interviews though there is still need to develop accessible communication products on the CFA for parents.

8.8.10 **Capacity building at MoE central and provincial levels, including PRTs**. The establishment of the PRTs and in the MoE has been a clear success. This has facilitated the roll out of CFAS interventions. The capacity established needs to be sustained and renewed. Further support at central and provincial level is required for this.

8.8.11 **Motivation and training of some school principals**. The CFA has had positive effects on the motivation of some school principals who have found it a useful framework for developing the quality of their schools.
As can be seen from the abovementioned list, these positive effects span the three CFA dimensions being evaluated. In all instances, there is still work to be done in scaling up. Each of these intervention areas needs to be continued and deepened.

The findings of this evaluation confirm some of those of the 2010 evaluation (See Annex 6) in that:

- The school environment is attractive and clean;
- School principals are key to success;
- The CFA has changed attitudes of principals and teachers.

8.9 Some elements of the CFA have not worked so well

8.9.1 This evaluation has some similar findings to the Global CFA evaluation in that the following were found:

- Data limitations at the school level;
- Resource constraints;
- Shortcomings in teacher education; and
- Challenges in including children with disabilities.

The findings of this evaluation also mirror and confirm those of the 2010 CFA evaluation (See Annex 6) in that:

- SACs were not functioning in all schools;
- ISAs do not visit remote schools;
- Rural schools face teacher shortages;
- In some schools non-partitioned classrooms disturb teaching and learning;
- A shortage of toilets and water in some schools;
- Parental participation is an issue; and
- Teachers in rural schools may not receive adequate training opportunities.

8.9.2 Teacher training and support. Teachers are not yet putting into practice skills they have acquired through training on child-centred methods. Teachers are weak in classroom management techniques. Reading and writing skills seem not to be generally not taught well. ELC monitoring is not conducted as intended. This suggests that the training approach is not sufficiently intensive or well followed up to be very effective in changing classroom behaviours. The attitudes of some teachers are prejudiced towards slow learners and children with disabilities.

8.10 Areas to be considered for CFA strengthening

There are significant areas where current approaches need to be reviewed and changed. These are as follows:

8.10.1 The policy framework. The CFA lacks a clearly stated national policy framework to ensure national implementation takes place in all primary schools. This should include a clear description of expected outcomes and the processes to achieve these, minimum standards to be achieved and roles and responsibilities for implementation. It would be helpful if individual schools could set their own child friendly policies based on the national policy. This would help foster local ownership and commitment. A 5 year costed strategic plan is also needed to implement the CFA policy so that national implementation is achieved efficiently and effectively. Such a plan preferably with time-bound targets would greatly assist M&E and the tracking of progress.

8.10.2 School-based management. This evaluation has observed significant shortcomings in the management of some schools, particularly in relation to lesson planning; statistical data and record keeping. There appears to have been limited attention to the key role of school principals and school management more generally in the CFA to date. For example, it is not specially included in CFA Dimension 6. Some training of school principals has taken place but this appears to have been in relation to specific activities such as M&E; the SSA and SDP; and
SACs, rather than mainstreaming the CFA into school-based management. While a suite of products has been developed for implementation, there appears to be a lack of a ‘how to’ manual specifically for school principals to follow in their schools; this is a significant omission. The CFA Guidance manual is too general in scope and best suited for a broad orientation to the CFA for all stakeholders.

8.10.3 Coordination mechanisms. There is a lack of effective coordination to ensure that the CFA is explicitly included in all relevant education sector documents (and vice versa). The following examples indicate a lack of effective coordination:

- The Framework for Action for Inclusive Education in Sri Lanka (EFA Unit, MoE, 2009) provides an approach to creating an inclusive culture in schools, developing inclusive practices and providing appropriate quality education. There is no reference to the CFA in this framework, yet it includes activities that are part of the CFA remit. Neither does the CFA Guidance Manual make any reference to this Framework. The toolkit prepared for teachers Becoming More Inclusive (MoE, 2012) with support from UNICEF, also makes no reference to the CFA.

- The Sri Lanka Out of School Children Country Study (UNICEF, 2013) did not investigate the effectiveness of the CFA interventions being implemented to prevent and address school drop out at the primary level. Recommendations to address demand and supply side issues are made in the report, but these are not presented as being within the CFA framework or in way related to CFA implementation. In fact the CFA is somewhat marginal to the analysis and is omitted from the recommendations. The Draft Action Plan for Out of School Children covers the 5-16 age group and therefore extends into secondary education. The action plan is not aligned structurally with the CFA framework. It is therefore unclear how the CFA would be enhanced in terms of implementing activities to facilitate access to all children in the 5-16 age group.

8.10.4 In-service teacher training on the CFA.

The findings from the classroom observation indicate low levels of use of child-centred teaching methods. This is central to the effectiveness of the CFA and its core principles. Teachers are also not commonly using teaching behaviours that are good practices in lesson planning and delivery. It is concluded that there are systemic and cultural issues to be addressed.

It is hard to discern a clear strategy for in-service teacher development in the existing CFA framework. The in-service training agenda is lengthy and includes: clinical teaching in KS-1 of language and mathematics; multi-level teaching; ELCs; inclusive education methods; multi-grade teaching; social cohesion and child-centred teaching methods. How all of this fits into the system of school-based teacher development (SBTD) is far from clear. There are various packages of in-service training, some of which are in the process of development.

The current approach to in-service training is multi-faceted and highly ambitious. The recognition that the teacher is central to the CFA is appropriate, but the approaches are not yet working well. It should also be recognized that a child-friendly school is also a teacher-friendly school in that the necessary resources are available, including office space, classroom equipment and good quality training, to enable the teacher to carry out her/his work professionally. This is not happening in all schools. There is a clear need to develop specific CFA standards for the teacher in the school and in the classroom, with a focus on promoting specific teacher behaviours. A more clearly focused approach is desirable.

8.10.5 ELC monitoring and remedial teaching

ELC monitoring is taking place and statistical data generated on ELC mastery for KS 1-3. How this monitoring is being used to support slower learners and those who fail to master the ELCs is far from clear. There appear to be very limited resources to assist those who require additional support, including remedial teaching.

Teachers are orienting their teaching to the better performers in class, to obtaining results in the G5SE and the academic achievement of the few. Classroom observation found that teachers were rarely or never using good practices of assessment, feedback and follow up in
the classroom teaching. There is evidence of prejudicial attitudes and practices towards slow learners. In short, the current practice of ELC monitoring and remediation appears to be far from child-friendly.

8.10.6 Learning outcomes: ELC mastery level attainment

The low levels of ELC mastery encountered in this evaluation should give ample cause for concern. If the competences to be acquired are indeed essential, it would not be unrealistic to expect 100 per cent (or near) achievement at all levels. The reasons for the low levels of ELC mastery need to be further explored. They could result from a curriculum that is too demanding and not sufficiently age-appropriate; teaching practices that favour the more able students; or demand side factors that impact on motivation and ability to learn. The current levels of ELC mastery do not sit well with the CFA and a strategic response is required.

8.10.7 Parental participation in school committees and school development planning

Low levels of parental participation in the SDP were encountered. Too much reliance is placed on the SSA and SDP for participation of children and parents. The purpose of the SDP is unclear in many schools. It is template-based, with little funding and limited authority devolved to the school. There is no guideline at present on how to conduct the SSA. Moreover, there is little quality assurance and technical support from zonal offices for the SDP.

A broader approach to meaningful parental participation is required. It was found that parents were donating resources, including their time and labour to the school. While this may have some beneficial effects in a poorly funded schools system. It needs to be recognised that not all parents can contribute in this way. It was noted that parents are involved in cleaning the toilets of some schools, which seems to be a questionable practice.

8.10.8 Child voice and participation in school operations

There is a lack of consideration of primary-age child participation in school activities aside from in the classroom and in SSA/SDP. Further consideration is needed to identify age-appropriate ways to give children more voice in the primary school/section.

8.10.9 Equity. An equity perspective is almost entirely lacking in the current CFA framework. There is great variation between the quality of schools which is inequitable. Within schools there is often inequity in terms of learning outcomes as measured in ELCs. Equity is a principle that needs to be mainstreamed throughout the CFA dimensions and criteria. It seems to be particularly important to emphasize equity in relation to CFA Dimensions 1, 3, 5 and 6.

8.10.10 M&E. Monitoring the CFA has been a persistent challenge. It is complex and insufficient technical expertise has been marshaled to develop a usable set of indicators that provide relevant and reliable data on coverage, quality and outcomes. The lack of a strategy and clear standards for CFA implementation has made M&E more difficult. Teacher standards have recently been developed but were not included in this evaluation. They would form a component of amore holistic specific M&E framework which for the CFA that still needs to be developed.

8.11 Contextual barriers to effective CFA implementation

The constraints on effective implementation of the CFA in all primary schools and sections are multiple and to some extent interlocking. There are systemic issues, some of which will require considerable political will to resolve.

The main barriers to the effective implementation of the CFA are identified in section 2.1 of this report concerning the country context. They can be summarized as follows:

8.11.1 Financing of primary education. Chronic low levels of funding for primary education have contributed to poor quality school infrastructure and service delivery. Increasing allocations is an urgent priority. However, this needs to be conducted in a systematic way with clearly identified priorities for additional resourcing. The preparation of a medium-term costed plan for primary education should be considered to help facilitate this process.
As a result of inadequate financing, physical conditions in some primary schools and the primary sections of some schools are not conducive to effective teaching and learning. Classrooms may include non-partitioned spaces in a large hall which are very noisy. There are shortages also of classroom furniture and equipment (World Bank, 2013). Water, Sanitation and Hygiene (WASH) in schools remains a major challenge of the education sector. Approximately 17.21 per cent of the schools do not have drinking water facilities in Sri Lanka, and only 51.3 per cent of schools have adequate sanitation facilities. In line with the MoE standards, sanitation facilities are a serious deficit in 18.3 per cent of the schools and another 30.4 per cent of schools have inadequate sanitary facilities.

8.11.2 The management of primary education

There are systemic problems. According to the World Bank (2013), the organisation of primary education in Sri Lanka has a number of important consequences:

ix) While primary education is regarded as a distinct stage of the school curriculum, it is not treated as a separate stage of education management and planning;

x) When teachers are allocated to schools, those without any training (and those trained in primary education) are appointed to primary teaching. Sometimes teachers trained in secondary education are appointed at this stage. Many teachers seek to upgrade their qualifications to upgrade them to secondary level;

xi) In the vast majority of schools offering primary education, the principal is head of a school that offers both primary and secondary education. He/she is unlikely to have primary education qualifications or to have taught at this level. In principle, all schools above a certain size should have primary head of section. However, only 1,212 teachers were listed as having supervisory responsibility for Grades 1-5 out of 9,307 schools offering primary education at the time;

xii) Many principals lack awareness of primary education and curricula and are therefore unable to support teachers effectively;

xiii) In-Service Advisers (ISAs) are allocated to work with teachers in schools. This is on the basis of a formula that treats primary education as a subject. This results in ISAs supporting primary education in all 6 subjects of the primary school curriculum in almost all schools. In addition, other subject advisers support the teaching of one or two subjects. The scale of work for primary ISAs is far greater than for those with other subject responsibilities;

xiv) In the Ministry of Education, the Primary Education branch, which is responsible for all 6 subjects at this level, has the same organizational status and size as a secondary school subject;

xv) Financial allocations are made by Provincial Administrations to schools rather than sections. School principals are responsible for spending and accounting for the school as a whole. Anecdotal evidence suggests that resources are disproportionately allocated to secondary grades and GCE ‘O’ and ‘A’ levels in particular;

xvi) The Ministry of Education has a separate budget line for primary education, but this is for primary sections of National Schools only. Separate allocations for primary education do not exist at Province, Zone, Division and School budget levels.

8.11.3 Equity. Education system outcomes are highly inequitable. There is a strong emphasis on academic excellence which disadvantages the rural poor, and marginalised. More attention is needed to enhancing education opportunities through for those populations.

Children in disadvantaged families are particularly demotivated by negative attitudes of teachers, uninteresting lessons, and harassment by teachers and peers (UNICEF, 2013). This situation could partly be due to the social distance between the teacher community and the communities from which these children are drawn as well as poor attendance and poor achievement which arise from poverty and poverty-related disadvantages which make children less motivated in studies. In addition, it could also stem from the teacher-centered, transmission mode of education which has undergone little change in spite of continuous efforts to reform education. The system is in effect reproducing social disadvantage (Little et al, 2011).
Exclusion in primary education then occurs typically within the school rather than outside. There are wide variations in attendance and learning achievement among children enrolled in primary education. Children are at risk of ‘silent exclusion’ and eventual drop out through poor attendance and low levels of achievement.

8.11.4 The testing regime

The Grade 5 Scholarship Examination results in teachers preparing students for the test and heavily relying on didactic teaching and rote learning. The backwash effect of the examination extends down to early primary education and undermines the overall objectives of education at this level (World Bank, 2013).

8.11.5 Teacher education and deployment

Pre-service teacher education lags far behind. A professional qualification is not a compulsory requirement for teacher recruitment. The output from pre-service training programmes is insufficient to meet the demand from schools. Physical and human resources are insufficient to provide good quality programmes. Sri Lanka does not have framework of standards for teaching specified by a regulatory body. There is a lack of qualified teacher educators to teach newly introduced subjects in the NCoE curricula and a lack of adequate facilities in NCoEs; only blackboard and chalk are available. There is also a lack of books and reading materials in the libraries. Most subjects are theory-based and some are overloaded. There is a lack of coordination between NIE, MoE and NCoEs in introducing curricular innovations at school level.

8.11.6 The curriculum

The curriculum content in some subjects at primary level is considered to be too demanding, not linked to the developmental stage of the child and insufficiently piloted prior to national implementation. The recommended pedagogy of active learning is often not followed especially in the upper grades of primary education (World Bank, 2013). Studies of textbooks have shown that these help to continue to reproduce gender stereotypes and the illustrations play a significant role in this (UNDP, 2014).

8.12 The way ahead

The CFA has shown its usefulness as a tool to stimulate action at national and decentralised levels to improve primary education service delivery for children. The approach can be strengthened and made more effective by MoE and development partners taking strategic choices.

This evaluation has identified the strengths and limitations of the ways in which the CFA is being implemented. There are a number of key issues to consider in taking the CFA forward in developing more equitable quality primary education that is fully inclusive and supportive of social cohesion.

8.12.1 Priorities for investment

The systemic problems

What are the priorities for investment to improve CFA implementation in primary schools and sections? There are a number of possibilities to be considered to address the systemic issues summarised above. Improvements are needed in all of the following areas:

- School infrastructure;
- Primary education management;
- Teacher training (pre and in-service) and deployment;
- The primary curriculum;
- Assessment procedures;
- Social protection and demand side support for vulnerable children.
How to sequence the multiple changes that are required should be considered within a medium term planning framework.

8.12.2 CFA specific issues

The CFA has been implemented in Sri Lanka since 2002. It is now time to consolidate, and improve overall effectiveness. The CFA is a national programme which should be implemented in all schools according to the ESFDP. ‘Going to scale’ is therefore a key issue. What this means is less clear in practice without a clear set of standards for implementation in schools so that equity can be promoted. To achieve national implementation requires a better enabling environment. Elements of this could include:

- A specific policy on CFA in primary schools;
- School level policies on CFA;
- A costed strategic plan for national implementation;
- CFA standards for schools;
- A revised CFA framework;
- ‘How’ to guidance for school principals;
- A modular in-service training package for teachers.

8.12.3 What elements of the CFA should be prioritized?

The following have been identified on the basis of both quantitative and qualitative research findings;

i) Policy formulation for the CFA (national and school level);
ii) Preparation of a strategic plan for national implementation;
iii) Teacher training in CCM;
iv) Selection of core indicators to measure CFA effectiveness/standards and putting in place a specific CFA M&E plan:
v) Strengthening school based management for effective CFA implementation;
vi) Strengthening an equity perspective in the CFA;
vii) Focus on early grade reading and writing skills (KS-1).
viii) Strengthening an equity perspective in the CFA;
ix) MoE decision-maker exposure to Asian countries with developed CFA policies and programmes (e.g Cambodia and Thailand).

Perhaps a better question is *how can the CFA as a whole be improved in concept and application to improve the opportunities of all children in primary and (junior secondary school) to learn and succeed in life?* A piece meal approach goes against the tenets of the CFA and is likely to be ineffective in bring about significant and sustainable change.

8.10 Recommendations

6.10.1. Recommendations to MoE

The following recommendations are made for the MoE to consider:

vii) **Develop a substantive national policy framework for CFA implementation at primary (and junior secondary level).** This will lend greater weight to its implementation and support consistency in approach. There are various ways in which this can be accomplished. Consider allowing schools to develop their own policies on CFA with guidance from the central level;

viii) **Develop standards for CFA implementation in schools as part of policy;**

ix) **Develop a costed 5-year strategic plan to support national implementation of the CFA.** This should include a specific M&E plan.

x) **Update the CFA framework** to include some of the more recent developments in primary education development including the inclusive education toolkit and the out of school study.
Develop a theory of change for the CFA. The vision for change as a result of the CFA is far from clear in CFA documentation. The CFA does not provide a clear vision for change, nor does it propose a clearly articulated strategy to bring about changes in school cultures. There is a lack of a theory of change that is specific to the CFA in any documentation;

Prepare a ‘how to’ manual for primary school principals/section heads for consistent CFA implementation;

8.10.2 Recommendations to UNICEF

Focus on upstream policy and strategy work with MoE on advising on child-centred primary education reform/CFA and sharing good practices from other countries in Asia-Pacific region in collaboration with UNICEF regional and country offices;

Work more closely with other development partners to help MoE reform primary education in line with the CFA to improve equity and quality in service delivery and learning outcomes;

Continue to support the building of technical capacity at Province level focusing on strengthening PRTs implementation of the CFA;

Focus on fewer technical issues at the school level for greater impact. It is recommended that the focus be confined to strengthening school-based management for implementing the CFA and for changing teaching practices to enhance the use of child-centred teaching and learning methods through pre and in-service training/SBTD particularly in terms of improving learning outcomes in early grades of primary schooling (especially in reading, writing and mathematics skills);

Focus on supporting MoE and Provincial Education authorities to implement inclusive education more effectively and better educational opportunities for children with disabilities;

Provide a package of technical assistance and visits to selected countries in Asia to help MoE develop a policy and strategic planning framework for national CFA implementation in primary (and junior secondary level);

Support a situation/needs analysis study to inform CFA implementation at junior secondary level.

8.10.3 Recommendations to development partners

Establish a CFA working group of development partners that are supportive of the CFA to achieve synergies, exchange best practices and improve coordination on policy dialogue.
References


Annex 1

TERMS OF REFERENCE FOR

Joint GoSL and UNICEF Evaluation

of the

Child Friendly School Approach in Sri Lanka

October 2014
Contents

1. Background ..............................................................................................................................190
2. Target audience .....................................................................................................................191
3. Scope and focus of the Evaluation ....................................................................................191
  3.1. Relevance .........................................................................................................................192
  3.2. Effectiveness .....................................................................................................................192
  3.3. Efficiency ..........................................................................................................................193
  3.4. Inclusiveness .....................................................................................................................193
  3.5. Sustainability .....................................................................................................................194
4. Approach and Methodology ................................................................................................194
5. Stakeholder participation and governance ........................................................................195
6. Evaluation Team Composition and Qualifications ..........................................................196
  6.1. Professional Qualifications ..............................................................................................196
  6.2. Roles and Responsibilities ..............................................................................................196
7. Deliverables .............................................................................................................................198
8. Planned schedule ....................................................................................................................198
Annex 1: Dimensions of CFA Approach .................................................................................199
Annex 2: Past CFA evaluations and assessments ....................................................................200

No table of figures entries found.
1. Background

The CFA approach was first launched in Sri Lanka as a joint school-based pilot initiative between the Ministry of Education (MoE) and UNICEF in 2002. Since the initial pilot, the CFA has been operationalized in a phased manner to a total of 1,359 primary schools as of today. In addition to the 1,359 primary schools supported by UNICEF, the MoE has promoted the elements of the CFA in other primary schools with support from other development partners including the World Bank and the Asian Development Bank and without external support in selected provinces. Finally a number of NGOs have supported CFA-related programmes across the country at smaller scale.

At a policy level, the Ministry of Education (MoE) adopted the CFA approach as the guiding framework for quality primary education in 2012. The CFA has since been reflected in and promoted through a number of policy documents as well as in the ESDFP – the Education Sector Development Framework Plan. Moreover to strengthen the monitoring towards the target of achieving child-friendly schools in all primary schools by 2016, a Child-Friendly Schools Monitoring Unit was set up under the Presidential Secretariat in 2013.

UNICEF has been supporting the MoE at two levels, at the central MoE and decentralized levels. At the central level, UNICEF has provided support to the MoE and NIE in mainstreaming the CFA in its policies, sector plans, processes and practices. At decentralized levels, UNICEF has been working since 2009 in four Provinces (11 Districts) of Sri Lanka focusing on enhancing the CFA implementation on the ground. Out of the six CFA dimensions defined by the MoE, the UNICEF programme has been focusing its capacity development support on improving (1) access/inclusiveness (CFA dimension 1); (2) quality learning outcomes (CFA dimension 3) and (3) participatory school development planning and monitoring (CFA dimension 5).

With respect to enhancing access and inclusiveness, the programmes included setting up effective mechanisms for preventing drop-outs and seeking and responding to out-of-school children (OOSC) at school and their catchment areas. With respect to enhancing the effectiveness of the teaching and learning environment and ultimately learning outcomes at the school level, the programmes supported the development of CFA training modalities, manuals and e-learning resources for pre- and in-service teacher development to promote an increased awareness on the CFA among teachers and principals and an increased use of child-centred teaching methods, including for multi-level teaching to ensure inclusiveness in classroom teaching practices. With respect to strengthening the participation of communities in the school development planning and monitoring, the programmes supported trainings on conducting school self-assessments (SSA), formulating school development plans (SDP) and conducting participatory monitoring and evaluation of SDPs. The support from UNICEF also included the provision of supplies and school grants to implement the SDPs.

Following over a decade of mainstreaming and scaling up of the CFA approach by the MoE, UNICEF and other development partners, the current evaluation has been initiated by the Presidential Secretariat, the MoE and UNICEF to take stock and document in a more comprehensive and systematic way.
(1) what elements of the CFA have worked well and why,
(2) what elements of the CFA have not worked well and why,
(3) what elements of the CFA should be prioritized for further mainstreaming and scaling up.

This information will come at a crucial point in time as the GoSL is set out to scale up the CFA to 5000 feeder primary schools in addition to the 1,359 primary schools where the CFA has been implemented with support from UNICEF so far. Secondly the evaluation can permit successful components of CFA to be incorporated to the secondary school education in the country.

2. Target audience

At the central level the target audience for the evaluation is the MoE and the different service providers in the Ministry such as the National Institute of Education (NIE), Primary Education branch, Special Education, Non-Formal Education, Planning, Data Management, Monitoring, Quality Assurance and Research for All branches within the central ministry. Moreover as in Sri Lanka the scaling up of CFA has been coordinated by the Presidential Secretariat since January 2013, the Presidential Secretariat will also be among the primary target audience at the central level.

At the provincial level where Education services is a decentralised subject, the findings will cater to the provincial, divisional and zonal education authorities who engage in operationalizing CFA at the local levels. This includes the In-Service Advisors (ISA) and Zonal directors of Education in the districts; provincial level is the Provincial Director of Education (PDE); and the Director of Primary Education at the Central MoE level. UN and other agencies that support the development of the school education system in the country are also part of the audience the evaluation will cater to.

At the school level, the target population for the evaluation includes principals, teachers, children and communities of primary schools where the CFA approach was adopted through support either from UNICEF or other agencies.

Finally the evaluation will also provide guidance to UNICEF and development partners on how to support the MoE in strengthening the implementation of the CFA in Sri Lanka and potentially elsewhere.

3. Scope and focus of the Evaluation

The main objective of the evaluation will be to measure the relevance, effectiveness, efficiency and sustainability of the Child-Friendly Approach (CFA). The CFA will be evaluated in relation to its external environment, particularly in relation to government plans with similar approaches and programme interventions tested by other partners.

For the current evaluation, primary schools where the CFA was supported by UNICEF will be the focus and a sample of them will be selected for which quantitative and qualitative data will be collected. These schools are situated in 11 districts of the Eastern and Northern provinces as well as Nuwaraeliya and Moneragala. Moreover primary schools in which the Government promoted the CFA with support from other development partners, including the WB, ADB and NGOs, and without direct support from other development partners. This will
facilitate the identification of good practices and lessons learned from a range of CFA-related interventions implemented in Sri Lanka that can be considered for further mainstreaming or scaling up.

The scope and focus of the evaluation takes into consideration the following criteria and questions:

3.1. **Relevance**
   a. What is the relevance of the CFA in Sri Lanka with regards to four criteria: availability, accessibility, acceptability, and adaptability of education?
   b. What is the value of the CFA in relation to primary stakeholders’ needs, national priorities, national and international partners’ policies and global concerns such as human rights - in particular, the Convention on the Rights of the Child (CRC) and the Concluding Recommendations of the UN Committee of the Rights of the Child made to the Sri Lanka? What is the relevance of the CFA in relation to primary stakeholders’ needs, national priorities and policies, human rights and in particular, the UN Convention on the Rights of the Child and the UN Convention of the Rights of Persons with disabilities?
   c. What is the relevance of the CFA and its contribution to the Education Reform in Sri Lanka?
   d. What is the contribution of the CFA to the Education Reform for MoE, Pedagogical Institutes, and other stakeholders such as international development organizations?
   e. For stakeholders, what is the relevance of the CFA in relation to their involvement in the planning and design of the Initiative, based on their needs and priorities?
   f. How relevant is the training of teachers for pedagogical faculties and schools?
   g. To what extent tools, methodologies and the Child Friendly concept are accepted by national and local stakeholders?

3.2. **Effectiveness**
   a. How effective and sufficient are the strategies and interventions associated with the CFA?
   b. What specific factors contributed to delays or difficulties in the implementation and how might these be addressed in the future?
   c. What strategies and interventions associated with the CFA should be prioritized to further improve education quality?
   d. Are there any quantitative or qualitative CFA outcomes that can be measured at national and decentralized levels?
   e. Do the interventions promote equal opportunities for accessing quality education for boys and girls?

At the school level, in terms of outcomes for pupils
   f. To what extent did the CFA result in: Greater class participation for girls and boys? More freedom to engage in dialogue and opinion exchange for girls and

**At the school level, in terms of outcomes for teachers**

**g.** To what extent did the CFA result in: Increased awareness, satisfaction and ease of teachers with interactive and participatory teaching methods? Increased effectiveness in keeping pupils, both boys and girls, engaged in the learning process and so improving learning achievement? Improved capacity to test and evaluate pupils’ learning achievements through unbiased assessment methods based on the Essential Learning Competencies? Improved capacity for multilevel teaching methods to reduce disparities in learning outcomes within classrooms? Improved availability and effectiveness in teacher development support systems and resources on child-centered pedagogy at decentralized levels?

**At the school level, in terms of outcomes for principals**

**h.** To what extent did the CFA result in: Improved awareness of CFA and how to apply the approach to school planning and monitoring? Improved capacity in providing instructional leadership to teachers, through classroom observations and teacher meeting discussions? Improved exchange of lessons learned with other schools on implementing the CFA? Adequate availability of teachers, classroom facilities and instructional resources to support learning?

**At the community level, in terms of outcomes for communities and parents**

**i.** To what extent did the CFA result in: Improved school and community relations? Greater involvement from parents in school governance and management? Promoting child-friendly home and community environments?

### 3.3. Efficiency

**a.** How do the actual costs of the CFA compare to those similar initiatives (MoE staff-capacity building, teacher and school principals’ training, curriculum development or revision)? How do the actual costs of the CFA fit within the short- and medium-term government budget plans?

**b.** What would the costs be for scaling up the CFA versus mainstreaming it?

### 3.4. Inclusiveness

**a.** How much did the CFA promote inclusion in the education system?

**b.** How much did the CFA address and respond to the diversity of needs of all students through the increased participation of marginalized and vulnerable groups?
c. To what extent is the CFA sensitive to cultural and ethnic diversity and
gender?
d. Is the CFA ensuring that students are able to form relationships with and
treat all persons with respect and dignity, irrespective of their cultural and
ethnic beliefs and orientation and gender?

3.5. **Sustainability**

a. Has the CFA in any way been mainstreamed by the MoE into policy
documents, school curriculum, education standards, training of teachers,
participatory and interactive teaching methods?
b. In line with the CFA, what are the main lessons drawn on how to cost-effectively
enhance (1) the effectiveness and inclusiveness of the teaching and learning
environment and (2) the principal's leadership and the community participation in
developing, implementing and monitoring school development plans?
c. Have school principals, supervisors, administrators of educational
departments at all levels and Ministry of Education officials all strongly
supported the implementation of the CFA?
d. To what extent do local duty bearers have the capacity to carry on the CFA
activities on their own?
e. To what extent has the CFA complemented, created linkages or had
synergistic /multiplier effects with educational projects implemented by
other partners?
f. Is there political will on the part of the MoE and NIE to mainstream CFA
principles into the educational system? Are the MoE, NIE and teacher training
institutions able and ready to bring to scale/mainstream the CFA concept and
principles in the education system?
g. To what extent the CFA programmatic interventions inform MoE's and NIE's
annual and/or long-term programme planning and budgetary allocations?
h. What are the cost implications for the national and decentralized education
budgets of further mainstreaming the CFA?

4. **Approach and Methodology**

The evaluation methodology will be guided by the Norms and Standards of the
United Nations Evaluation Group (UNEG). The evaluation methodology will be
further defined by the Evaluation Team but should include the following:

1. Desk Review of all documents related to the CFA, and to the UNICEF
Programme of Cooperation, including: reports and evaluations as listed in
the Annex, CFA guidelines and tool kits, reports on learning achievement
results, etc. The desk review will not be limited to UNICEF documentation
but will take the external environment of the educational sector into
account, and will also include the review of Education Sector
Development Plan (ESDFP II), existing analyses of the education sector,
and evaluations and documentation of CFA-related intervention projects
implemented by other partners.
2. Field Observations where the CFA Initiative has actually been implemented at the school level: focus discussions with children, review of school records, interviews with principals, teachers, administrators, pupils, parents, and other stakeholders. Necessary tools such as focus-group guides, interview protocols and questionnaires will be developed. Field observations will be conducted in a sample among 1,359 schools supported through UNICEF in the Northern and Eastern provinces districts and districts in Nuwaraeliya and Moneragala. Also included will be schools where CFA-related interventions have been supported by other partners. The inclusion of the latter will help to identify good practices among a variety of CFA-related interventions that can be recommended for scaling up. While most of the data collected from the field observations will be qualitative, triangulation with quantitative data will be important to better gauge data quality.

3. Meetings and Consultations with (1) educational policy makers, planners and administrators (central-level officials from MoE and NIE; Provincial and Zonal Education officers; ISAs; staff from the CFA monitoring unit established under the Presidential Secretariat CFA monitoring unit); (2) donors such as DFAT and KOICA; (3) multilateral agencies such as the World Bank and ADB and other partners in the field of education and (4) UNICEF programme staff.

5. Stakeholder participation and governance

An Evaluation Reference Group (ERG) will be established for the Evaluation and will perform an oversight and quality assurance function. The ERG will consist of members from the MoE, the coordinator of CFA monitoring unit of the Presidential Secretariat, selected local experts on Education and Evaluation, the representatives of likeminded NGOs who have been implementing education programme, Chief of Education of UNICEF will be the Secretary to the committee (and will liaise with the Evaluation Advisor of the Regional Office of UNICEF) and will be chaired by the Secretary to the Ministry of Education. The Chief of Education of UNICEF is responsible for updating the UNICEF Representative through briefing and minutes of the meetings of the committee.

The ERG will have the following functions:

- Ensure Consultants are guided by ethics and standards for Evaluation
- Approve the inception report by the consultants undertaking the evaluation that will include tools, instruments and time frame
- Monitor progress of Evaluation through reviews
- Where possible join the consultants on field visits during data collection
- Comment in initial findings (where needed with verification with stakeholders)
- Comment on draft report
- Approve final report for payment (consultant’s performance will be evaluated against: timeliness, quality of the products delivered
During country visits, local stakeholders -- coordinators, specialists from Ministry of Education departments, teachers, principals and pupils, staff from teacher education institutes, NGOs and other partners working on the CFA -- will be involved in the evaluation process during the inception, data tool development, data collection as well as the validation phases.

6. Evaluation Team Composition and Qualifications

The evaluation team will be comprised of i) a lead consultant: an international external consultant with a sound knowledge and experience in education and evaluation in similar context and ii) two local education research consultants: education research consultants with the local context specialty on the education sector of Sri Lanka, in particular the ESDFPII and any recent government and development policies relating to education that is relevant for the purpose.

6.1. Professional Qualifications

The lead consultant should have at least a master degree in education/evaluation and post graduate experience in the respective field of a minimum of 10 years, with CFA-relevant experience. He/she should have substantial experience in conducting project and program reviews and experience in being a Team Leader for appraisal, review and evaluation.

The local education research consultants should have an advanced degree in education/evaluation and technical expertise in the education field. Professional experience of 8-10 years including specific experience of conducting project and programme evaluations is a must. Language skills in Sinhala and/or Tamil are required as the study is conducted in Sinhala and Tamil language speaking areas.

The lead consultant and the local education research consultants should have proven record of conducting complex surveys and both qualitative and quantitative data analysis of the nature described earlier. Skills for field work will consist of experience in conducting surveys, observational studies, data analysis and relevant publications. Knowledge of UNICEF evaluation policy is an asset. Good communication, presentation and report writing skills including the ability to express ideas and concepts concisely and clearly in written and oral form are required. The local education research consultant will work under direct technical supervision of the lead consultant.

6.2. Roles and Responsibilities

Under the technical guidance of the Chief of Education, UNICEF and overall supervision of the Representative, UNICEF the Lead Consultant will:

1. Be responsible for guiding the entire evaluation process through effective leadership, management and coordination, including delivery of outputs in a timely manner.
2. Work with UNICEF Colombo and the local research consultants to identify key stakeholders to be visited and consulted including Government at all levels, beneficiaries, and key informants to be interviewed.

3. Carry out the desk review

4. Submit for agreement with ERG:
   a. An inception report which summarises the evaluation methodology, schedule of activities, a detailed work plan including timeline and tools for conducting the evaluation; and
   b. A summary of information collected to date, identifying known information gaps and sources from which the required additional information is to be collected.

5. Observations in the field in order to assess the changes created by the CFA in:
   a. the teaching and learning environment
   b. teachers’ capacity and opportunities for teacher development
   c. classroom teaching methods
   d. curriculum revisions
   e. examination and assessment methods
   f. school governance, in particular in planning, implementing and monitoring
   g. parent, teacher, student and community participation
   h. quality assurance processes.

6. Direct the field review in accordance with the agreed review methodology by guiding the local research consultants in the application of the tools and data collection in the field

7. Assess specific elements and good practices within the CFA to be mainstreamed further into Government policies and/or scaled up

8. Analyse data and feedback received during the field review and prepare the final report with key findings, recommendations (including prioritization of key strategic recommendations) and lessons learned following the UNICEF Evaluation Report Standards

9. Prepare PowerPoint Presentation with initial findings

10. Lead the team’s presentation with key stakeholders

11. Prepare final report and PowerPoint Presentation

12. Put mechanisms in place to ensure that the evaluation process is ethical and that stakeholders are protected, and address any ethical dilemmas or issues that could emerge

**Responsibilities of the local education research consultants:**

1. Assist in preparatory work of the evaluation in advance of the arrival of the lead consultant in Sri Lanka

2. Work as directed by the Lead Consultant and assist developing the research methodology and tools

3. Examine the programme achievements in the local context with respect to CFA dimensions and brief the lead consultant about key relevant issues of the national educational system

4. Collect and select documents for evaluation and contribute to the desk review

5. Carry out the evaluation activities: focus groups, classroom observations, meetings and so on, based on the tools developed by the international consultant and in order to assess the changes created by the CFA in:
teaching and learning environment; curriculum revision; teachers’ capacity; teaching methods; examination and assessment methods; school governance and management; parent, teacher, student and community participation;

6. Gather relevant information at the school level (school records, school development plans, monitoring tools, tests marks and results, inspector records), and organize this information in English

7. Report on regional disparities, challenges related to access and quality improvements and geographical and social issues with regard to the CFA

8. Support the lead consultant to collect and process the data and information in specified areas in report writing and design of the summary report for placement on the website

9. Facilitate field visits and meetings by providing logistical support, translation, transportation, organizing meetings and notes taking

10. Accomplish other tasks to assist the lead consultant, as required

### 7. Deliverables

The following are deliverables of the evaluation team
- Inception report with research methodology and schedule of activities
- Research tools and instruments (including pilot tests)
- Power point presentation with initial findings
- Draft report and power point presentation
- Final report and power point presentation

**UNICEF recourse in case of unsatisfactory performance**

- In case of unsatisfactory performance the contract will be terminated by notification letter sent 5 days prior to termination. In the meantime, UNICEF will initiate another selection in order to identify appropriate candidate.

### 8. Planned schedule

The assignment will be for a total of 60 working days during the period from January to April 2015. For the lead consultant it will include home based work as well as one trip to Sri Lanka for a tentative 25 working days for meetings and data collection. Below is a tentative time line for the tasks and deliverables – home-based and Sri Lanka-based.

Tentative timeline for tasks and deliverables:
<table>
<thead>
<tr>
<th>Tasks</th>
<th>End Product/deliverables</th>
<th>Time frame (tentative)</th>
</tr>
</thead>
</table>
| **Home-based:**  
- Desk review and skype calls with UNICEF, local consultants and selected stakeholders  
- Provide an inception report with research methodology, sample selection and schedule of activities for submission and discussion |  
- Draft inception report with research methodology and schedule of activities | 10 working days |
| **Sri Lanka-based work:**  
- Present inception report to ERG and revise if necessary  
- Develop research tools  
- Engage in field work, data collection, data analysis and preliminary data presentation |  
- Inception report finalized  
- Research tools and instruments developed (including pilot tests)  
- Power point presentation with initial findings | 25 working days |
| **Home-based work:**  
- Prepare a draft report and present it to ERG for review. To incorporate suggestion and recommendations provided by the ERG  
- Prepare the final report and submit it to ERG for final approval. |  
- Draft report and power point presentation  
- Final report and power point presentation | 25 working days |

**Annex 1: Dimensions of CFA Approach**
DIMENSION 1: RIGHTS-BASED AND PROACTIVELY INCLUSIVE
Criteria 1.1. Effective mechanisms for preventing drop-outs and seeking and responding to OOSC are in place and used
Criteria 1.2. All children have equal access to all activities and resources in the school
Criteria 1.3. Corporal/psychological punishment are not practiced, preventive measures and responses to bullying are in place
Criteria 1.4. The school’s activities based on the understanding of the Child Rights by the entire school community

DIMENSION 2: GENDER-RESPONSIVE
Criteria 2.1. Equal opportunities for girls/boys for completion of primary education and transition to secondary education
Criteria 2.2. Girls and boys participate on an equal basis in all school activities (curriculum and co-curriculum, management)
Criteria 2.3. Physical facilities are (Gender sensitive) appropriate for girls and boys

DIMENSION 3: PROMOTING QUALITY LEARNING OUTCOMES RELEVANT TO CHILDREN’S NEED FOR KNOWLEDGE AND SKILLS
Criteria 3.1. Essential Learning Competencies are regularly assessed and effective remedial measures taken
Criteria 3.2. Child centered teaching methodologies are used
Criteria 3.3 Adequate human resources and classroom facilities are available to support learning
Criteria 3.4. The classroom atmosphere is inclusive, stress-free, democratic and conducive for learning
Criteria 3.5. School curriculum is adapted to bring in local environment, culture + knowledge
Criteria 3.6. Teachers are continuously improving their capacity through provided opportunities and their own initiatives

DIMENSION 4: HEALTHY, SAFE AND PROTECTIVE OF CHILDREN
Criteria 4.1. School level policies on health, safety and protection are in place
Criteria 4.2. School has available & adequate facilities related to hygiene, water & sanitation
Criteria 4.3. School environment & facilities related to hygiene, water & sanitation are well maintained & safe
Criteria 4.4. Competency-based health education is effectively conducted for students
Criteria 4.5. Effective psycho-social support and referral services are available and used
Criteria 4.6. Children are protected from harm, abuse and injury
Criteria 4.7. Readiness to operational Emergency preparedness and response plans

DIMENSION 5: ACTIVELY ENGAGED WITH STUDENTS, FAMILIES AND COMMUNITIES
Criteria 5.1. Schools conduct self-assessments and develop school development plans with effective participation of students, families and communities
Criteria 5.2. Principal, teachers, students, families and the community actively participate in the implementation of the school development plan
Criteria 5.3. Principal, teachers, students, families and the community actively participate in monitoring and evaluation of the school development plan
Criteria 5.4. Schools are actively engaged in promoting and supporting child friendly home/community environment

DIMENSION 6: SUPPORTED BY CHILD FRIENDLY SYSTEMS, POLICIES, PRACTICES AND REGULATIONS
Criteria 6.1. Government policies, regulations and their implementation are supportive to the development of CFA
Criteria 6.2. Effective coordination exists between all relevant government agencies at all levels
Criteria 6.3. Appropriate financial resources are allocated at different levels
Criteria 6.4. Quality technical support systems exist at all levels
Criteria 6.5. Curriculum, textbooks and teacher’s manuals incorporate child friendly principles

Past CFA evaluations and assessments
1. Making Schools Child Friendly (2003), H.Wijemanne
2. External evaluation of CFA (2003), M.G. Consultants, Colombo
4. Qualitative evaluation of CFA in Badulla and Batticaloa (2010), H. Samarajeewa, Colombo
5. Independent Completion report of the Basic education sector programme in Sri Lanka (2012), AusAID, Colombo
6. List of Performance indicators of each project result framework
### Annex 2. CFA Evaluation Matrix

<table>
<thead>
<tr>
<th>Evaluation Criterion</th>
<th>Key Evaluation Questions</th>
<th>Evaluation Sub-Questions</th>
<th>Data Sources</th>
<th>Data Collection Strategy</th>
<th>Data Collection Instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevance</td>
<td>How relevant is the CFA in terms of the current education situation</td>
<td>How does the CFA help fulfill child rights?</td>
<td>MoE, NIE, Provincial Education Offices</td>
<td>Field visits and interviews</td>
<td>Key informant interviews</td>
</tr>
<tr>
<td></td>
<td>What is the relevance of CFA to education reform?</td>
<td>What are the perceptions of MoE, NIE and development partners on the contribution of CFA to education reform?</td>
<td>Zonal level education officials</td>
<td>Desk review</td>
<td>Focus group discussions</td>
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<tr>
<td></td>
<td>To what extent is the CFA owned by national and local stakeholders?</td>
<td>To what extent is the CFA included in national education policies and strategies?</td>
<td>Development partners</td>
<td>Classroom observation</td>
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<td></td>
<td>How is the CFA included in national education policies and strategies?</td>
<td>To what extent are CFA tools and methods</td>
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<td>CFS product evaluation</td>
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<tr>
<td>Question</td>
<td>Answer</td>
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<td>Why is CFA training accepted and used in schools?</td>
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<td>How appropriate are CFA interventions for improving primary survival/completion rates?</td>
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<td>To what extent are CFA teaching tools and methods accepted in schools?</td>
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<tr>
<td>How does CFA training meet identified teacher training needs?</td>
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<tr>
<td>How does CFA training meet identified school principal training needs?</td>
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<td>How appropriate are CFA training modalities?</td>
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<tr>
<td>Effectiveness</td>
<td>CFS Dimension 1</td>
<td>How effective are the CFS interventions in addressing drop out?</td>
<td>How effective are the following interventions?</td>
<td>Provincial Education authorities</td>
<td>Field visits and interviews</td>
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<td></td>
<td>• Catchment mapping</td>
<td>School principals</td>
<td>Desk review</td>
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<tr>
<td>How effective are the CFS interventions in strengthening the demand for education?</td>
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<tr>
<td>To what extent did the CFA promote inclusion in primary education?</td>
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<tr>
<td>To what extent does the CFA address and respond to the needs of all students including marginalized and vulnerable groups?</td>
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</table>

### CFS Dimension 3

| How effective are the CFA training interventions for teachers in increasing: |
| - School Attendance Committees |
| - NFE for school drop outs (ALP and BLP) |
| - Teacher training in remedial education? |
| - Teacher training in positive discipline |

### Teachers

| Children |
| Community members |
| Development partners |

To what extent did the CFA build capacity to support teachers in using child-centred methods? How was this achieved?

How effective is the regular assessment by teachers of ELCs in enabling more equitable learning outcomes?

<p>| CFA product evaluation |
| Policy analysis |
| FGDs |</p>
<table>
<thead>
<tr>
<th>the use of child-centred methods?</th>
<th>How effective are the following interventions?</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>• CFA teacher training?</td>
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<td></td>
<td>• CFA principal training?</td>
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<tr>
<td></td>
<td>• Multi-level teaching?</td>
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<tr>
<td></td>
<td>• ELC assessment and remedial teaching?</td>
</tr>
<tr>
<td></td>
<td>• ALP/BLC?</td>
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</tbody>
</table>

To what extent did the CFA result in greater teacher confidence to use participatory teaching and learning activities?

To what extent did the CFA result in greater teacher competence to use multi-level teaching and learning methods?
<p>| To what extent did the CFA improve capacity of principals to provide instructional leadership? |
| To what extent did the CFA result in better learning outcomes for vulnerable children? |
| To what extent does the CFA result in improved school and community relations? |
| To what extent does the CFA increase the involvement of parents in school management? |
| How effective are the following interventions? |</p>
<table>
<thead>
<tr>
<th>CFS Dimension 5</th>
<th>How effective are the CFA interventions for increasing participation in school management?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How have individual CFA products supported the improvement of participation in school management?</td>
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<tr>
<td></td>
<td>How effectively has the CFA been integrated in core areas of primary education practice such as:</td>
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<tr>
<td></td>
<td>• Education quality standards</td>
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<td></td>
<td>• The formal curriculum;</td>
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<td>• Co-curricular activities;</td>
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<td>• Assessment of learning outcomes</td>
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<tr>
<td>CFS Dimension 6</td>
<td>Efficiency</td>
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</table>

**CFS Dimension 6**

*How effective are the CFA interventions for creating an enabling environment for CFS?*

- Teacher education;
- School based management

**Efficiency**

*To what extent do CFA costs compare with those of other initiatives to increase access and retention in primary schools?*

**CFS Dimension 3**

*To what extent do CFA costs compare with those of other*

- What are the unit costs of core CFA interventions?
- How has CFA efficiency been monitored?

<p>| MoE | Provincial Education authorities | Field visits and interviews |
| Teaches | School principals | Cost analysis |
| Community members | Desk review | Key informant interviews |</p>
<table>
<thead>
<tr>
<th>CFS Dimension 5</th>
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<tbody>
<tr>
<td>To what extent do CFA costs compare with those of other initiatives to increase access and retention in primary schools?</td>
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<tr>
<th>CFS Dimension 6</th>
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<tbody>
<tr>
<td>What would be the costs of scaling up CFA?</td>
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</table>

<table>
<thead>
<tr>
<th>Sustainability</th>
<th>CFS Dimension 1</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>To what are the gains in access and retention been planned?</td>
<td>MoE officials</td>
<td>Field visits and interviews</td>
</tr>
<tr>
<td>How has sustainability Provincial Education authorities</td>
<td>Desk review</td>
<td>Key informant interviews</td>
</tr>
<tr>
<td>CFS Dimension 3</td>
<td>How has sustainability been addressed in the following areas:</td>
<td></td>
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<tr>
<td>----------------</td>
<td>------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| To what are the CFA gains in quality learning outcomes sustainable? | - Education quality standards  
- The formal curriculum;  
- Co-curricular activities:  
- Assessment of learning outcomes  
- Teacher education;  
- School based management |
| CFS Dimension 5 | School principals  
Teachers  
Community members |
| To what extent is community participation in school management sustainable? | CFA product analysis |
| CFS Dimension 6 | |
| How is sustainability addressed in policy and other primary education documents? | |
| To what extent has capacity been built to continue CFA | |
| **implementation in schools?** |   |   |   |   |
Annex 3

Research Tools

Data collection by Enumerators

Observation

- Observation Schedule and Observation Descriptors (Research Tool 1)

Data collection by Questionnaires

- Basic Data on Implementation of CFA Schools (Research Tool 2)
- CFA Evaluation: Questionnaire of Teachers (Research Tool 3)
  - Principal (Research Tool 4)

Focus Group Discussions

- Teachers (Research Tool 5)

Data collection by Local Research Consultants

- Case Studies
- ISAs (Research Tool 6)
- Focus Group Discussions with key informants
Tool 1: Observation Schedule

Frequency of Teaching and Learning Activities Schedule

The purpose of this observation schedule is to evaluate patterns of teacher–pupil interaction currently used in Sri Lankan primary schools. The observation schedule is informed by pedagogical research and focuses on what can be observed in the act of teaching (i.e. task, activity, interaction, assessment) so as to collect data on classroom processes that are as valid and reliable as is practically possible.

Observer’s name:

A. General Information

Name of school: Province:

Date:

Type of school:

B. Details of Lesson Observation

Teacher’s name:

Class: Subject:

Start Time: End Time:

<table>
<thead>
<tr>
<th>No. of boys present:</th>
<th>No. of girls present:</th>
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</thead>
<tbody>
<tr>
<td>No. of boys absent:</td>
<td>No. of girls absent:</td>
</tr>
</tbody>
</table>

Lesson topic:
C. Scheme of Work

Is there a scheme of work? Yes/no (please circle)

Using the following scale, please indicate the quality of the scheme of work:

1 = unsatisfactory, 2 = satisfactory, 3 = good, 4 = very good

Clarity of learning objectives
Sequencing of lessons
Range of teaching and learning activities
Use of instructional materials
Assessment of learning

D. Lesson Planning

Is there a lesson plan? Yes/no (please circle)

Using the following scale, please indicate the quality of the lesson plan:

1 = unsatisfactory, 2 = satisfactory, 3 = good, 4 = very good

Clarity of learning objectives
Lesson timeline
Range of teaching and learning activities
Use of instructional materials
Assessment of learning 1 2 3 4
Setting of homework (if appropriate) 1 2 3 4

**E. Use of Textbooks**

Pupil-textbook ratio in classroom: .......... / ........

Condition of textbooks (tick one box and comment if appropriate)

<table>
<thead>
<tr>
<th>Good</th>
<th>Satisfactory</th>
<th>Poor</th>
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**F. Condition of the Classroom**

Using the following scale, please indicate the quality of the classroom environment:
1 = unsatisfactory, 2 = satisfactory, 3 = good, 4 = very good

Condition of classroom building (i.e. walls, floor, ceiling and windows) 1 2 3 4
Space available in the classroom 1 2 3 4
Availability and condition of desks and seats 1 2 3 4
Classroom lighting 1 2 3 4
Ventilation 1 2 3 4
Condition of chalk board 1 2 3 4
Classroom displays 1 2 3 4
G. Professionalism of the Teacher

Using the following scale, please indicate the quality of the teacher’s professional approach: 1 = unsatisfactory, 2 = satisfactory, 3 = good, 4 = very good

Teacher’s professional appearance

Teacher’s punctuality and time keeping

General manner of teacher (i.e. confidence, commitment, communication)

H. Judging the quality of Teaching and Learning

In order to judge the quality of teaching and learning, this section focuses on the observable practices that are going on in the lesson.

Before observing the lesson, the assessor should familiarise him/herself with the key behaviours. Please refer to the descriptors on pages 6 to 9 when applying the following judgements:

1 = behaviour never observed

2 = behaviour rarely observed (i.e. once or twice)

3 = behaviour occasionally observed (i.e. 4 or 5 times)

4 = behaviour consistently observed

Section 1: Demonstrating skills in lesson introduction and development

1 Teacher clearly states objectives and activities to be covered and refers to them throughout lesson 1 2 3 4

2 Teacher checks for prior knowledge 1 2 3 4

3 Teacher explains material accurately and clearly 1 2 3 4
<table>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Teacher emphasises key points of the lesson</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Teacher uses a range of instructional materials</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6</td>
<td>Teacher makes effective use of chalk board</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7</td>
<td>Teacher exhibits personal enthusiasm</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8</td>
<td>Teacher displays a positive tone by using encouragement rather than criticism</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>Teacher knows and uses pupil names</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Teacher encourages equal participation of girl and boy pupils</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>Teacher uses paired or group work to encourage active participation of pupils</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12</td>
<td>Teacher uses peer tutoring where a more knowledgeable pupil tutors another pupil</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13</td>
<td>Teacher arranges classroom layout to facilitate learning of all pupils</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>14</td>
<td>Teacher moves around classroom to interact with individual pupils</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>15</td>
<td>Teacher uses session to summarise, consolidate and extend learning</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**Section 2: Demonstrates skills in questioning**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Teacher uses cued elicitation for the drilling of facts, ideas and routines through repetition</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Teacher asks closed questions requiring pupils to recall or repeat information</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Teacher asks open-ended questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Teacher calls on pupils to answer questions individually</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>20</td>
<td>Teacher provides equal opportunities for both girl and boy pupils to answer questions</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
## Section 3: Demonstrating skills in feedback

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>Teacher evaluates pupil answers</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>24</td>
<td>Teacher probes pupil answers</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>25</td>
<td>Teacher comments on pupil answers</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>26</td>
<td>Teacher builds pupil answers into subsequent questions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>27</td>
<td>Teacher encourages pupils to ask questions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>28</td>
<td>Teacher provides equal amounts of feedback to both girl and boy pupils</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>29</td>
<td>Teacher moves around to interact with pupils to provide spoken and/or written feedback to inform learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Section 4: Demonstrating skills in classroom management

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>Teacher relates well to learners</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>31</td>
<td>Teacher effectively manages the class</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>32</td>
<td>Teacher effectively manages lesson time</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
# Observation Descriptors

## Demonstrating skills in lesson introduction and development

<table>
<thead>
<tr>
<th>Statement</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 The teacher clearly states objectives and gives clear overview of lesson</td>
<td>Learning objectives are incorporated into a lesson plan and clearly stated at the beginning and various stages of a lesson</td>
</tr>
<tr>
<td>2 The teacher checks for prior knowledge</td>
<td>Teacher summarises what has been learnt at various stages throughout the lesson teacher asks pupils about previous work covered in the topic and questions them about their understanding</td>
</tr>
<tr>
<td>3 The teacher explains material accurately and clearly</td>
<td>Teacher explanation is accurately and clearly presented with good signposting and makes strong connections to pupil experience Good examples, analogies, visual aids or other devices used to help the pupils understand</td>
</tr>
<tr>
<td>4 The teacher emphasises key points throughout the lesson</td>
<td>The teacher summarises what has been learnt at various stages throughout the lesson</td>
</tr>
<tr>
<td>5 Teacher uses a range of instructional materials</td>
<td>Instructional aids, such as maps, tables, posters, pictures and charts, are clearly displayed so that all pupils can see and use them Teacher makes effective use of teacher’s guide/textbook</td>
</tr>
<tr>
<td>6 Teacher makes effective use of chalk board</td>
<td>Teacher’s writing and diagrams are clear and effectively laid out</td>
</tr>
<tr>
<td>7 Teacher exhibits personal</td>
<td>Teacher conveys enthusiasm through voice and</td>
</tr>
</tbody>
</table>
8 The teacher displays a positive tone by using encouragement rather than criticism. Teacher uses encouragement and praise to give positive feedback.

Teacher does not shout, make, hurtful/embarrassing/humiliating remarks or use corporal punishment.

9 Teacher knows and uses pupil names. Teacher calls on pupils by name to make a contribution to the lesson.

10 Teacher encourages equal participation of both girl and boy pupils. Girl and boy pupils play an equal part in all stages of the lesson and are asked to lead on a range of activities.

11 Teacher uses paired or group work to encourage pupil participation. Activities requiring pupil-pupil interaction are built into lesson.

Pupils are clear about the purpose and outcomes of the paired or group work. Pupils are trained in how to work in groups (e.g., how to ask questions, listen and respond to each other).

12 Teacher uses peer tutoring where a more knowledgeable pupil tutors another pupil. Activities requiring peer tutoring are built into lesson.

Pupils are clear about the purpose and outcomes of the peer tutoring. Pupils are trained in how to tutor (e.g., how to ask questions, listen and respond to answers).

13 Teacher arranges classroom lay-out to facilitate learning of all pupils. Class is organised to facilitate group work/peer tutoring when used.

Seating in the classroom does not discriminate against girls/boys by placing them further from the teacher.
14 Teacher moves around classroom to interact with individual pupils
Teacher engages with individual pupils

15 Teacher uses session to summarise, consolidate and extend learning
Teacher uses plenary session to draw the whole class together, during and at the end of the lesson, to summarise, consolidate and extend what has been covered and direct pupils to the next stage of learning

**Demonstrating skills in questioning**

16 Teacher uses cued elicitation for the drilling of facts, ideas and routines
Teacher uses a mid-sentence rise in voice intonation to get a response from the pupils during an explanation or through repetition following a pupil answer

The answer, usually in the form of a choral answer, takes the form of a repetition or completion of a phrase or word initiated by the teacher

17 Teacher asks closed questions requiring pupils to recall memorised information
Teacher asks test questions calling for a single 'yes/ no' answer or offering facts

18 The teacher asks Open-ended questions
Teacher asks questions to which there is more than one answer

Teacher asks questions which encourage speculation and require more than a 'yes' or 'no' answer or the recall of information

19 The teacher calls on pupils individually to answer questions
Teacher encourages individual rather than choral responses to question

Teacher ensures all pupils have a chance to respond to a question

20 Teacher provides equal opportunities for both girls and boys to answer questions
The distribution of questions and time given to pupil answers is roughly equal to the gender make-up of the class
21 Teacher asks pupils to demonstrate in front of class
Teacher calls on pupils to answer questions, explain ideas and report back on activities in front of class

22 Pupils with special educational needs identified and included in questioning
Teacher identifies pupils with special educational needs, both high ability and those with learning disabilities, to ensure they fully participate in teacher-pupil interactions

**Demonstrating skills in feedback**

23 Teacher acknowledge pupil answers
Teacher indicates that their reply to question was appropriate with, for example, a ‘yes’, ‘no’, ‘ok’ response

24 The teacher probes pupil answers
Teacher stays with the same pupil and asks for further elaboration or explanation as to how they arrived at the answer

25 The teacher comments on pupil answers
Teacher exemplifies, expands, justifies or provides additional information on a pupil answer

26 Teacher builds pupil answer into subsequent questions
Teacher asks a follow-up question which builds on pupil answer

27 The teacher encourages pupils to ask questions
Teacher encourages pupils to ask questions directed to ask questions both the teacher and other members of the class

28 The teacher provides equal amounts of feedback to both girl and boy pupils
Teacher provides the same amount and quality of feedback to girl and boy pupils

29 Teacher moves around to interact with pupils to provide spoken and/or written feedback
Teacher provides spoken comments on pupil work individually or in groups to inform learning
Written feedback gets beyond the simple marking of work to provide detailed feedback

### Demonstrating skills in class management and control

<table>
<thead>
<tr>
<th>30 Teacher relates well to pupils</th>
<th>Teacher has good rapport with pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher demonstrates enthusiasm, commitment and warmth</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>31 Teacher effectively manages the class</th>
<th>Teacher has clear ground rules for classroom behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher stops potential discipline problem from escalating</td>
<td></td>
</tr>
<tr>
<td>Teacher reinforces good behaviour with praise</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>32 Teacher effectively manages timing of lesson</th>
<th>Teacher sets clear, and restricted, goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher effectively manages transitions between lesson activities</td>
<td></td>
</tr>
<tr>
<td>High pupil levels of time on task</td>
<td></td>
</tr>
</tbody>
</table>
Basic data on implementation of CFA in Schools

1.0 Background data

1.1 Name of the School: .................................................................

1.2 Province: ...............................................................

1.3 District: ..........................................................

1.4 Zone: ..............................................................

1.5 Grade Type: ☐ 1AB ☐ 1C ☐ 2 ☐ 3 ☐ National School

1.6 Grade Span: ☐ 1-13 ☐ 1-11 ☐ 1-9 ☐ 1-5

1.7 Ethnic Category: ☐ Sinhala ☐ Tamil ☐ Muslim

1.8 Medium of Instruction: ☐ Sinhala ☐ Tamil ☐ S/T ☐ S/E ☐ T/E

1.9 Urban/Rural location: ☐ Urban ☐ Rural ☐ Semi Urban

1.10 Whether the school is located in a

Conflict affected area: ☐ Plantation: ☐ Remote Rural: ☐

1.11 Whether the school was closed for sometime in the recent past? ☐ Yes ☐ No

1.12 If yes, Date of Closure: ......................... Date of Re-start: .........................

1.13 Whether the CFA has been implemented in the school: ☐ Yes ☐ No

1.14 If yes, Year of commencement: ☐ 2008 ☐ 2009 ☐ 2010 ☐ 2011 ☐ 2012

1.15 If the CFA has been implemented who had supported its implementation?

UNICEF ☐ PLAN Int. ☐ Child Fund ☐

World Vision ☐ MoE ☐ None ☐

1.16 Whether the school received Rs. 500,000 from the GOSL? ☐ Yes ☐ No

1.17 How did the school utilize the above money?

Erecting/strengthening fence ☐

Improving physical appearance of the classroom ☐

Improving water supply/drinking water ☐

Improving Sanitary facilities ☐

Other: (Pl. Specify) ..............................................................

1.18 Whether the school received funds from UNICEF? ☐ Yes ☐ No

1.19 How did the school utilize the above money?

Erecting/strengthening fence ☐

Improving physical appearance of the classroom ☐

Improving water supply/drinking water ☐

Improving Sanitary facilities ☐

Other: (Pl. Specify) ..............................................................
1.20 Whether the school received funds from other donor? Pl. specify............................

1.21 How did the school utilize the above money?

- Erecting/strengthening fence
- Improving physical appearance of the classroom
- Improving water supply/drinking water
- Improving Sanitary facilities
- Other: (Pl. Specify)...........................................................................................................

1.22 Whether the School received CFA guidelines? Yes                     No

2.0 Data on the Implementation of CFA dimensions:

2.1 D1. Access

1. Whether the school had conducted a Catchment mapping programme: Yes               No
2. Whether the school has established a School Attendance committee (SAC): Yes           No
3. If yes, who are the members of SAC:
   - Principal
   - ........................................................
   - ........................................................
   - ........................................................
   - ........................................................
   - ........................................................
4. Whether the school conducts an Accelerated Learning programme (ALP): Yes               No
5. If 'Yes' number of students participate in such programmes (in 2015):.....................
6. Whether the school conducts Basic Literacy Classes (BLC): Yes                       No
7. If 'yes' how many students in such classes at present (2015): .........................
8. Is there a mechanism for monitoring attendance in school: Yes                       No
9. If yes please explain how it works?
   ...........................................................................................................................................................
   ...........................................................................................................................................................
   ...........................................................................................................................................................
   ...........................................................................................................................................................
10. Whether the school has conducted a study of Out of School Children (OOSC): Y/N
11. If yes is there an action plan: Yes               No
12. Whether the school implement inclusive education:     Yes               No
13. Whether the school implement remedial teaching:       Yes               No
14. Whether the school had implemented Community awareness programmes on
   - school attendance  Yes               No
   - school admission  Yes               No
   - re-entry for drop outs  Yes               No
   - Child rights  Yes               No

15. Data on attendance/Drop outs/ Re-entrants
   a. Students’ annual attendance rates
<table>
<thead>
<tr>
<th>Year</th>
<th>Gr. 1: %</th>
<th>Gr. 2: %</th>
<th>Gr. 3: %</th>
<th>Gr. 4: %</th>
<th>Gr. 5: %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**b. New entrants to Grade 1**

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of new entrants to Grade 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td></td>
</tr>
</tbody>
</table>

**c. Number of dropouts and dropout rates**

<table>
<thead>
<tr>
<th>Year</th>
<th>Gr. 1</th>
<th>Gr. 2</th>
<th>Gr. 3</th>
<th>Gr. 4</th>
<th>Gr. 5</th>
<th>Total</th>
<th>Dropout rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>No. of Dropouts</td>
<td>No. of Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>No. of Dropouts</td>
<td>No. of Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>No. of Dropouts</td>
<td>No. of Students</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**d. Number of Re-entrants who have retained in school**

<table>
<thead>
<tr>
<th>Year</th>
<th>Gr. 1</th>
<th>Gr. 2</th>
<th>Gr. 3</th>
<th>Gr. 4</th>
<th>Gr. 5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
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<tr>
<td>2014</td>
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</tr>
</tbody>
</table>

**2.2 D3 – Effectiveness**

1. No. of teachers participated in training programmes on
   a. Accelerated Learning Programmes (ALP) ...............  
   b. Basic Literacy Classes (BLC) ...............
c. Student centric teaching methods ..........
d. Remedial teaching ..........
e. Multi-level teaching ..........
f. Inclusive education ..........
g. Action research ..........

2. No. of Teacher quality circles functioning in the school ..........

3. Whether the school received Furniture and equipment from Unicef funds Yes No

4. If yes, please attach a list of goods received with number of items received.

5. Number of Exposure visits to exemplary CFA schools: ..........

6. Year of exposure visit:............... 

7. No. of teachers participated in the exposure visit:............

8. Whether the school received support to establish reading corners in classrooms Yes No

9. If yes, who supported that activity: UNICEF PLAN World Vision MoE Other

10. Whether the teachers prepare low cost teaching-learning material Yes No

11. Whether the teachers use low cost teaching-learning material Yes No

12. Number/percentage of students mastered ELC in 2014

<table>
<thead>
<tr>
<th>ELC mastery levels</th>
<th>0-20 %</th>
<th>21-40%</th>
<th>41-60%</th>
<th>61-80%</th>
<th>81-100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key stage 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key stage 2</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Key stage 3</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

13. Number of students qualified to receive bursaries in grade 5 Scholarship examination

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. Sat for the exam</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. qualified to receive bursaries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.3 D5- Participation

1. Number of teachers participated in Training on School Self Assessment (SSA)...........

2. Number of teachers participated in Training on School Development Planning (SDP)............

3. Whether the principal participated in Training on School Self Assessment (SSA)............

4. Whether the principal participated in Training on School Development Planning (SDP)............

5. Number of teachers participated in Training on Community mobilization for enhancing child rights: .....................
6. Number of teachers participated in Training related to violence against children: 

7. Whether the principal participated Training on Community mobilization for enhancing child rights: Yes ☐ No ☐

8. No. of SDS meetings held in the year 2014:

9. Participation rates in SDS meetings: 2012-2014:

<table>
<thead>
<tr>
<th>Year</th>
<th>Tot. No. of members</th>
<th>No. participated</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. Whether the SDP committee involved in following activities:

1. Budget allocation
2. Overseeing the budget
3. Fund raising for school development
4. Hiring and firing of non-academic staff
5. Curriculum Development
6. Purchasing of Books and other learning material
7. Teacher performance Evaluation
8. Evaluation of student outcomes
9. Maintaining school buildings and premises
10. Other: (Pl. specify)

11. Whether the SDP committee received training on:

1. The concept of child friendly approach and its implementation
2. Children’s rights
3. Shared decision making
4. Interpersonal relations
5. Management and planning skills

12. Whether the School Development plan includes activities and budget allocations for:
1. improving participation of out of school Students  
2. improving students' attendance  
3. improving students achievements  
4. implementing school based teacher development activities  
5. improving Reading facilities  
6. improving parental awareness of child rights  
7. improving parental/community participation in school  
8. Other (pl. specify)……………………………………………………………………

13. Does the school implement School's Self Assessment       Yes  
                      No

14. If, yes,               Yes        No

1. There is a committee to implement SSA  
2. Format given by the zonal office is used  
3. Format prepared by the principal and teachers is used  
4. SSA is a collaborative activity of teachers and the Principal  
5. SDP includes activities designed to address the problems and issues identified by SSA  
6. There are follow-up activities after SSA
Tool 3: CFA Evaluation: Questionnaire for teachers

1.0 Background data

1.1 Grade that you teach: □ Gr. 1 □ Gr. 2 □ Gr. 3 □ Gr. 4 □ Gr. 5

1.2 Total No. of years of service: □ <3 yrs □ 3-5 yrs □ 5-10 yrs □ 10-20 yrs □ 20 yrs

1.3 No. of years of service in the present school: □ <3 yrs □ 3-5 yrs □ 5-10 yrs □ 10-20 yrs □ 20 yrs

1.4 Highest academic qualification:
   - GCE (O/L)
   - GCE (A/L)
   - First Degree
   - Masters Degree
   - MPhil
   - PhD

1.5 Professional Qualifications:
   - Trained teacher certificate
   - Diploma in teaching (NCoE)
   - PGDE
   - BEd degree

Specialisation
   - Primary
   - Sinhala
   - Tamil
   - Mathematics
   - Fine arts/Aesthetic
   - Other (pl. specify) ……………………

1.6 If you are not specialized in Primary education state whether you have received any other training in primary school teaching: Yes □ □ No

1.7 If 'yes' pl. give details:
   1. Name of the programme: ………………………………………
   2. Total Number of hours: ………………………………………
   3. Training provider: …………………………………………………

2.0 Awareness, training received on CFA

2.1 Are the CFA guidelines available in your school? Yes □ □ No

2.2 Have you received training on them? Yes □ □ No

2.3 How familiar are you with the following dimensions of the guidelines?
   Key: 1 - Very much familiar 2 - Familiar 3 - not at all familiar
1. Rights based active inclusion 1 2 3 4
2. Gender responsiveness 1 2 3 4
3. Improving learning outcomes of the students 1 2 3 4
4. Health and safety of children 1 2 3 4
5. Active participation of students, families and community 1 2 3 4
6. Child friendly systems, policies, practices and regulations 1 2 3 4

2.4 Views on training received, its usefulness and further needs

<table>
<thead>
<tr>
<th>Area of training</th>
<th>Have you received training?</th>
<th>Whether training received is helpful for your teaching (Use the above key and Put a √ in the appropriate column)</th>
<th>Need further training</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>1</td>
</tr>
<tr>
<td><strong>A. Teaching</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Multi – grade teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Multi – level teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Lesson planning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Use of Students – centered methods</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Preparing and using teaching aids</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Conducting action research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. Assessment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Formative assessment of ELCs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Monitoring ELC and keeping records</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Helping students to achieve ELCs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C. Inclusion</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Identify slow learners and children with special needs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Helping slow learners</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Helping underachievers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Teaching children with special needs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3.0 Please indicate your response to the following items using the key given below.

**Key:** 1-Strongly agree  2- Agree  3- Disagree  4- Strongly disagree

<table>
<thead>
<tr>
<th>Item</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The principal supports me to use child friendly strategies in my class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. ISA supports me to use child friendly strategies in my classroom.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>3. CFA training has increased my interactions with parents.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. CFA training helped me to get parents’ support for improving student learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.0 Challenges for implementing CFA in primary classrooms in your school

Select the **most challenging 3** aspects in implementing CFA in primary classrooms in your school from the following list. Rank 1-3 in order of severity of the challenge according to your experience.

1. Lack of sufficient training (   )
2. More than 35 students in the class (   )
3. Lack of time (   )
4. Over loaded curriculum (   )
5. Lack of room to adapt the curriculum to suit the local needs (   )
6. Preparing students for Grade 5 Scholarship examination (   )
7. Keeping ELC records (   )
8. Lack of support from school management (   )
9. Lack of support from parents (   )
10. Poor attendance by students (   )
11. Lack of teaching and learning materials (   )
12. Other (Pl. specify) ........................................... (   )
Tool 4. CFA Evaluation Questions

School Principal Interview

General

CFA concept in the school

1. What does the Child Friendly Approach mean to you as a school principal?
2. How does the Child Friendly Approach help you to be a better school principal?

Specific

3. What knowledge have you gained from training in the Child Friendly Approach that has helped you as a principal?
4. What useful skills have you learned from training in the Child Friendly Approach?
5. How has your work changed as a result of training and guidance in the Child Friendly Approach?
6. What difficulties do you have implementing the Child Friendly Approach effectively in your school?
7. When is corporal/verbal punishment used in your school? (cane, ear twisting, verbal abuse, shouting etc).
8. Is the quantity and quality of CFA training good enough for the needs of your teachers (Explain)?
9. How has the Child Friendly Approach improved the process and the quality of School Development Plans and their implementation?
10. How do parents participate in school activities? (Give examples)
11. What needs to be done to strengthen the Child Friendly Approach in your school (Recommendations)?
Tool 5. CFA Evaluation Questions

Teacher FGD/Interview

General

CFA concept in the school

1. What does the Child Friendly Approach mean to you as a teacher?
2. How does the Child Friendly Approach help you to be a better teacher?

Specific

3. What additional knowledge have you gained from training in the Child Friendly Approach that has helped your teaching?
4. What new skills have you learned from training in the Child Friendly Approach?
5. How has your teaching changed as a result of training in the Child Friendly Approach?
6. What difficulties do you have implementing the Child Friendly Approach effectively in your teaching?
7. Is the quantity and quality of Child Friendly Approach training good enough for your needs (Explain)?
8. To what extent are you using child-centred methodologies in every lesson? (Give examples).
9. Are you assessing essential learning Competencies (ELCs) systematically? (How do you do this?) How does this help support children to learn? (Slow learners?)
10. How are you implementing multi-level teaching in your class?
11. What needs to be done to strengthen the Child Friendly Approach in your school (Recommendations)?
Tool 6  CFA Evaluation Questions

**ISA Interview**

**General**

CFA concept in the school

1. What does the *Child Friendly Approach* mean to you as an ISA?
2. How does the *Child Friendly Approach* help you to be a better ISA?

**Specific**

3. What knowledge have you gained from training or guidance in the *Child Friendly Approach* that has helped your training activities?
4. What useful skills have you learned from training in the *Child Friendly Approach*?
5. How has your work changed as a result of training or guidance in the *Child Friendly Approach*?
6. What specific skills are you training teachers to use through the *Child Friendly Approach*?
7. What difficulties do you have implementing the *Child Friendly Approach* effectively in your work?
8. Is the quantity and quality of *Child Friendly Approach* training good enough for the needs of your trainees (Explain)?
9. What needs to be done to strengthen the *Child Friendly Approach* in schools (Recommendations)?
Key Informant Interview protocol

MoE Officials

1. What does Child Friendly Approach mean? What are the essential features? How would I recognise a ‘child friendly school’ (Suggest 3 key features).

2. What is the specific contribution that CFA makes to education reform? How would things be different without CFA?

3. How does the Child Friendly Approach work in schools? How is the approach applied at the school level? Are the strategies effective in improving access, equity and quality? Are they sufficient to bring about significant change?

4. Can you give me an example of where CFA is working really well? What is making it work well?

5. What are the most significant results from the CFA in primary schools? What outcomes can be measured at decentralised levels?

6. What are the essential methods activities/components/tools of the Child Friendly Approach in your schools? What is your view on these? (strengths and weaknesses).

7. How has the Child Friendly approach changed teaching and learning in primary schools?

8. How has the Child Friendly approach changed the school itself – its culture, environment etc?

9. What aspects of the Child friendly approach need to be strengthened scaled up or sustained in your schools (and how?)

10. Are there any gaps in the Child Friendly Approach? If so what they are and how could they be addressed?

11. What are the barriers to effective implementation of CFS? How does CFS try to respond to these?

12. What recommendations do you have for strengthening the CFA?

Donors

1. How has CFA contributed to education reform at primary level?

2. What are the strengths of the CFA as an approach to education change?

3. What are its limitations?

4. What are the barriers to effective implementation of CFS? How does CFS try to respond to these?

5. What difference does CFA make at the school level?

6. How do you think CFA brings about change at the school level and in the classroom?
CFA Teacher Training

Planning

1. How is CFA teacher training planned at zonal and divisional levels?
2. How are trainees selected? (Individual teachers? Groups of teachers? Whole school approach?)
3. How is CFA training planned at school level (E.g. through SBTD)?
4. How are training needs assessed?

Implementation

5. Where are workshops held (e.g. zonal or divisional centres)?
6. Who are the trainers? (e.g. ISAs; local resources people)
7. What is the duration of workshops? (e.g. 1 day)
8. What is the content of training workshops? (List. e.g. ELC assessment processes; remedial teaching methods)
9. What methods are used in teacher training workshop delivery? (e.g. lecture; teaching practice?)
10. What training materials are used in CFA teacher training?
11. How is the quality of training evaluated?
12. How is e-learning on CFA conducted?
13. What records of training are kept?

Classroom follow-up

14. How is CFA training followed up at school level by the principal and ISAs/trainers?
15. What support is given at school level for implementation of new skills/content?
16. What incentives are there for implementing new teaching skills?
17. How do teachers implement new skills in their lesson planning?
18. What teaching skills are considered to be important for CFA implementation?
19. How do teachers share their training experiences with other teachers in school?

Results

20. What difference does CFA make to teachers’ classroom practices?
21. What new skills or ways of working have teachers acquired through CFA training?
22. What new knowledge have you acquired though CFA training workshops?
23. What do teachers think about the relevance and quality of the CFA training they receive?
24. How has the CFA training contributed to children’s better learning outcomes?
25. How has CFA training contributed to better quality teaching and learning?
26. What are the strengths of CFA training?
27. What are the limitations of CFA training?
28. What institutional capacity has been built to train teachers in CFA methods?
Annex 4

Sampling design for the school survey

The sample of schools were selected on the basis of School Census data (2013) which was obtained from the Ministry of Education and school lists provided by the Primary Education Branch, Plan International, Child Fund and World Vision which respectively indicated the schools supported by UNICEF and other respective donors that supported CFA implementation. According to the data provided by the MoE there were 1477 schools supported by UNICEF. In addition to that there were 210 schools supported by plan internal in Moneragala and Anuradhapura districts, 15 schools by Child Fund and 3 schools supported by World Vision. UNICEF had supported CFA implementation in 11 districts and seven districts were selected randomly for the sample. The sample of schools supported by UNICEF and Plan International was selected randomly in relation to the proportion of CFA schools that they supported and Non CFA schools in each district as well as on the basis of medium of instructions. Two schools supported by Child Fund and 2 schools supported by World vision were added to the stratified random sample of 106 schools selected according to the above procedure to make the total sample of 108 schools.

The actual sample of Schools, teachers, Classrooms and students

The enumerators visited 108 schools for data collection and observations were made in 323 classrooms. The total sample of teachers observed was 155. The breakdown of school and teacher sample according to CFA and NCFA categories, and school type are given in Table 1a and 1b.

Table 1a: Actual school sample

<table>
<thead>
<tr>
<th>District</th>
<th>No. of non-CFA Sch. S</th>
<th>T</th>
<th>Sub Total-1</th>
<th>No. of CFA Schools Unicef S</th>
<th>T</th>
<th>Plan Int. S</th>
<th>T</th>
<th>Child Fund S</th>
<th>T</th>
<th>World Vision S</th>
<th>T</th>
<th>Sub Total-2 S</th>
<th>T</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anuradapura</td>
<td>1</td>
<td>5</td>
<td>16</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>9</td>
<td>23</td>
<td>2</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Batticaloa</td>
<td>10</td>
<td>10</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td>1</td>
<td>6</td>
<td>16</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kilinochchi</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td>1</td>
<td>6</td>
<td>8</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monaragala</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td>1</td>
<td>6</td>
<td>8</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mulathivu</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td>1</td>
<td>6</td>
<td>8</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nuwara Eliya</td>
<td>7</td>
<td>10</td>
<td>17</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>6</td>
<td>10</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trincomalee</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>5</td>
<td>8</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2</td>
<td>6</td>
<td>58</td>
<td>15</td>
<td>9</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>50</td>
<td>8</td>
<td>108</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1b: The sample of teachers whose classrooms were observed

<table>
<thead>
<tr>
<th>No. of teachers observed in CFA Schools</th>
<th>No. of teachers observed in Non-CFA schools</th>
<th>No. of teachers by grade type of schools CFA</th>
<th>No. of teachers by grade type of schools NCFA</th>
<th>Total number of teachers observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unicef</td>
<td>Plan</td>
<td>World Vision</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>16</td>
<td>5</td>
<td>2</td>
<td>74</td>
</tr>
</tbody>
</table>

There were 83 Tamil medium teachers and 72 Sinhala medium teachers in the actual sample. (See Table 2).
Table 2: The sample of teachers according to medium of instructions

<table>
<thead>
<tr>
<th>No. of teachers observed in CFA Schools</th>
<th>No. of teachers in NCFA schools</th>
<th>Total number of teachers by medium of Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sinhala % 47.30</td>
<td>Tamil % 39</td>
<td>Sinhala % 37</td>
</tr>
<tr>
<td>52.70</td>
<td>44</td>
<td>54.32</td>
</tr>
</tbody>
</table>

Professional qualifications of teachers in the sample indicate a range of qualifications that include untrained teachers to trained graduates. A total of 15.3 percent of teachers observed in CFA schools were untrained while 12.2 percent of teachers observed in NCFA schools belonged to the same category. Majority of professionally qualified teachers observed were trained teachers (74.6% for CFA and 80.3% for NCFA) schools. Percentage of professionally qualified teachers in the sample of NCFA schools was slightly higher than that of CFA schools (See details in Table 3).

Table 3: Teachers according to professional qualifications

<table>
<thead>
<tr>
<th>No. of teachers observed in CFA Schools</th>
<th>No. of teachers observed in Non-CFA schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>PGE</td>
<td>Trained teachers</td>
</tr>
<tr>
<td>NDT</td>
<td>TTC</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>7.9%</td>
<td>7.9%</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8.5%</td>
<td>9.9%</td>
</tr>
</tbody>
</table>

Note: * - Qualifications were not indicated in 11 observation records
** - Qualifications were not indicated in 13 observation records
NDT- National Diploma in Teaching
TTC - Trained Teacher Certificate
UTG - Untrained Graduate
UT-A/L - Untrained GCE (A/L) qualified
300hr - Graduates who received training in primary school teaching for 300 hrs. provided by the Province

There were 108 language lessons, 109 Mathematics lessons and 106 Environment related activities (ERA) lessons included in the 323 lessons that were observed. Details of media wise and CFA and NCFA category wise distribution of lessons are set out in Table 4.

Table 4: The number of lessons observed by subject and medium of instruction

<table>
<thead>
<tr>
<th>No. of lessons observed in CFA Schools</th>
<th>No. of lessons observed in NCFA Schools</th>
<th>Total no. of lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>Maths</td>
<td>ERA</td>
</tr>
<tr>
<td>24</td>
<td>27</td>
<td>51</td>
</tr>
</tbody>
</table>
Annex 5. Summary of earlier CFA evaluation findings

1. Selected findings of CFS evaluation (2010)

<table>
<thead>
<tr>
<th>CFA Dimension</th>
<th>Key findings</th>
</tr>
</thead>
</table>
| 1. Rights based and proactively inclusive | - CFS children had a better relationship with the teacher  
- Children happier coming to school  
- CFS environment attractive and clean  
- CFS had reduced absenteeism through follow up by principals  
- CFS schools made additional efforts to retain children in school  
- CFS schools maintained their gardens  
- Parents’ and children’s knowledge of CFS and child rights was limited  
- Little effort made by schools to locate children with disabilities  
- SAC not functioning in Badulla; SAC effective in CFS in Batticaloa  
- Corporal punishment more prevalent in non-CFS schools. |
| 2. Gender responsive                 | - Principals and teachers lacked knowledge on gender equality and equity                                                                         |
| 3. Quality learning                  | - Principals were key to CFS success  
- CFS changed the attitudes of principals, teachers students and parents leading to improvements in learning achievement  
- CFS teachers made an effort to improve their skills  
- Teachers were beginning to use activity-based group work and teaching aids  
- ISAs did not visit remote schools  
- Rural schools faced teacher shortages  
- Non-partitioned classrooms disturbed teaching and learning |
| 4. Healthy, safe and protective schools | - Health and hygiene of children in CFS had improved  
- Shortage of toilets and water in Badulla and Batticaloa CFS  
-Many schools not prepared for natural disasters. |
| 5. Active engagement                 | - Better relationships among parents, teachers and students in CFS  
- SSA and SDP helped in identifying challenges to access and quality-  
- Parental participation an issue |
| 6. CFS capacity building             | - Training on CFS more organised after 2008  
- Teachers in rural schools may not receive adequate training opportunities  
- Exchange visits made changes in perceptions of principals and teachers |

2. The Independent Evaluation of BESP

Key findings:

i. Relevance

The evaluators found BESP very relevant to the Sri Lankan context. It was consistent with the objectives of Sri Lanka's national plans for education, embodied in ESDFP1, 2006-2011 and ESDFP2, 2013-2017 (Ministry of Education, 2012). One important issue that is raised in the report is the implementation of 2 planning approaches (CFA and PSI) in parallel due to different project modalities. There are differences between CFA and PSI. The evaluators recommend a merger of PSI and CFA building on the strengths of both approaches.

ii. Effectiveness

The results for assessing the effectiveness of BESP were mixed. Nine of the 16 targets were ‘met’ or ‘almost met.’ BESP was judged to have been responsive to the needs of children in disadvantaged areas and to the particular needs of children in conflict affected areas. It had been reasonably effective in meeting its targets, and had been most effective in meeting the targets set for access.

Evidence on the extent of implementation of CFA in schools was unavailable. The complexity of the CFA posed a number of measurement challenges for UNICEF and the MoE. The assessment of the extent to which child-friendly environments had been implemented is extremely complex. Its measurement relied on the development of agreed meanings and measures of each of the 29 criteria and the incorporation of these within separate monitoring tools for use by principals and teachers and by support staff in the divisions, zones and provinces.

iii. Sustainability

A number of positive indications of sustainability were identified. A commitment to the adoption of the general principles of CFA was expressed in the 2010 national plan Mahinda Chintana: vision for the future. CFA is a central plank of the Ministry of Education’s National Strategic Plan for Education 2012-2017. A CFA guidance manual on CFA had been distributed to 2,800 primary schools/sections beyond the BESP schools. The incorporation of CFA content into the primary curriculum began in 2007 and is intensifying. The inclusion of a
iv. Gender equality

‘Gender responsiveness’ is a core element of CFA. In BESP, girls performed slightly better on indicators of survival and attendance. Classroom seating practices and extra-curricular activities encourage boys and girls to learn and play side by side. The majority of teachers and of in-service advisors who support primary teachers were female. There was some evidence that school attendance committees are responsive to the needs of boys who are more likely to be out of school and attending school less.

v. Monitoring and Evaluation (M&E)

The authors of the Mid-Term Review identified M&E as an area needing further improvement. Indicators were fine tuned and targets set. Results oriented M&E practices are being institutionalized in the Education Divisions, Zones and Provinces with monitoring tools developed by the respective provinces. The development of monitoring tools at the Ministry level for use in the provinces had continued apace but had been subject to delays. The institutionalisation of the M&E system within the MoE’s ESDFP M&E system required further work.

vi. Analysis and Learning

The evaluators found that there was an urgent need for key project implementers to undertake careful analyses of implementation experience and make modifications, where necessary, to the CFA model. There was a need to take stock of achievements to date, to analyse further the challenges faced in the implementation of particular elements and to reflect critically on the causal nexus that is assumed between BESP activities in schools and classrooms and the end results.