



Completion Report

Project Number: 39293-013
Loan Number: 2371
Grant Number: 0091
July 2016

Sri Lanka: Education for Knowledge Society Project

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Asian Development Bank

CURRENCY EQUIVALENTS

Currency Unit – Sri Lankan rupee/s (SLRe/SLRs)

	At Loan/Grant Effectiveness	At Loan Completion	At Grant Completion
	7 March 2008	31 October 2014	31 July 2015
SLRe1.00 =	\$0.0093	\$0.0077	\$0.0075
\$1.00 =	SLRe107.24	SLRe129.50	SLRe130.76

ABBREVIATIONS AND ACRONYMS

A/L	–	advanced level
ADB	–	Asian Development Bank
CBE	–	competency-based education
CEIEE	–	Centre of Excellence in English Education
CELD	–	Centre for Education Leadership Development
CPS	–	country partnership strategy
DDM	–	Department of Data Management
EEF	–	Ethnic Equity Framework
EKSP	–	Education for Knowledge Society Project
EMIS	–	Education Management Information System
ESDFP	–	Education Sector Development Framework and Program
ESDP	–	Education Sector Development Program
HIV/AIDS	–	human immunodeficiency virus/acquired immunodeficiency syndrome
ICDL	–	International Computer Driving License
ICT	–	information and communication technology
MIS	–	management information system
MOE	–	Ministry of Education
MSSF	–	Mahindodaya Student Scholarship Fund
MTR	–	midterm review
NETS	–	National Evaluation and Testing Service
NIE	–	National Institute of Education
O/L	–	ordinary level
OAI	–	Office of Anticorruption and Integrity
PMO	–	project management office
PSC	–	project steering committee
SDFG	–	School Development Financial Grant
SDMG	–	School Development and Maintenance Grant
SDR	–	special drawing right
SEMP	–	Secondary Education Modernization Project
SEMP II	–	Secondary Education Modernization Project II
SLIATE	–	Sri Lanka Institute of Advanced Technological Education
TA	–	technical assistance
TVET	–	technical and vocational education and training

NOTES

- (i) The fiscal year (FY) of the Government ends on 31 December. FY before a calendar year denotes the year in which the fiscal year ends, e.g., FY2015 ends on 31 December 2015.
- (ii) In this report, "\$" refers to US dollars.

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BASIC DATA

A. Project Identification

1.	Country	Sri Lanka
2.	Loan Number	2371(SF)
	Grant Number	0091(SF)
3.	Project Title	Education for Knowledge Society Project
4.	Borrower	Democratic Socialist Republic of Sri Lanka
5.	Executing Agency	Ministry of Education
6.	Amount of Loan and Grant	Loan - \$65.0 million (SDR41,847,000) Grant - \$15.0 million
7.	Project Completion Report Number	1573

B. Project Data

1.	Appraisal	5 June 2007
	– Date Started	15 June 2007
	– Date Completed	
2.	Loan Negotiations	17 October 2007
	– Date Started	18 October 2007
	– Date Completed	
		26 November 2007
3.	Date of Board Approval	18 December 2007
4.	Date of Financing Agreement	
5.	Date of Effectiveness	7 March 2008
	– In Financing Agreement	7 March 2008
	– Actual	0
	– Number of Extensions	
6.	Closing Date	
	Loan 2371	30 June 2013
	– In Financing Agreement	2 November 2015
	– Actual	2 (1st - 30 June 2014; 2nd - 31 October 2014)
	– Number of Extensions	
	Grant 0091	30 June 2013
	– In Financing Agreement	16 December 2015
	– Actual	2 (1st - 30 June 2014; 2nd - 31 July 2015)
	– Number of Extensions	
7.	Terms of Loan	1.0% per annum during grace period
	– Interest Rate	1.5% per annum thereafter
		32 years (including the grace period)
	– Maturity (number of years)	8 years
	– Grace Period (number of years)	

8. Disbursements

a. Dates

Initial Loan Disbursement	Final Loan Disbursement	Time Interval
4 Jun 2008	28 Apr 2015	89 months
Initial Grant Disbursement	Final Grant Disbursement	Time Interval
2 Jun 2008	6 Nov 2015	91 months
Effective Date	Original Closing Date	Time Interval
7 Mar 2008	30 Jun 2013	65 months

b. Loan Amount (SDR)

Category	Original Allocation	Last Revised Allocation	Partial Cancellation	Amount Disbursed	Undisbursed Balance
Works A	10,814,000	5,059,707		5,059,363	344
Works B	0	8,478,860		8,317,713	161,147
Furniture & Equipment	15,441,000	16,529,560		16,497,786	31,774
Vehicles	108,000	113,684		113,684	0
Instructional Materials	2,833,000	1,773,206		1,772,622	584
Foreign Training	1,378,000	447,510		447,510	0
Local Training	4,008,000	2,611,187		2,604,262	6,925
Consulting Services	1,557,000	1,285,477		1,285,477	0
Campaign, M&E, Auditing	612,000	141,568		141,568	0
Incremental Staff	902,000	1,737,346		1,737,346	0
Recurrent Internet Charges A	0	280,949		280,949	0
Recurrent Internet Charges B	0	1,392,782		1,214,776	178,006
SDFG	0	898,164		898,164	0
Interest Charge	1,097,000	1,097,000		961,580	135,420
Unallocated	3,097,000	0		0	0
Total (SDR)	41,847,000	41,847,000		41,332,801	514,199
Total (\$)	65,000,000	64,520,929	0	63,801,677	719,252

M&E = monitoring and evaluation, SDFG = School Development Financial Grant.

c. Grant Amount (\$)

Category	Original Allocation	Last Revised Allocation	Partial Cancellation	Amount Disbursed	Undisbursed Balance
Works	306,000	518,278		483,844	34,434
Furniture & Equipment	703,000	886,880		886,879	1
Vehicles	30,000	24,445		24,445	0
Learning Materials	701,000	776,238		776,238	0
Training, Workshop, Seminars & Conferences	1,710,000	2,344,049		2,329,477	14,572
Consultancy Services	485,000	28,806		29,082	-276
Monitoring & Evaluation	70,000	64,683		71,526	-6,843

Category	Original Allocation	Last Revised Allocation	Partial Cancellation	Amount Disbursed	Undisbursed Balance
Web Design and Maintenance	65,000	0		0	0
Operating Cost	585,000	198,547		214,396	-15,849
Special Program FIIL	6,300,000	539,109		539,108	1
Student Scholarship	3,000,000	6,537,370		6,537,369	0
SDMG		3,081,595		3,076,274	0
Unallocated	1,045,000	0		0	0
Total	15,000,000	15,000,000	0	14,968,637	31,363

FIIL = Fund for Innovative ICT in Learning, SDMG = School Development and Maintenance Grant.

C. Project Data

1. Project Cost (\$ million)

Cost	Appraisal Estimate	Actual
Asian Development Bank	80.00	78.77
Government	25.30	15.93
Total	105.30	94.70

2. Financing Plan (\$ million)

Cost	Appraisal Estimate	Actual
Implementation Costs		
Borrower-Financed	25.30	15.93
ADB-Financed	78.30	77.29
Other External Financing	0.00	0.00
Subtotal A	103.60	93.22
IDC Costs		
Borrower-Financed	0.00	0.00
ADB-Financed	1.70	1.48
Other External Financing	0.00	0.00
Subtotal B	1.70	1.48
Total A+B	105.30	94.70

ADB = Asian Development Bank, IDC = interest during construction.

3. Cost Breakdown by Project Component (\$ million)

Component	Appraisal Estimate	Actual
Civil Works	31.70	31.86
Furniture & Equipment	31.00	28.21
Vehicles	0.30	0.31
Instructional Materials	5.20	3.74
Foreign Training	2.50	0.68
Local Training	11.30	7.71
Consulting Services	3.00	3.27
Campaign, M&E, Auditing	1.10	0.35
Incremental/Operating Cost	7.40	3.32
Student Scholarship	3.20	6.54
SDFG	0.00	1.38
SDMG	0.00	3.08
Interest Charge	1.70	1.48
Web Design	0.10	0.00
Internet Charges	0.00	2.25

Component	Appraisal Estimate	Actual
Special Program FIIL	6.80	0.54
Total	105.30	94.70

FIIL = Fund for Innovative ICT in Learning, M&E = monitoring and evaluation, SDFG = School Development Financial Grant, SDMG = School Development and Maintenance Grant.

4. Project Schedule

Item	Appraisal Estimate	Actual
Date of Contract with Consultants		
Firm for SLIATE and CEIEE	Jan 2008	1 Sep 2009
Firm for CEIEE, CELD, NIE, NETS, SchoolNet	Jan 2008	1 Nov 2009
Consultant for MOE/Health & Nutrition Branch	Jan 2008	1 Nov 2009
Civil Works Contract		
First Contract Award – Improvement of Toilet Block at Ududumbara MV	Jun 2008	12 Nov 2008
Last Completion of Work – Udugama School Ground (agreed during May 2014 mission)	NA ¹	30 Jun 2015
Equipment and Supplies		
First Procurement – Vehicles for MOE	Sep 2008	6 Mar 2008
Last Procurement – Books for SLIATE (agreed during Aug 2013 mission)	NA	12 Oct 2014

CEIEE = Centre of Excellence in English Education, CELD = Centre for Education Leadership Development, MOE = Ministry of Education, NETS = National Evaluation and Testing Service, NIE = National Institute of Education, SLIATE = Sri Lanka Institute of Advanced Technological Education.

5. Project Performance Report Ratings

Implementation Period	Ratings	
	Development Objectives	Implementation Progress
From 7 Mar 2008 to 31 Jul 2015	Satisfactory	Satisfactory

D. Data on Asian Development Bank Missions

Name of Mission	Date	No. of Persons	No. of Person-Days	Specialization of Members ^a
Inception Mission	31 Mar–9 Apr 2008	2	20	a, f
Special Loan Administration Mission	2–5 Mar 2009	1	4	a
Review Mission	10–19 Aug 2009	2	20	a, c
Special Review Mission	21–30 Oct 2009	1	10	a
Review Mission	22 Mar–1 Apr 2010	2	22	a, c
Special Loan Administration Mission	13–17 Dec 2010	2	10	a, c
Midterm Review Mission	12–21 Oct 2011	3	30	a, b, f
Special Loan Administration Mission & Spot Review	24 Sep–2 Oct 2012	5	38	a (2), b, c, e
Consultation Mission	19–23 Mar 2012	2	10	a, f
Midterm Review Mission	21–28 Aug 2013	3	24	a, b, d
Review Mission	5–13 May 2014	4	36	a, b, d (2)
Pre-Project Completion Review	23–27 Nov 2015	1	5	b
Project Completion Review	22 Feb–4 Mar 2016	2	17	b, g

^a a = project specialist, b = project analyst, c = project officer, d = programs officer of resident mission, e = integrity officer, f = consultant, g = young professional.

Source: Asian Development Bank.

¹ There is no appraisal date for either “Last Completion of Work – Udugama School Ground” or “Last Procurement – Books for SLIATE” because these two (civil works and purchase) were not envisioned during appraisal; it was decided to be added on only towards the end of the project.

I. PROJECT DESCRIPTION

1. Since the early 2000s, the Government of Sri Lanka (the government) developed its strategy to improve quality, relevance, effectiveness, and equity of access to secondary and tertiary education. With a relatively small domestic market and limited natural resources, the government realized that the way for more economic growth was to increase its labor productivity and make education more relevant to the job market. Sri Lanka was the best educated country in South Asia. It has achieved universal primary education, high literacy rates, and gender parity in basic education. Despite the pass rates increase at both General Certificate ordinary level (O/L) and advanced level (A/L) between year 2001 and 2006, the quality and relevance of secondary education remained one of the main concerns at the time. Of the total unemployed nationwide, 28% were educated youth—below 29 years old with either O/L or A/L degrees.

2. The government implemented the Secondary Education Modernization Project (SEMP) and SEMP II supported by the Asian Development Bank (ADB)¹ during the early 2000s. These projects focused on secondary education modernization—curriculum, school construction, facility improvement, and teacher training. The Education for Knowledge Society Project (EKSP) was designed to increase the relevance of secondary and tertiary education to the labor market requirements, and lead to increased employability of educated youth.

3. The EKSP was approved by ADB in November 2007.² It supported the government's strategy for both secondary and tertiary education, the reform in competency-based education (CBE) through the development of curriculum, instruction materials, performance standards, and teacher training. In addition, the school-based assessment, establishment of the Center of Excellence in English Education (CEIEE), and usage of information and communication technology (ICT) in teaching and learning were some of the main areas that EKSP supported. The Ministry of Education (MOE) was the executing agency. The expected outputs were: (i) increased equity of access to education; (ii) enhanced quality and relevance of education; (iii) improved HIV/AIDS and health education; and (iv) improved policy, governance, and service delivery.

II. EVALUATION OF DESIGN AND IMPLEMENTATION

A. Relevance of Design and Formulation

4. At the design phase, the EKSP was highly relevant to the country strategy, which was to develop a more relevant and higher quality secondary and tertiary education system, especially for those in rural and disadvantaged areas. The government wanted an education system that would provide the technological skills required for a knowledge-based society to underpin rapid economic and social development.³ At appraisal, the EKSP design was highly relevant to ADB's

¹ Other technical and vocational education and training (TVET) projects implemented during this period include the Distance Education Modernization Project, which included some skills training but not classified as a TVET project, and the Technical Education Development Project.

² ADB. 2007. *Report and Recommendation of the President to the Board of Directors: Proposed Loan and Asian Development Fund Grant to the Democratic Socialist Republic of Sri Lanka: Education for Knowledge Society Project*. Manila.

³ Government of Sri Lanka, Department of National Planning. 2006. *Mahinda Chintana: Vision for a New Sri Lanka, 2006–2016*. Colombo.

sector strategy, which was to focus on raising the quality and relevance of education, increasing equity of access, and enhancing employability of graduates.⁴

5. At project completion, the project remained relevant to the government's priorities in education and ADB's country partnership strategy (CPS).⁵ EKSP covered the following government priorities:⁶ (i) introduce CBE at the secondary level to make education more life-skills oriented; (ii) strengthen teaching in ICT, languages including English, sciences, and technical subjects; (iii) upgrade one secondary school in each of the 325 administrative divisions to enhance equitable access to quality education nationwide; and (iv) strengthen the linkages between general education, tertiary education, and TVET. ADB's CPS sought to improve the quality of secondary education, provide equal access to education, and build government capacity over a wide range of activities that are likely to be critical in the next phase of development. The project was fully aligned with the CPS for both 2008–2012 and 2012–2016, in which ADB continued to support the government in implementing its Education Sector Development Framework and Program (ESDFP).

6. The project design benefited from thorough sector assessments, a strong results chain, good participation of stakeholders, and strong ownership of the government. The technical assistance (TA) for Preparing the Education Sector Development Program (ESDP) was satisfactory.⁷ The project preparatory TA identified the (i) gaps and areas of focus to create a more labor market relevant secondary school system; (ii) need to improve school conditions in rural and disadvantaged areas; and (iii) need to modernize and reform the curriculum for secondary schools, especially in ICT, general science, health, and physical education.⁸ The project outputs were designed to address these three areas, and the monitoring framework provided indicators to measure achievements. The results chain was logical, as achievement of the outputs and the performance targets would contribute to the achievement of the outcome. Stakeholder participation was high in this project. The project also generated a great sense of ownership from the MOE. However, some of the performance targets were overly ambitious, reflecting the high aspiration of stakeholders at the time of project design.

B. Project Outputs

7. To achieve the project outputs, the EKSP completed the following activities: (i) upgraded 100⁹ secondary schools and offered scholarships to underprivileged children; (ii) introduced CBE curriculum in languages, mathematics, science, and technology; and funded CEIEE and the Sri Lanka Institute of Advanced Technological Education (SLIATE) to enhance teacher training capacity in English and technology for post-secondary students; (iii) strengthened health education by bringing HIV/AIDS into the curriculum for both teachers and students; and (iv) formed partnership mechanisms among general and tertiary education representatives,

⁴ ADB. 2007. *Report and Recommendation of the President to the Board of Directors: Proposed Loan and Asian Development Fund Grant to the Democratic Socialist Republic of Sri Lanka: Education for Knowledge Society Project*. Manila.

⁵ ADB. 2012. *Country Partnership Strategy: Democratic Socialist Republic of Sri Lanka, 2012–2016*. Manila.

⁶ Government's ten-year development plan (2006–2016).

⁷ ADB. 2005. *Technical Assistance to the Democratic Socialist Republic of Sri Lanka for Preparing the Education Sector Development Program*. Manila.

⁸ Sri Lanka carries out a nationwide general curriculum reform every 8 years.

⁹ This number was changed to 100 schools from 150 schools in the original design due to price escalation. The change was agreed upon during the review mission from 22 March to 1 April 2010, as documented in the Aide Memoire dated 9 April 2010 and the approved back-to-office report dated 9 April 2010.

procured a management information system (MIS), though it was still not fully operational at project completion, and initiated career guidance.¹⁰

1. Increased Equity and Access to Education

8. The EKSP upgraded 100 secondary schools in rural and disadvantaged areas, although 150 schools (six schools per district) had originally been identified for upgrading under the project. This upgrading supported the government's 2007 plan to have one full-fledged provincially-administered secondary school in each of the 325 divisional secretary divisions. Because of the unforeseen price escalation during implementation, the project monitoring unit found it difficult to upgrade all 150 selected secondary schools and recommended an amendment to upgrade only 100. It also requested ADB to increase the share of funding from 65% to 90%. The target was changed in April 2010, and the revised target was achieved at project completion. The upgrading included school buildings and facilities, computer and internet connections, and an increase of 600 teachers and staff. In addition, civil works, modern lab equipment, and capacity building in ICT were adequately provided to ensure the utilization of ICT by students in the technology stream in these 100 schools.

9. The School Development Financial Grant (SDFG)¹¹ and School Development and Maintenance Grant (SDMG)¹² were introduced to foster autonomy on school-level planning,¹³ and to support the maintenance costs of upgraded facilities. Based on school performance, grants were given in 2011 and 2012. Both the SDFG and SDMG made a significant impact on fostering school-level ownership and accountability. Schools were able to utilize the school grant to meet their particular development needs. However, a self-sustainable strategy needs to be developed by the MOE to continue such good initiatives.

10. The EKSP also implemented school-level scholarship programs. Its various scholarships gave students the chance to attend school, especially those from conflict-affected provinces. By project completion, the EKSP had awarded scholarships to 73,658 students in rural and disadvantaged provinces. The original project design covered only 30,000 scholarships. Prior to midterm review (MTR), the MOE proposed an increase in the number of scholarship recipients to cover all O/L students in the two most conflict-affected provinces—Northern and Eastern—where the majority of Tamil students are from. The MOE and ADB reached an agreement to increase the number of scholarship beneficiaries to 76,000 including those receiving job-related training support (see Appendix 1 for details). The revised target was almost achieved. Scholarships were designed to help students in grades 10–13 who had obtained scholarships

¹⁰ The Education for Knowledge Society Project (EKSP) contributed to the ADB results framework through the following: (i) 79,980 students benefited from new or improved educational facilities (male: 48.82%, female: 51.18%), and (ii) 19,405 teachers were trained in quality or competency standards (male: 30%, female: 70%).

¹¹ An annual grant of SLRs100,000 (approximately \$900) was provided from 2011 onward under the ADB-approved and project-financed School Development Financial Grant (SDFG). Well-performing schools were provided with additional funds up to SLRs200,000 (approximately \$1,800) in the following years. The statutory status for SDFG was provided by the Ministry of Education (MOE) Circular No. 39/2009 of 30 November 2009. All target schools received grants from SDFG, which led to a total disbursement of SLRs79.5 million.

¹² The MOE Circular No. 15/2012 of May 2012 provided statutory status to the School Development and Maintenance Grant. 1,400 secondary schools (of which 400 were in the Northern Province) were provided SLRs100,000 per school annually under the project for maintenance and repairs, with a bonus payment for better performing schools. At completion, 1,429 secondary schools had received SDMGs (with 1,212 schools qualifying for bonus funds for good performance in 2013) with total disbursements amounting to SLRs483.4 million.

¹³ In order to encourage schools to identify suitable quality improvement initiatives and ensure that the quality education targets were achieved at an optimum level, each school was requested to prepare its own **Five-year Educational Quality Development Plan** (which was a continuation from the Secondary Education Modernization Project II) for implementation from 2011 onwards.

under the SEMP and SEMP II, but had not qualified for higher education. Under the Accelerated Skills Acquisition Program, each student received SLRs10,000 per year to pay for job-relevant technical training fees. All students who received this type of scholarship had completed relevant training programs.

2. Quality and Relevance of Teaching and Learning Enhanced

11. A new competency-based curriculum, including the use of ICT, was introduced in secondary schools as the basis for teaching and evaluating students. ICT was used in languages, mathematics, sciences, and technology. The MOE revises and updates the national curriculum every 8 years. The project was implemented just when the MOE was about to start developing a new, competency-based curriculum. The National Institute of Education (NIE) is solely responsible for curriculum design and revision. The EKSP provided a TA consultant and funding for the NIE staff training on developing a CBE curriculum,¹⁴ which is now in use. Also, 18,000 teachers have received training on CBE methods for teaching and evaluation, as well as the use of ICT in key subjects. The National Evaluation and Testing Service (NETS) incorporated summative assessments of student performance into the final grades for both O/L and A/L students.

12. The CEIEE was fully operational at project completion. It was designed to be a higher quality and upgraded version of the Peradeniya National College of Education.¹⁵ Its aim was to improve the quality of English teaching and use modern ICT tools to develop a series of training courses. It benefited from improvements to its infrastructure and facilities, as well as staff training, and the development of instructional materials. The CEIEE also used distance education methods and developed digital instructional materials to help teachers receive English language training. A total of 2,997 teachers received a one-year training program in this center, which exceeded the project target.

13. The upgrading of the SLIATE was aimed at achieving a larger enrollment (25% more) and better completion rate (12% more). The SLIATE provides diploma qualifications under the National Vocational Qualification framework and it only receives A/L graduates. The employment rate of SLIATE graduates is almost 100% and the salary scale is comparable to or higher than bachelor degree holders. The SLIATE was chosen to be upgraded with the hope of providing access to and opportunities for students who pursue a non-conventional university degree after completing secondary education. The EKSP supplied teaching equipment and upgraded computer labs for 12 advanced technical institutes under the SLIATE. It also supported MIS development and the training of instructors in their technical specialization (overseas and domestic). Training achievement was well above the target of 50 teachers.

14. The project enhanced the use of ICT for teaching and learning, exceeding all targets under this component. A total of 2,149 secondary schools received at least five computers, uninterruptible power supply (UPS), and a printer. The International Computer Driving License (ICDL)/Computer-Assisted Learning scholarships were awarded to 19,600 teachers, and 19,561 obtained ICDL qualifications. In total, under ICT-related training for teachers, 50,270 scholarships were awarded and 48,985 teachers completed the training.

¹⁴ The EKSP provided funding for eight National Institute of Education staff for overseas master's degree training, seven staff for local master's degree training, and 25 staff for international information and communication technology (ICT)-related pedagogical applications training.

¹⁵ The Peradeniya National College of Education is one of the oldest teacher training institutions in Sri Lanka, as the successor to the English Specialist Teachers' Training College established in 1961. It was upgraded to a National College of Education in 2007.

3. Improved HIV/AIDS and Health Education

15. Although Sri Lanka had a low prevalence of HIV infection, the lack of awareness of the risk of infectious diseases increased the country's vulnerability to an epidemic. The ESKP aimed at improved awareness of HIV/AIDS risks through health education in schools.¹⁶

16. The EKSP achieved the targets for improved HIV/AIDS and health education. (i) Reading materials on HIV/AIDS and public health, and assignments were included in the new secondary school curriculum; (ii) 400 staff from the National College of Education, the Teacher Training College, and teacher center staff, as well as 6,000 school teachers, received training on HIV/AIDS education;¹⁷ and (iii) 92 zonal resource centers were refurbished and provided with equipment, handbooks, supplementary reading materials, booklets, multi-media learning materials, and board games related to HIV/AIDS.

4. Improved Policy, Governance, and Service Delivery

17. To improve policy, governance, and service delivery, this output intended to further connect school education with the labor market and enhance service delivery by (i) forming policy coordination dialogue and partnerships, (ii) helping the MOE to establish an MIS, (iii) providing training for school principals on school management, (iv) supporting career guidance for career counselling teachers and students, and (v) strengthening social marketing for learning and career options.

18. By project completion, the central mechanism had not been achieved, but some activities had been initiated. The MIS hardware was procured, but the module and program development experienced long delays. At project completion, the MOE did not have a functioning, integrated MIS. Because of this, the training for 200 educational administrators of all levels to use this new MIS was not carried out.

19. The target to develop the education management and leadership programs for school principals was fully achieved. The programs were conducted through NIE's Centre for Education Leadership Development (CELD) at Meepe. Through the project, the CELD was equipped with better personnel and facilities. In total, 3,122 principals received training in 39 programs and 4,748 were trained through 45 short-term thematic training programs. An additional 300 trainees participated in education management certificate and master of arts programs.

20. A website for career guidance and information was set up and ready to use, but has not been kept up to date. A social marketing certificate program offered by the Open University of Sri Lanka was not completed by the MOE and project monitoring unit staff. The project had initially conducted a perception survey, covering school-based assessment, career counselling, and use of computers for teaching and learning, among parents, teachers, and students. Based on it, a social marketing strategy and information campaign had been formulated to convince students and parents to take alternatives to university education. The strategy proposed a specialized unit within the MOE for its implementation. However, there is no evidence of any follow-up activities by the MOE.

¹⁶ It was agreed with the government that the project would use part of the Asian Development Fund grant in the most cost-effective way, which was to support enforcing health-related teaching in schools. Therefore, the HIV/AIDS component was added to the EKSP. The EKSP spent \$5 million on HIV/AIDS-related activities. The rest of the grant supported the scholarship program and Initiative for Innovative ICT for Learning.

¹⁷ Details on training materials and the length of training, as well as feedback from trainees, are available upon request.

C. Project Costs

21. The actual total project cost at completion was at \$94.7 million, which was 89.9% of the original estimate of \$105.3 million. Total project cost at design consisted of ADB-administered funding of about \$80 million (comprising an Asian Development Fund loan of \$65 million and a grant of \$15 million), and government counterpart financing of \$25.3 million. Of this amount, ADB disbursed \$78.77 million and the government counterpart fund disbursements amounted to \$15.93 million.

22. Expenditure on the civil works component increased due to price escalation and cost overruns, reaching almost double the appraisal estimates. Also, there was a delay in the release of government counterpart funds. To accelerate implementation, ADB's share for civil works was increased from 65% to 90%. During implementation, project funds were reallocated nine times to fund (i) recurrent internet costs, SDFG, SDMG, and Mahindodaya Student Scholarship Fund (MSSF); and (ii) additional costs for civil works, furniture, consulting services, vehicles, scholarships, incremental staff, and training. The reallocation was needed to increase the budget allocation for categories affected by the higher cost of materials.

D. Disbursements

23. Loan and grant proceeds were withdrawn in accordance with ADB's *Loan Disbursement Handbook* (2007, as amended from time to time). The loan and grant imprest accounts were opened on 12 May 2008. The first disbursement under the loan was 4 June 2008 and the last on 28 April 2015. The project accounts were closed on 28 April 2015 (loan) and 6 November 2015 (grant). The imprest account was extensively used for liquidation and replenishment following the statement of expenditure procedures. Direct payment and reimbursement methods were also used. To accelerate payments, the loan imprest account was increased to \$6.5 million and the grant imprest account to \$1.5 million in September 2013, considering the actual replenishment cycle of about 45 days on average. Total disbursements for the loan and grant amounted to \$63.80 million (99.16%) and \$14.97 million (99.79%), respectively.

E. Project Schedule

24. ADB approved the loan on 26 November 2007. The loan and grant agreements were signed on 18 December 2007 and became effective on 7 March 2008. The original physical completion date was 31 December 2012, with a financial closing date of 30 June 2013. The revised financial loan closing date was 31 October 2014 and the grant closing date was 31 July 2015. Both the loan and the grant were extended twice. During the MTR mission, the government requested a 12-month extension of both the loan and grant to ensure completion of civil works and procurement of the necessary furniture and laboratory equipment, which had been delayed because of the security situation in the Northern and Eastern Provinces and insufficient cash flow from the counterpart funds. The loan was extended by a further 4 months to allow delivery of and payment for school furniture for the new technology stream, meaning the loan was extended by 16 months in total. The grant was extended by a further 13 months to ensure that the \$800,000 allocated for the MSSF was appropriately provided to the intended recipients, making a total extension of 25 months.

F. Implementation Arrangements

25. The MOE was the executing agency and implemented the project through a project management office (PMO) headed by a full-time project director and with experienced staff from

the SEMP and SEMP II. The implementing agencies were the respective units under the MOE, the Provincial Departments of Education, Zonal Education Offices, NIE, CELD, NETS, SLIATE Directorate-General and SLIATE Centers (Institutes), and Peradeniya National College of Education.

26. A project steering committee (PSC) was established with the secretary of the MOE as chairperson and membership drawn from senior representatives of the MOE, Ministry of Higher Education, Ministry of Vocational and Technical Training,¹⁸ Ministry of Health, NIE, NETS, Provincial Ministries of Education, National Education Commission, Finance Commission, External Resources Department, National Planning Department, and Federation of Chambers of Commerce and Industry. The project director served as secretary of the PSC, which met seven times during the project period. The PSC was supposed to meet not less than once a quarter, but the PMO adopted one-to-one meetings with implementing agencies to review project progress and resolve implementation issues without convening the PSC on a regular basis.

G. Conditions and Covenants

27. Most of the loan covenants were complied with. Of the 32 covenants, 27 were fully complied with, four were partially complied with, and one was waived. The waived covenant (Schedule 5, para. 14) was deleted by ADB to allow for the implementation of an alternative teacher transfer scheme by the MOE. Partially complied with were the covenants on the National Education Coordination Committee (Schedule 5, para. 6), social marketing campaign (Schedule 5, para. 22), regular updating of the MOE website (Schedule 5, para. 23), and monitoring indicators for HIV/AIDS and health education (Schedule 5, para. 31). Progress reports were submitted on time, but audited financial statements were received 2–4 months after the deadline. The status of compliance with loan covenants and the reasons for the partial compliance of four covenants are in Appendix 7.

H. Consultant Recruitment and Procurement

28. **Consulting services.** Consultants were recruited in accordance with ADB's *Guidelines on the Use of Consultants* (2007, as amended from time to time). A total of 444 person-months of consulting services (84 international and 360 national) were expected to be engaged through firms and individuals, but only 273 person-months (63 international and 210 national) were utilized. Not all consulting inputs envisaged under the project were utilized because some recipients had already received assistance from other funding sources. The project engaged two firms to assist the SLIATE, CEIEE, CELD, NIE, NETS, and MOE. A delay of 6 to 8 months in the recruitment of the firms resulted in some international consultants being replaced at the time of fielding because they were no longer available. Reasons for the delay include: (i) re-evaluation of the shortlist, (ii) revisions in the request for proposal, (iii) an extension of the proposal submission, and (iv) re-evaluation of technical proposals.

29. **Procurement.** All procurement of works, goods, and services was conducted in accordance with ADB's *Procurement Guidelines* (2007, as amended from time to time), with national competitive bidding. About 2,728 packages of goods and civil works were planned, comprising small civil works to refurbish schools (2,585 packages), furniture (33 packages), equipment and vehicles (31 packages), and instructional materials (79 packages). The actual awarded contracts were less than 600 contracts since most of the refurbishment of Type 2 schools was done through direct contracting with the respective school development societies

¹⁸ Formerly the Ministry of Youth Affairs.

and was paid by ADB through the statement of expenditures procedure. Towards the end of the project (October 2012), the remaining civil works contracts were bundled into one per province to increase the package price and attract bigger contractors with better capacity to implement the contracts.

30. In October 2012, ADB's Office of Anticorruption and Integrity (OAI) conducted a review of procurement under the project.¹⁹ The review team noted instances where international competitive bidding and national competitive bidding contracts had been awarded to contractors with unqualified technical and/or financial capacity. This occurred because the technical evaluation committee did not conduct the bid evaluation properly and bid evaluation reports contained inaccurate information when submitted to ADB.²⁰ The PMO implemented the corrective actions that OAI recommended.

I. Performance of Consultants, Contractors, and Suppliers

31. The performance of consultants was *satisfactory*. The harmonious working relationship between consultants and staff of recipient institutes ensured close interaction and transfer of knowledge. The performance of most contractors was *satisfactory*. However, the vast number of small contracts, several per school, hampered the timely completion and quality of works. The nature of small contract awards attracted only the smaller local contractors, which often did not have sufficient cash flow or physical capacity. A number of contractors were unable to complete their work, which resulted in the PMO having to cancel the contract and rebid. While the project had implemented civil works as per the Project Administration Manual, the practice of managing the multitude of small contracts was inefficient and affected the quality of civil works.

32. The performance of some suppliers was less than *satisfactory*. The company that had supplied the computers failed to provide adequate maintenance services. Therefore, in November 2013 another company (the official distributor of the computer brand in Sri Lanka) was contracted on the advice of the manufacturer of the supplied computers. However, the replacement company also failed to provide the needed maintenance and then refused to provide post warranty maintenance services for the computers after June 2014 when the 3-year manufacturer's warranty ended. Since the PMO continued to receive complaints from the different schools, it hired a third company, which was a major supplier of the EKSP and MOE computers, for post-warranty services of the computers supplied by the first company. The third company solved the maintenance issues until project completion.

33. The suppliers of school furniture for the new technology stream had difficulty in sourcing materials (hardwood and metal parts) in the domestic market and had to wait for imported materials, which delayed the production and delivery of school furniture. Manufacturing of furniture was completed on time but delivery, inspection, and inventory taking were not completed on time, which was one of the reasons for extending the loan closing date.

J. Performance of the Borrower and the Executing Agency

34. The overall performance of the borrower and the MOE as the executing agency is considered *satisfactory*. This assessment is based on an evaluation of their performance in

¹⁹ The reason for OAI's review is that the project officer volunteered this project when OAI requested regional departments for projects where it could do a spot review. The objective of the spot review was to identify project strengths, vulnerabilities, and risks in the areas of internal controls, procurement, financial management, and/or asset inspection.

²⁰ ADB. 2013. *Spot Review Report on L2371-SRI (SF)/G0091-SRI: Education for Knowledge Society Project*. Manila.

meeting the responsibilities assigned in the implementation plan and of their ability to maximize their institutional capacity.

35. The MOE performed *satisfactorily* in achieving the outcome and outputs. At project completion, the MOE had effectively achieved the outcome, which was to improve the quality, relevance, effectiveness, and equity of access to secondary and tertiary education, in particular in rural and disadvantaged areas. A number of adjustments and changes in project outputs had taken place since project appraisal, yet the MOE performed *satisfactorily* in identifying implementation difficulties and making timely recommendations for changes. It is reasonable to conclude that the MOE performed well in meeting most of the achievement targets, despite unexpected policy changes and price escalation. The political commitment and inter-ministerial coordination were considered *satisfactory*. The PSC, which includes critical stakeholders, played an effective role to ensure steady implementation.

36. Going forward, the government and the MOE could improve. For instance, discussions to seek a solution to particular difficulties, such as in establishing the MIS, could be more timely and proactive. In addition, the institutional capacity of the MOE needs further development, especially with regard to procurement-related matters.

K. Performance of the Asian Development Bank

37. The performance of ADB is considered *satisfactory*. ADB was efficient and effective in approvals, disbursements, and monitoring. During project implementation, ADB conducted nine review missions including one inception and one MTR. Five missions were conducted before the MTR and three afterwards, for a total of 212 person-days. During missions, the government and the MOE adequately highlighted the challenges and any required adjustments, and ADB provided timely responses. ADB was also constructive in providing guidance and solutions to issues arising during project implementation.

III. EVALUATION OF PERFORMANCE

A. Relevance

38. The project is rated as *relevant*. The project outcome and outputs were selected to address key issues faced by school education, based on findings and evidence from the project preparatory TA. The project had a strong rationale, namely to enhance the quality, relevance, and effectiveness of secondary and tertiary education, especially in rural and disadvantaged areas, in order to increase education's relevance to the labor market, increase employability, and build a more skilled labor force. The EKSP was fully aligned with the ESDFP, 2006–2010, which provided a policy framework and guide for development assistance in general education. Gender was also a priority in both project design and implementation.²¹ The project's objectives and interventions are fully aligned with the country development plan and ADB's CPS, and are therefore considered highly relevant.

39. However, the design is considered less than relevant due to a lack of focus and synergy among different components and activities. Project components ranged across several subsectors (secondary and post-secondary), many different subject matters and inputs (teachers, curriculum, building, and equipment), touching upon different levels of administration (central, provincial/district, and schools), with relatively small financial resources. Most efforts

²¹ For details about gender strategy and achievements, please refer to Appendix 6.

were focused on the 100 schools directly supported by the project, but central institutions (CEEIE, CELD, and SLIATE) were also supported. Lack of focus and many scattered activities constrained the MOE and ADB's ability to seek opportunities to create connections among different activities and push for more institutionalization of some of the good pilots such as school level grants and scholarships. As a result, some of the project achievements remain as one-off, with little or no follow-on with the government's own resources after the project.

B. Effectiveness in Achieving Outcome

40. Effectiveness in achieving the outcome is considered *effective*. The project achieved all outcome indicators as per the design and monitoring framework and most of the outputs were delivered, with clear attribution towards the outcome indicators, as elaborated in this section.²²

1. Equity of Access to Education

41. The project increased the equity of access to education, especially access to secondary education in rural and disadvantaged areas. First, the EKSP upgraded 100 secondary schools, and their enrollment increased by 10.8% in 2012 compared to the 2008 baseline. Because of the capacity building, together with infrastructure upgrading through the project, these 100 schools were able to continue to increase enrollment to 11.9% by 2014. The project surpassed the target of an 8% increase in secondary school enrollment.²³ The achievement was significant, given that the 100 schools would likely have lagged behind the country average without the EKSP intervention because of their disadvantage in human and material resources and geographical location.

42. The project also achieved other important targets and outputs to achieve the outcome. At project completion, promotion rates in secondary schools increased by 8%, repetition rate and drop-out rates decreased, the SLIATE enrollment rate increased by 25%, and completion rates increased by 12%. Gender-related outputs and targets were all achieved.²⁴ For instance, 73,658 scholarships were awarded, with equal numbers of female and male beneficiaries, and a special scholarship program was introduced for the technical stream, with special attention to girls for academic year 2013–2014 under the MSSF.

2. Quality and Relevance of Teaching and Learning

43. The project was effective in increasing the quality and relevance of teaching and learning for both secondary and tertiary education.

44. A competency-based curriculum that integrates the use of ICT into various subjects was delivered and remains in use. The CEIEE was fully operational, and the SLIATE was upgraded. The EKSP training programs for both principals and teachers were well accepted, indicating that teachers and principals, especially those at the provincial level, needed more high quality professional development programs. The principal training program aimed to build capacity and strengthen the knowledge of the technology stream and ICT-based teaching and learning.

²² The evaluation of safeguards and gender strategy is discussed in a separate session under "Impact".

²³ There is no data available on country level enrollment before 2010. This percentage refers to the enrollment increase from 2010 (2,524,673) to 2013 (2,605,597) based on available data and information. The MOE did not have records of overall enrollment numbers in 2008 and 2009. Among project schools, enrollment exceeded target—it increased by 10.8% and 11.9% in 2012 and 2014 compared to the baseline in 2008.

²⁴ For details about gender-related outputs and targets and gender strategy and achievements, please refer to Appendix 1 and 6.

These principal training programs were helpful and effective to help them better manage upgraded secondary schools, including managing personnel and modernized facilities, utilizing school grants, and diagnosing low performing subjects and students. Teacher training was very successful, especially on ICT-related subjects (International Pedagogical ICT and ICDL/Computer-Assisted Learning). From the evaluation questionnaire answered by 19,000 teachers, the majority of them were satisfied (over 85%) with the training program and one of the most frequent feedback comments was that teachers need more training of this kind.

45. Despite the achievements in the relevance output, more work is still needed with regard to curriculum and career counselling. The NIE received scholarships and overseas training, and the new curriculum has been developed and is in place. But the new curriculum needs further improvement to maintain its relevance and apply knowledge to modern society to ensure that its content will foster the skills required by students in the 21st century. Career counsellors were present in all secondary schools with over 300 enrolled students. However, they were used more to solve psychological issues and socioeconomic difficulties for students than to provide guidance to students on vocational choices after secondary school education.

3. Improved HIV/AIDS and Health Education

46. The component on improving HIV/AIDS and health education was considered effective. The project outputs were institutionalized as: (i) an additional component on HIV/AIDS was added to the health and science curriculum; (ii) the majority of teachers reflected that this component helped students become more aware of potential risks; and (iii) students gave positive feedback on this kind of knowledge in both health and physical education and in science. Field visit interviews reflected some concerns on the necessity of this kind of knowledge, especially in areas where there is almost no case of HIV/AIDS. But most of them understand it is for general health knowledge and awareness of potential risks. Students of different grades were asked to receive different levels of HIV/AIDS teaching. Other approaches to dissemination supported by the project included newspapers, TV dramas, magazines, and pamphlets.

4. Policy, Governance, and Service Delivery

47. The project was less than effective in improving policy and governance. Two major initiatives to strengthen governance and management were planned, but neither was implemented successfully. The central mechanism to develop and implement policy for sector strategies was not established. Although there were several meetings for this purpose, the MOE did not follow up.

48. The Education Management Information System (EMIS) was not operational at project completion. During project implementation, three staff members received training in Bangkok to develop the first phase of this central data system. One staff remained in the Department of Data Management (DDM), but the other two retired. The current director of the DDM has been in place only since 2015 and has no institutional memory of this particular department. The project took 4 years (2008–2012) to complete a one-year task, which was to design the central data information management system. Testing and software development, which were scheduled to be completed between 2012 and 2014, 2 years after the design had been finalized, were actually completed in July 2015. Although the EMIS was eventually ready for

data entry, due to issues with the MOE SchoolNet, data could not be entered at the zonal²⁵ level. Data validation at the zonal level was another issue; the current platform does not allow users to receive basic analytical results, and schools were not incentivized to input data into the system.

C. Efficiency in Achieving Outcome and Outputs

49. The project is considered *efficient*. Although the economic internal rate of return was not calculated at project appraisal and there was very limited information to compute it at project completion, the general rate of return to education in Sri Lanka was high. Private returns to investment in secondary education are empirically higher than primary education in Sri Lanka. Private returns on secondary education (passing A/L) averages 15% for men and 18% for women, whereas private returns to primary education averages 2% for men and 1% for women.²⁶ The EKSP is considered efficient due to the positive labor market response to post-secondary degrees in Sri Lanka. For instance, the SLIATE had an employment rate of over 95% among its part-time and full-time students, and their monthly salary was twice that of secondary school graduates. The case of how schools utilize school grants provided by the EKSP demonstrated the strong multiplier effect in social returns. For instance, when school grants were used on campus for civil works, there was always strong support and interest from the community, with parents contributing a large amount of free work for school construction and facility maintenance.

50. The EKSP is considered *efficient* in achieving project outputs. Almost all the targets set at appraisal were surpassed. For instance, the revised target of upgrading 100 secondary schools was achieved, but the project surpassed it by (i) strengthening 1,429 Type 2 schools, (ii) providing computers to 2,149 Type 2 schools across ethnic and rural regions, and (iii) supplying facilities to 500 secondary schools in the Northern Province. The EKSP exceeded the target by providing 73,658 students scholarships in rural and disadvantaged provinces. Project implementation and management was efficient and with few delays because of the PMO's capacity and familiarity with implementation guidelines and procedures.²⁷ In terms of cost, the project is *efficient*. The reallocation of funds was due to the unforeseeable price escalation. Most activities were completed by 2014, and the project period was extended because of the MSSF disbursement to the beneficiaries.

D. Preliminary Assessment of Sustainability

51. The EKSP is rated *likely sustainable*.

52. **Sustainable human resource development.** During project evaluation, which is 2 years after project completion, enrollment increased consistently among the 100 project secondary schools. On average, student enrollment increased by 80% in 2016, compared to the baseline year (2008), and some doubled their enrollment. Upgrading 100 secondary schools had a longer-term effect in attracting more students from the respective provinces to attend provincial level schools instead of competing for the national level schools. There is evidence of students coming from other provinces for better quality secondary education.

²⁵ The zonal level of administration is a level below the district level, which is a level below the provincial level, in the bureaucratic system in Sri Lanka.

²⁶ World Bank. 2011. *Transforming School Education in Sri Lanka: From Cut Stones to Polished Jewels*. Washington, D.C.

²⁷ The majority of the project management office staff had previously worked on the ADB Secondary Education Modernization Project.

53. **Institutional sustainability—the increased competitiveness of non-popular secondary schools.** Another sustainable factor is the increasing awareness of non-popular secondary schools, the majority of which are provincial level schools in rural and disadvantaged areas. There is a high preference for “popular schools” (the majority are national level schools) among students and parents. Competition to enter those secondary schools is very high. These caused difficulties for students to attend: distance, financial burden, and potential competition. Having established 100 EKSP schools and provided training to teachers, a lot of provincial level schools have gained popularity. This creates a healthy competition between popular schools and non-popular schools, as well as enlarged access to quality secondary education in rural and disadvantaged areas. Through this success, the government has continued to expand the model to the 1000 Schools Program under the ESDFP, 2013–2017.

54. **Universalization of good-quality secondary education.** The government has initiated the 1000 Schools Program and sought assistance from the World Bank, United Nations Children’s Fund, and ADB. The 1000 Schools Program started at the end of the EKSP, and continued supporting the 100 schools that were supported under it. The umbrella multi-donor funding monitors the performance of the 100 schools and provides further support, such as teacher training and facilities maintenance. The government is aiming to have good quality secondary schools in all divisional secretariat divisions, as part of the policy of universal secondary education. The EKSP also confirmed the need to scale up the upgrading of secondary schools in Sri Lanka. The ESDP was introduced upon completion of the EKSP, using a program approach to provide holistic support to the secondary education system.

E. Impact

55. The impact of the EKSP is considered *satisfactory*. At project completion, in the EKSP schools, the relevance of secondary and tertiary education to labor market requirements had increased, as had the employability of graduates from these schools. Positive changes among the 100 schools and the SLIATE include improved pass rates (O/L increased 11%, A/L increased 4%) and better employability, but considering that they constitute a small fraction of total secondary schools and non-conventional secondary education institutions, the overall sector-wide impact is not expected to be high. Performance targets used national level data to measure the achievement of impact; as a result, some targets could not be achieved because the EKSP did not invest in all secondary and tertiary schools in Sri Lanka. National level unemployment rates of educated youth did not achieve the target of a 5% reduction nationwide. On the other hand, the SLIATE employment rate remains very high. The EKSP gender targets which were monitorable and measurable were achieved.

56. Aside from the core targets for achievement, the EKSP achieved several positive long-term impacts. The project successfully created demand for unpopular secondary schools and eased the tension from primary graduates to compete for the popular schools. Through investment in the SLIATE, the project helped parents and students raise, to some extent, the awareness of alternative options to the state universities at post-secondary level.

57. The **safeguard assessment** confirmed at project appraisal that the EKSP would not cause involuntary resettlement, and no adverse environmental impact was anticipated from the civil works. Civil works followed country specific environmental guidelines and ADB’s *Environment Policy* (2002). At project completion, secondary school upgrading was completed within school premises and renovation was within the SLIATE and CEIEE buildings. Moreover, the disposal of hazardous chemicals was consistent with the handling and safe disposal measures normally taken in Sri Lankan secondary schools.

58. The project has satisfactorily implemented the **gender strategy**²⁸ and the **Ethnic Equity Framework** (EEF) described in the Report and Recommendation of the President to the Board of Directors.²⁹ Almost all of the gender strategy and EEF targets were achieved or surpassed at project completion. For instance, the percentage of female teachers who received training and professional development surpassed the target of 50% by 25% at project completion. Overall, the PMO satisfactorily addressed the requirements under the gender strategy and EEF.³⁰ The EKSP paid due attention to students from economically deprived and conflict-affected areas during initiatives such as scholarship awards to the Northern Province Special Development Program.

IV. OVERALL ASSESSMENT AND RECOMMENDATIONS

A. Overall Assessment

59. The project is rated *successful* overall, based on the findings regarding relevance, effectiveness, efficiency, and sustainability. The project is considered *relevant* to the overall country and ADB strategy for education sector development; *effective*, because all the outcome performance targets and most of the output indicators were met; *efficient* in achieving its outputs and outcome; and *likely sustainable*, through initiatives such as the 1000 Schools Program.

B. Lessons

60. The need for further scaling up of the ESDP became clear. The EKSP upgraded 100 secondary schools and one post-secondary school among many. At the end of the project, there is a clear need to strengthen capacity in more secondary schools, which should be done using a program approach. Specifically, it is necessary to ensure that students in disadvantaged and rural areas have equitable access to quality secondary education, sufficient training is given to teachers, and the needed resources are provided.

61. In addition, a more systematic design would give more scope to the executing agency to develop synergies among outputs and to make systematic changes. For instance, the EKSP offered many ad-hoc teacher training courses through different project activities. But there was no systematic approach to integrate these activities into a comprehensive and structured professional development plan. The core issue that influences the quality of teaching in Sri Lanka is the lack of clear career progression paths with proper professional development opportunities for both teachers and principals.

62. Successful activities need to be institutionalized and scaled up. The effectiveness of upgrading 100 secondary schools is a good example that school-based management builds ownership and accountability, and increases the quality of schooling as a result. The need for more good quality secondary schools is urgent for the country. The success of school grants is another example of small pilot activities. Such intervention yielded great returns and it needs to be sustained in order to receive greater benefits in the long run.

²⁸ The EKSP was categorized as “effective gender mainstream”. The EKSP did not have a gender action plan, but a gender strategy was included in the summary poverty reduction and social strategy. For details, refer to Appendix 6.

²⁹ ADB. 2007. *Report and Recommendation of the President to the Board of Directors: Proposed Loan and Asian Development Fund Grant to the Democratic Socialist Republic of Sri Lanka: Education for Knowledge Society Project*. Manila.

³⁰ Qualitative information is included in the South Asia Department videos on Gender Equality Results and is available upon request.

C. Recommendations

1. Project-related

63. **Future monitoring.** Further monitoring of the institutional and systematic changes is needed. Though the EKSP provided valuable lessons learned for both project intervention and approaches for systematic education reform, issues still exist in curriculum design, teacher professional development, systematic incentive programs, and diversifying pathways for students. The problems within the curriculum and assessment system also remain unresolved. Those changes take time and require collective efforts from both the executing agency and ADB. It is suggested that **the project performance evaluation report** be conducted in one year's time.

64. **Further action or follow-up.** Interventions that have stronger effects than others should be given greater priority. For instance, school grants had an unexpected positive impact. It delivers a strong signal that a small amount of investment can make a difference if used correctly. School grants help to build ownership and encourage initiatives at the school level, and, though they represent a small investment, the returns are high.

2. General

65. ADB is engaged with the government on the ESDP, which necessitates greater and more efficient government spending on education. With the success of the technology stream and upgrading of secondary schools through the EKSP, the government has further enlarged the scope of impact by initiating the 1000 Schools Program. The purpose is to ensure that there is a good quality secondary school within a reasonable distance of students in every province in the country. It is important to follow up on the progress achieved at the 100 EKSP schools. In particular, use of school facilities, implementation of technology stream subjects, availability of materials and human resources, and ongoing capacity development of local teachers and principals should be monitored by the MOE and ADB.

66. The EMIS also needs to be monitored. As of February 2016, the EMIS portal is still not operational because the development of Phase II is still ongoing. The MOE needs to provide more staff and funding to the DDM. In order to complete the final Phase III, the DDM needs feedback to finalize different modules. Once Phase III is completed, the MOE needs to provide training for data input and validating personnel at zonal, provincial, and central levels.

DESIGN AND MONITORING FRAMEWORK: ACHIEVEMENTS AGAINST PERFORMANCE TARGETS

Design Summary	Performance Targets/Indicators	Baseline Measurement	Achievement at Completion																																																
Impact Increased relevance of secondary and tertiary education to labor market requirements, which will lead to increased employability of educated youth	Unemployment rates of educated youth reduced by 5% from 2008 to 2012	Unemployment rate of those with GCE A/L and above = 10.5% in 2008	Unemployment rate of those with GCE A/L and above = 6.9% in Q1 2014 Reduction = 3.4%																																																
	Employment of educated youth in the private sector increased by 4% from 2008 to 2012	Number of persons with GCE A/L and above employed in private sector = 694,518 in Q1 2008	Number of persons with GCE A/L and above employed in private sector = 904,000 in Q1 2014 Increase = 30%																																																
	Pass rates of general certificate O/L and A/L increased by 8% from 2008 to 2012, especially in science, mathematics, and English	GCE O/L pass rates (%) Island-wide (2008) <table border="1" style="margin-left: 20px;"> <tr><td>Science & Technology</td><td>48.0</td></tr> <tr><td>Mathematics</td><td>48.6</td></tr> <tr><td>English</td><td>39.9</td></tr> </table> Schools under SSU (2008) <table border="1" style="margin-left: 20px;"> <tr><td>Subject</td><td>Sinhala</td><td>Tamil</td></tr> <tr><td>Science</td><td>42.5</td><td>41.59</td></tr> <tr><td>Mathematics</td><td>45.58</td><td>55.34</td></tr> <tr><td>English</td><td>17.64</td><td>15.17</td></tr> </table> GCE A/L Pass rates (%) <table border="1" style="margin-left: 20px;"> <tr><td></td><td>2008</td></tr> <tr><td>Island-wide</td><td>62.9</td></tr> <tr><td>Schools under SSU</td><td>61.6</td></tr> </table>	Science & Technology	48.0	Mathematics	48.6	English	39.9	Subject	Sinhala	Tamil	Science	42.5	41.59	Mathematics	45.58	55.34	English	17.64	15.17		2008	Island-wide	62.9	Schools under SSU	61.6	GCE O/L Pass rates (%) Island-wide (2012) <table border="1" style="margin-left: 20px;"> <tr><td>Science</td><td>68.3</td></tr> <tr><td>Mathematics</td><td>55.4</td></tr> <tr><td>English</td><td>47.8</td></tr> </table> Schools under SSU (2012) <table border="1" style="margin-left: 20px;"> <tr><td>Subject</td><td>Sinhala</td><td>Tamil</td></tr> <tr><td>Mathematics</td><td>51.2</td><td>60.9</td></tr> <tr><td>Science</td><td>68.4</td><td>67.6</td></tr> <tr><td>English</td><td>35.9</td><td>34.6</td></tr> </table> GCE A/L Pass rates (%) <table border="1" style="margin-left: 20px;"> <tr><td></td><td>2012</td></tr> <tr><td>Island-wide</td><td>63.2</td></tr> <tr><td>Schools under SSU</td><td>65.1</td></tr> </table>	Science	68.3	Mathematics	55.4	English	47.8	Subject	Sinhala	Tamil	Mathematics	51.2	60.9	Science	68.4	67.6	English	35.9	34.6		2012	Island-wide	63.2	Schools under SSU	65.1
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Schools under SSU	61.6																																																		
Science	68.3																																																		
Mathematics	55.4																																																		
English	47.8																																																		
Subject	Sinhala	Tamil																																																	
Mathematics	51.2	60.9																																																	
Science	68.4	67.6																																																	
English	35.9	34.6																																																	
	2012																																																		
Island-wide	63.2																																																		
Schools under SSU	65.1																																																		
Number of A/L graduates enrolled in non-conventional tertiary education increased by 4% by 2012	Data not available as it was not collected	Data not available																																																	
Outcome Improved quality, relevance, effectiveness, and equity of access to secondary and tertiary education, in particular in rural and disadvantaged locations	Enrollment rates in secondary schools in the 100 poorest DSDs increased 8% between 2008 and 2012	Enrollment in schools under SSU – Grades 6-13:2008 = 71,478	Enrollment in schools under SSU – Grades 6-13: (% increase from 2008) <table border="1" style="margin-left: 20px;"> <tr><td>2012</td><td>79,209</td><td>10.8%</td></tr> <tr><td>2013</td><td>82,356</td><td>15.2%</td></tr> <tr><td>2014</td><td>79,980</td><td>11.9%</td></tr> </table>	2012	79,209	10.8%	2013	82,356	15.2%	2014	79,980	11.9%																																							
	2012	79,209	10.8%																																																
2013	82,356	15.2%																																																	
2014	79,980	11.9%																																																	
Completion rates for grades 6–11 students in the 100 poorest DSDs increased by 8% between 2008 and 2012	Promotion rates in Sinhala schools (2007): (a) Grade 6 = 72% (b) Grade 7 = 97% (c) Grade 8 = 95% (d) Grade 9 = 98%	Promotion rates for 2014 in 100 secondary schools (SSU) Grade 6–7 97.37% Grade 7–8 97.23% Grade 8–9 96.71% Grade 9–10 95.73% Grade 10–11 94.34%																																																	

Design Summary	Performance Targets/Indicators	Baseline Measurement	Achievement at Completion
		Repetition rates in Sinhala schools (2007): (a) Grade 6 = 4% (b) Grade 7 = 5% (c) Grade 8 = 8% (d) Grade 9 = 8%	Repetition rates for 2014 in 100 secondary schools (SSU) Grade 6–7 1.24% Grade 7–8 1.17% Grade 8–9 1.11% Grade 9–10 1.06% Grade 10–11 1.00%
	Enrollment and completion rates of SLIATE increased by 25% and 12% respectively from 2008 to 2012	(i) Total enrollment in all ATIs (including ATI sections in Technical Colleges) (2008) = 8,150 (ii) Completion rates vary from 11.2% to 80.1% across ATIs in 2007	(i) Total enrollment in all ATIs (including ATI sections in Technical Colleges) (2014) = 15,294. Increase from 2008 = 87.8% (ii) Full-time students have 100% completion rate
	Secondary school students' knowledge and skills related to HIV/AIDS and healthy life have improved		The behavioral study showed that secondary school students' knowledge and skills related to HIV/AIDS and healthy life have improved.

Outputs	Performance Targets/Indicators	Achievement at Completion	Remarks
Component 1: Increased equity of access to education			
1.1. 150 schools in poorest DSDs have the capacity to deliver a new CBE curriculum in technologies, sciences, and ICT	School buildings and facilities upgraded in 150 schools by the end of the project in accordance with the EEF (reduced to 100 schools) ¹	Reduced target was achieved.	Due to unexpected price escalation, the project was able to upgrade only 100 SSUs while applying EEF. This issue was discovered May 2010, before midterm review. In 2013, ADB increased its financing share for civil works from 65% to 90%. ² The government had advanced some money, and this ADB increase enabled reimbursement of a portion of this advance.
	Technology, science, multipurpose, and ICT facilities furnished and equipped in 150 schools in the poorest DSDs by the end of the project	Fully achieved, with some delay in the delivery of computer and other ICT facilities	

¹ The reduction from 150 to 100 schools was agreed upon during the review mission from 22 March to 1 April 2010, as documented in the Aide Memoire dated 9 April 2010 and the approved back-to-office report dated 9 April 2010. On average, the support to each school will amount to around \$300,000, which is twice the estimated cost at appraisal.

² On 19 February 2013, ADB approved a reallocation of loan proceeds to increase ADB's share for civil works.

Outputs	Performance Targets/Indicators	Achievement at Completion	Remarks
	(reduced to 100 schools at midterm)		
	Teachers and other staff with relevant skills are deployed in a timely manner to the selected 150 schools (reduced to 100 schools at midterm)	Number of teachers in the 100 schools under SSU had increased from 4,142 in 2008 to 4,749 in 2014	
1.2. A fair, well-managed, and sustainable scholarship program is implemented	About 30,000 scholarships are provided equally to needy female and male students by the end of the project (increased to 76,000 scholarships)	73,658 scholarships were awarded, with equal numbers of female and male beneficiaries	<p>Scholarships to be awarded were: (i) Sisudiriya student scholarships increased from the original target of 15,000 to 30,000; (ii) ASAP scholarships increased from the original target of 15,000 to 26,000; (iii) ASAP scholarships were supplemented by a wider work-world oriented training program called Short Professional Training Program, which provided 7,000 scholarships; and (iv) 8,000 Tourism Sector Training Scholarships were awarded to help those who could not finish vocational and professional secondary school.³</p> <p>On 22 March 2013, ADB approved 5,000 additional students for Fundamentals of Financial Services Scholarships.</p> <p>The actual number of scholarships awarded under the above categories was: 28,580 Sisudiriya; 25,078 ASAP; 7,000 Short Professional Training Program; 8,000 Tourism Sector Training Scholarships; and 5,000 Fundamentals of Financial Services Scholarships amounting to a total of 73,658 (or 97%) compared to the revised total target of 76,000.</p>
Component 2: Quality and relevance of teaching and learning enhanced			
2.1. A competency-based curriculum that integrates the use of ICT in subjects related to languages, mathematics,	Competency-based performance standards are available for all secondary grades in languages, mathematics, sciences, and	Achieved at year 2011 (year 3)	

³ On 22 March 2012, ADB approved the reallocation of loan and grant proceeds to finance the additional activities identified during the midterm review mission.

Outputs	Performance Targets/Indicators	Achievement at Completion	Remarks
sciences, and technology is used in secondary schools as the basis for teaching and evaluating students	technology-related subjects by year 2 of project implementation		
	By the end of the project, 18,000 teachers are trained in (i) CBE methods for teaching and evaluation, and (ii) the use of ICT in all subjects	A total of 19,405 teachers were trained for CBE methods for teaching and evaluation and use of ICT in all subjects	According to the evaluation report conducted post-training, over 95% of teachers were satisfied with this type of training and demanded more in the future.
	Summative assessment of student performance in grades 11 and 13 constitutes 50% of the final grade for O/L and A/L by the end of the project	Currently implemented by NETS Achieved	
2.2 CEIEE is fully operational	A modern campus that can accommodate 400 learners at any given time and is fully furnished and equipped is in place	Achieved	<p>Physical facilities provided are being well used and maintained.</p> <p>CEIEE benefitted from infrastructure development, supply of equipment and a vehicle (15-seater van). CEIEE also received 21 desktop computers through a public-private partnership. The inputs provided by an international and two national consultants (i) revised the syllabus of the Certificate Course in Professional Skills Development of Educational Administrators; (ii) developed a series of course guides, which included the Certificate Course in Professional Skills Development of Educational Administrators, Advanced Course in Language & Pedagogy for Teachers of English, and Certificate Course in High-Order Language & Thinking Skills for Leadership; and (iii) produced instructional materials in the digital format that could be used as education material in the distance mode and capacity development of its staff.</p> <p>Good use is being made of the course guides, and a positive approach to work is evident.</p> <p>The active participation of course participants is evident in many end-of-</p>

Outputs	Performance Targets/Indicators	Achievement at Completion	Remarks
			course outputs that are available in the college library.
	Digital, self-paced, instructional materials to support English language learning using ICT and distance education methods are widely available	Achieved	
	2,000 teachers participate in a 1-year training program with a one-month residential session at the start of the program and one month at the end	Total of 2,997 teachers and other officials trained under eight types of training programs The performance of CEIEE in implementing project activities and reaching targets, as well as its impact on client groups, was highly satisfactory.	
2.3 SLIATE is upgraded	All SLIATE personnel use an integrated MIS by the end of the project	Integrated MIS developed and in place	
	50 SLIATE teaching personnel have received training in their technical specialization	Overseas training for 70 personnel (40 person-months of consultancy inputs) and local training for 302 personnel (258 person-months of consultancy inputs)	
2.4 Use of ICT for teaching and learning is enhanced	2,125 secondary schools (type 2) received at least three computers	2,149 Type 2 secondary schools received at least five computers, UPS, and printer.	
	10,600 teacher participated in an 18-day training program on basic computer literacy (increased to 19,600 at midterm)	19,600 ICDL/CAL scholarships awarded, of which 19,561 teachers obtained ICDL qualifications. Under ICT-related training for teachers, 50,270 scholarships were awarded and 48,985 completed training. The provision of facilities contributed to the expectation that the use of ICT for teaching and learning has been enhanced.	
	100 applications for PIIL have received funding for implementation of their plan	439 schools selected for an award of National ICT Excellence under the scheme	

Outputs	Performance Targets/Indicators	Achievement at Completion	Remarks
Component 3: Improved HIV/AIDS and health education			
3.1. HIV/AIDS and health education has improved	Secondary school curriculum includes HIV/AIDS and public health readings, examples and assignments across the curriculum	Achieved	
	Approximately 300 NCOE, TTC, and teacher center staff trained in HIV/AIDS education	TOT programs on HIV/AIDS and health education covering 400 NCOE/TTC/TC staff conducted	
	Minimum of 6,000 teachers trained in HIV/AIDS education	The resource persons from the above TOTs have trained 6,000 teachers.	
	Approximately 92 ZRCs provide teacher and student support	Achieved. 92 ZRCs refurbished and provided with equipment, handbooks, supplementary reading materials, booklets, multi-media learning materials, and board games.	
Outputs	Performance Targets/Indicators	Achievement at Completion	Remarks
Component 4: Improved policy, governance, and service delivery			
4.1. General education, higher education, TVET, and private sector policy coordination dialogue and partnerships are enhanced	A central mechanism to develop and implement policy for sector strategies is established by year 1 of the project	Stimulated some activities among senior representatives and NEC NEC did the research but the goal was not achieved, even by the end of the project.	
	Agreements for recognition of qualifications across ministries and institutional domains exist	Inter-agency (University Grants Commission & Ministry of Youth Affairs) recognition for GCE A/L Technology Stream achieved	
	At least one selected research study a year is conducted in 2010, 2011, and 2012	Limited progress achieved. Several research studies were done and submitted to the MOE but there was no follow-up	
4.2. A fully integrated MIS is operational	200 education administrators at all levels have been trained in and use the new MIS by the end of the project	109 deputy/assistant directors of education in the provinces and ZEOs trained so that they could function as EMIS coordinators.	
	Comprehensive, reliable, and accurate data for education planning and management is available	Yet to be achieved. Hardware procured but unable to fully develop the software.	Database for teacher and principal data was set up and data entry was done in 2012–2013. As of December 2014, only nine modules of the MIS have been finished. Extensive testing and validation was still being done because the pilot in

Outputs	Performance Targets/Indicators	Achievement at Completion	Remarks
			three zones yielded differences in the functionalities of the nine modules. Government expects to complete everything in 2–3 years.
4.3. Relevant and accessible management training provided for school principals and education officers	CELD is academically and physically fully equipped to provide management training to 2,000 trainees per year	Achieved	
	A 3-month education management certificate and a year-long master of arts in leadership for school principals and education officers developed and accredited	Achieved (a) 3,122 principals trained in 39 programs; (b) 4,748 principals and education officers trained in 45 short-term thematic training programs	
	A minimum of 300 trainees participate in education management certificate and in master of arts course	Achieved	
4.4. Career guidance for students in secondary schools improved	One MOE staff and nine PME staff completed postgraduate diploma in vocational counselling	Could not implement	No one was available from the university to provide this kind of training. Alternatives would be to bring in external trainers or send the staff overseas.
	200 ISAs and 184 teacher center staff completed a locally delivered career guidance training program	Achieved. 200 ISAs and 184 TC staff completed a locally delivered certificate in vocational counselling program.	
	92 teacher centers have a career guidance resource center	Achieved Two teachers assigned to each career guidance resource center at 92 zonal level TCs	
4.5. Social marketing of learning and career options conducted	An interactive, weekly updated MOE website in place	Website http://careers.schoolnet.lk developed and launched but needs updating	
	A total of 30 people from the MOE (3) and PME (27) complete a certificate program in social marketing offered by OUSL	Efforts to get OUSL to organize a certificate program in social marketing were not successful.	
	A positive change in perception of parents and students regarding alternatives to university education	Only 48% of principals prefer their students to have a university education. The others prefer that their students go to a non-university tertiary education institution (24%) or become self-employed after their A/L (28%). Among the teachers, 53.2% prefer university education, while the rest	

Outputs	Performance Targets/Indicators	Achievement at Completion	Remarks												
		<p>(46.8%) want non-university tertiary education. Most of the parents (70.4%) want their children to enter the universities for their higher education, while the rest (29.6%) are not interested in universities.</p> <p>Most of the students (67%) prefer university education, while the rest (33%) prefer non-university tertiary education.</p>													
	<p>The number of female students selecting education and training alternatives other than university education increased by 15% from 2008 baseline</p>	<p>Not achieved Female enrollment</p> <table border="1" data-bbox="1010 578 1362 776"> <thead> <tr> <th></th> <th>Public sector TVEC institutes</th> <th>Private sector TVEC institutes</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>38,467</td> <td>??</td> </tr> <tr> <td>2012</td> <td>42,122</td> <td>24,962</td> </tr> <tr> <td>Increase</td> <td>9.5%</td> <td>?</td> </tr> </tbody> </table> <p>Unable to calculate because private TVEC female students' number is unknown in either 2008 or 2012.</p>		Public sector TVEC institutes	Private sector TVEC institutes	2008	38,467	??	2012	42,122	24,962	Increase	9.5%	?	<p>Only data available are:</p> <ul style="list-style-type: none"> (i) Number of public sector TVEC females increased by 9.5%; (ii) Total students in TVEC increased by 9.7% (Total TVEC 2008, 93,395; Total TVEC 2012, 102,486); and (iii) Percent of females in public sector TVEC institutes in 2012 = 41.1%.
	Public sector TVEC institutes	Private sector TVEC institutes													
2008	38,467	??													
2012	42,122	24,962													
Increase	9.5%	?													

A/L = advanced level, ADB = Asian Development Bank, ASAP = Accelerated Skills Acquisition Program, ATI = advanced technological institute, CAL = computer-assisted learning, CBE = competency-based education, CEIEE = Centre of Excellence in English Education, CELD = Centre for Education Leadership Development, DSD = Divisional Secretary Division, EEF = ethnic equity framework, EMIS = Education Management Information System, GCE = General Certificate of Education, HIV/AIDS = human immunodeficiency virus/acquired immunodeficiency syndrome, ICDL= International Computer Driving License, ICT = information and communication technology, ISA = in-service adviser, O/L = ordinary level, MOE = Ministry of Education, MIS = management information system, NCOE = National College of Education, NEC = National Education Commission, NETS = National Evaluation and Testing Service, OUSL = Open University of Sri Lanka, PIIL = Partnerships for Innovative ICT for Learning, PME = Provincial Ministry of Education, SLIATE = Sri Lanka Institute of Advanced Technological Education, SSU = secondary school upgrading, TC = training center, TOT = Training of Trainers, TTC = Teacher Training College, TVEC = Tertiary and Vocational Education Commission, TVET = technical and vocational education and training, ZEO = zonal education office, ZRC = zonal resource center.

Source: Asian Development Bank.

PROJECT COST AND FINANCING PLAN

Item	As Planned at Appraisal (\$ million)				As Implemented (\$ million)			
	ADB Loan	ADB Grant	GOSL	Total	ADB Loan	ADB Grant	GOSL	Total
Civil Works	18.80	0.30	12.60	31.70	20.66	0.48	10.71	31.85
Furniture & Equipment	25.60	0.80	4.60	31.00	25.49	0.89	1.83	28.21
Vehicles	0.20		0.10	0.30	0.18	0.02	0.10	0.30
Instructional Materials	4.50	0.70		5.20	2.75	0.78	0.21	3.74
Foreign Training	2.50			2.50	0.68	0.00	0.00	0.68
Local Training	6.70	1.90	2.70	11.30	4.05	2.33	1.33	7.71
Consulting Services	2.50	0.50		3.00	1.99	0.03	1.25	3.27
Campaign, M&E, Auditing	1.00	0.10		1.10	0.22	0.07	0.06	0.35
Incremental/Operating Cost	1.50	0.60	5.30	7.40	2.67	0.21	0.44	3.32
Student Scholarship		3.20		3.20	0.00	6.54	0.00	6.54
SDFG				-	1.38	0.00	0.00	1.38
SDMG				-	0.00	3.08	0.00	3.08
Interest Charge	1.70			1.70	1.48	0.00	0.00	1.48
Web Design		0.10		0.10	0.00	0.00	0.00	-
Internet Charges				-	2.25	0.00	0.00	2.25
Special Program PIIL		6.80		6.80	0.00	0.54	0.00	0.54
Grand Total	65.00	15.00	25.30	105.30	63.80	14.97	15.93	94.70

ADB = Asian Development Bank, GOSL = Government of Sri Lanka, M&E = monitoring and evaluation, PIIL = Partnerships for Innovative ICT for Learning, SDFG = school development financial grant, SDMG = school development and maintenance grant.

Source: Asian Development Bank.

YEARLY DISBURSEMENT OF LOAN 2371-SRI

		(\$ million)								
Cat. No.	Item	2008	2009	2010	2011	2012	2013	2014	2015	Total
01/01A	Civil Works	0.36	2.31	2.46	3.38	4.77	7.14	0.23		20.66
02	Furniture & Equipment	1.34	2.33	5.67	5.76	2.50	3.58	4.32		25.49
03	Vehicles	0.13	0.00	0.05	0.00	0.00	0.00	0.00		0.18
04	Instructional Materials	0.72	0.43	0.24	0.49	0.40	0.26	0.22		2.75
05	Foreign Training	0.06	0.07	0.07	0.09	0.39	0.00	0.00		0.68
06	Local Training	0.25	0.22	0.55	1.33	0.85	0.63	0.22		4.05
07	Consulting Services	0.02	0.09	0.62	0.73	0.50	0.02	0.01		1.99
08	Campaign, M&E Auditing	0.00	0.01	0.00	0.07	0.14	0.00	0.00		0.22
09	Incremental/Operating Cost	0.06	0.14	0.28	0.66	0.53	0.50	0.50		2.67
10/10B	Internet Charges	0.00	0.00	0.00	0.45	0.00	0.35	1.44		2.25
11	School Development Financial Grant	0.00	0.00	0.00	0.05	0.29	1.00	0.04		1.38
12	Interest Charge	0.01	0.04	0.11	0.24	0.35	0.44	0.28		1.48
99	Imprest Account	0.00	0.00	0.00	0.00	0.00	0.40	-0.40		0.00
	Grand Total	2.95	5.63	10.06	13.24	10.74	14.32	6.86	0.00	63.80

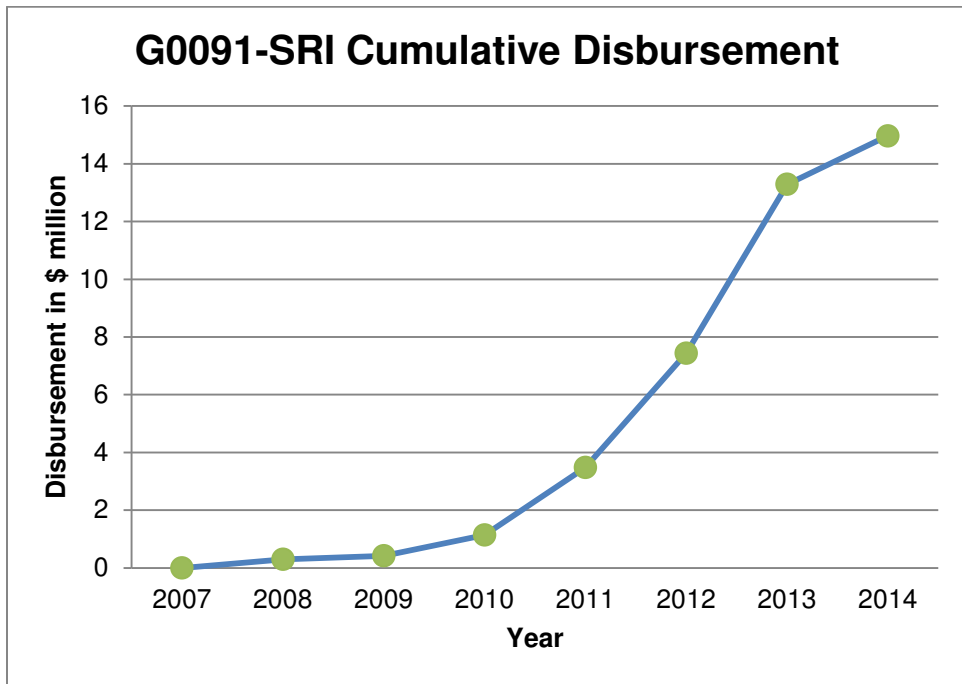
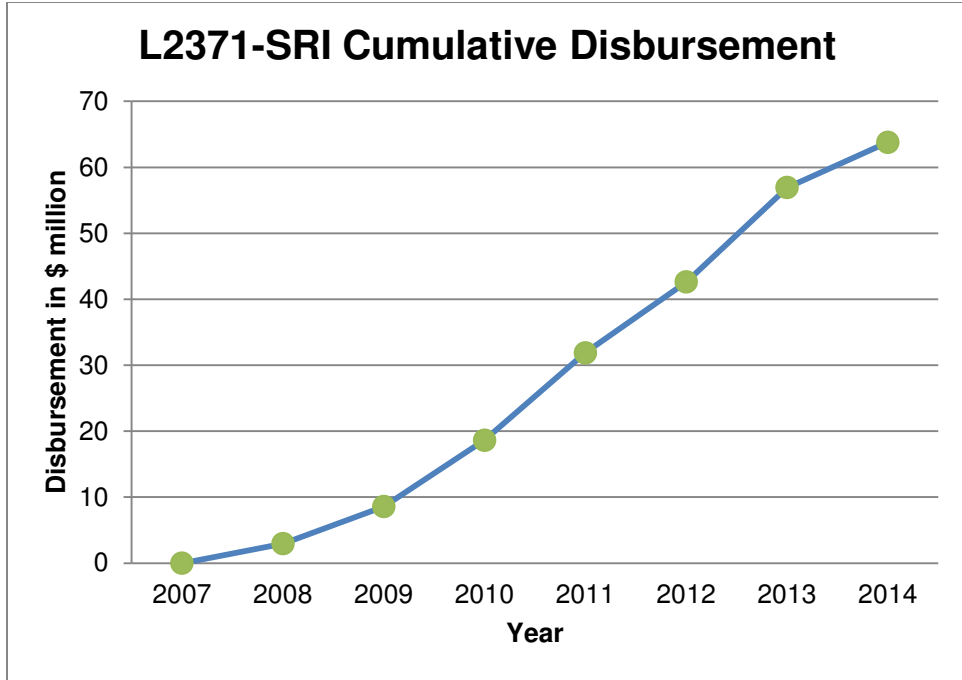
M&E = monitoring and evaluation.
Source: Asian Development Bank.

YEARLY DISBURSEMENT OF GRANT 0091-SRI

Cat. No.	Item	(\$ million)								
		2008	2009	2010	2011	2012	2013	2014	2015	Total
3201	Civil Works	-	-	-	-	0.00	0.23	0.17	0.08	0.48
3601	Furniture & Equipment	-	0.12	0.01	0.16	0.55	0.04	0.02	-	0.89
3602	Vehicles	-	-	0.02	-	-	-	-	-	0.02
3701	Instructional Materials	-	-	0.21	0.07	0.39	0.05	0.02	0.03	0.78
3801	Local Training	-	-	0.11	0.27	0.61	0.85	0.47	0.02	2.33
3101	Consulting Services Campaign, M&E	-	-	-	-	-	-	-	0.03	0.03
4201	Auditing Incremental/Operating	-	-	-	-	0.06	-	-	0.01	0.07
3901	Cost	-	-	0.00	-	-	0.05	-	0.16	0.21
3502	Student Scholarship	-	-	0.37	1.15	0.98	2.21	1.62	0.21	6.54
3902	SDMG	-	-	-	-	0.89	1.86	0.24	0.09	3.08
3501	Special Program PIIL	-	-	-	-	0.48	0.06	-	-	0.54
0	Imprest Account	0.30	-	-	0.70	-	0.50	(0.87)	(0.63)	-
	Grand Total	0.30	0.12	0.72	2.34	3.96	5.85	1.68	-	14.97

M&E = monitoring and evaluation, PIIL = Partnerships for Innovative ICT for Learning, SDMG = School Development and Maintenance Grant.

Source: Asian Development Bank.



GENDER STRATEGY IN THE SUMMARY POVERTY REDUCTION AND SOCIAL STRATEGY

	Gender-related Component/Targets/Indicators in the DMF	Gender Strategy Activities (in SPRSS)	Achievements at Project Completion
Component 1: Increased equity of access to education			
1	1.2 A fair well-managed and sustainable scholarship program is implemented <ul style="list-style-type: none"> Performance Target/Indicator: About 30,000 scholarships are provided equally to needy female and male students by the end of the project	The scholarship program will give priority to girls who opt to follow technical courses.	<ul style="list-style-type: none"> 73,658 scholarships awarded, of which 36,800 were to girls A special scholarship program introduced for Technical Stream with special attention to girls; ready to start in academic <i>Mahindodaya</i> year 2013–2014 under the Special Scholarship Fund
Component 2: Quality and relevance of teaching and learning enhanced			
2	2.2 CEIEE is fully operational		<ul style="list-style-type: none"> 2,997 teachers and other officials (estimated number of women is over 1,500) trained under eight types of training programs
Component 3: Improved HIV/AIDS and health education			
3	3.1 HIV/AIDS and health education improved <ul style="list-style-type: none"> Performance Targets/Indicators: Minimum of 6,000 teachers trained in HIV/AIDS education	A component on gender and HIV/AIDS will be included in pre-service and in-service teacher training and school curricula.	<ul style="list-style-type: none"> 75% of the 6,000 teachers trained on HIV/AIDS were female teachers. In addition to HIV/AIDS training, they also attended training programs on health nutrition.
Component 4: Improved policy, governance, and service delivery			
4	4.4 Career guidance for students in secondary schools improved	The teachers engaged in career guidance trained in a rights-based approach to help change gender-stereotype perceptions in career selection.	
5	4.5 Social marketing of learning and career options conducted	The social marketing strategy for the EKSP will focus on changing societal attitudes to enrollment in technological fields and removing misconceptions about subject choices for boys and girls. Media campaigns designed and conducted to change stereotype perceptions of male preference and male competency in following technical courses.	<ul style="list-style-type: none"> The gender strategy activities matched the DMF components. However, their relegation into the SPRSS and generic formulation (no baseline and no clear indicators and targets) made these activities impossible to implement, monitor and report on.
6	4.5 Social marketing of learning and career options conducted <ul style="list-style-type: none"> Performance Targets/Indicators: a total of 30 people from the MOE (3) and PME (27) complete a certificate program in social marketing offered by OUSL.	Equal numbers of women and men from the MOE and provincial education authorities trained in social marketing and information campaigns	Activity 4.5 not implemented

	Gender-related Component/Targets/Indicators in the DMF	Gender Strategy Activities (in SPRSS)	Achievements at Project Completion
Component 4: Improved policy, governance, and service delivery			
7	4.5 Social marketing of learning and career options conducted: <ul style="list-style-type: none"> Performance targets/indicators: number of female students selecting education and training alternatives other than university education increased by 15% from 2008 baseline 	Girls will be encouraged through career guidance and social marketing to follow technical courses	Upward trending as indicated in the following: <ul style="list-style-type: none"> Public sector TVEC female students increased by 9.5% Total students in TVEC increased by 9.7% (Total TVEC 2008, 93,395; Total TVEC 2012, 102,486) Percentage of female students enrolling in public sector institutes in 2012 was 41.1% Private sector TVEC sex-disaggregated data is unavailable for both 2008 and 2012. Technical subjects/stream introduced for GCE A/L and students encouraged to follow the program [By the end of December 2013, girls' enrollment in the Technology Stream was 41%]
Gender strategy activities (SPRSS) de-linked from DMF components¹			
8		Female teachers will comprise at least 50% of the teachers trained by the EKSP	70% of teachers trained, awarded scholarships, and successfully qualified for ICDL/CAL [roughly 13,720] and for IPICT [roughly 7,000] under the EKSP, were female.
Additional gender-related achievements at project completion originally not included in DMF or gender strategy (SPRSS)			
9	<ul style="list-style-type: none"> 72% of teachers in the system are females. 		
10	<ul style="list-style-type: none"> 50.05% of student enrolled in disadvantaged districts are females. 		
11	<ul style="list-style-type: none"> 51.18% of students in secondary schools developed under the EKSP are female. Science and technology equipment provided to 150 more schools to commence GCE A/L Science and technology stream and more female students benefited 		
12	<ul style="list-style-type: none"> 81% of teacher trainees in NCOE (Teacher Training Institutes) are female 		

A/L = advanced level, CAL = computer-assisted learning, CEIEE = Centre of Excellence in English Education, DMF = design and monitoring framework, EKSP = Education for Knowledge Society Project, GCE = General Certificate of Education, HIV/AIDS = human immunodeficiency virus/acquired immunodeficiency syndrome, ICDL = International Computer Driving License, IPICT = International Pedagogical ICT, MOE = Ministry of Education, NCOE = National College of Education, OUSL = Open University of Sri Lanka, PME = Provincial Ministry of Education, SPRSS = summary poverty reduction and social strategy, TVEC = Tertiary and Vocational Education Commission.

Source: Asian Development Bank.

¹ The following is a list of actions in the gender strategy (summary poverty reduction and social strategy) which did not match with design and monitoring framework components. However, their relegation into the SPRSS and generic formulation (no baseline and no clear indicators and targets) resulted in their not being monitored during implementation. These include: (a) Gender sensitization will be included in teacher training curricula and teachers will be trained to encourage girls to take science and technical subjects in school (Item no. 2 in Gender Strategy); (b) Female teachers will make up 50% of teachers selected to follow programs for professional development of school principals and education officers. (Item n. 3 in Gender Strategy); (c) Gender equality modules introduced in life competency programs in secondary schools. (Item no. 4 in Gender Strategy); (d) Textbooks promoting ideals of gender equality with examples of strong female role models will be developed when school curricula are reviewed and revised (Item n. 6 in Gender Strategy); (e) Community women's groups encouraged to apply through school development societies to the Fund for Innovative ICT in Education for projects on self-employment (Item no. 10 in Gender Strategy).

STATUS OF COMPLIANCE WITH LOAN COVENANTS

Ref. in Loan Agreement	Covenant	Status of Compliance
Schedule 5, para. 6	Within 6 months of the Effective Date, a coordination mechanism between the MOE, MOHE, MVTT, and the private sector shall be established with the terms of reference to harmonize policies for the broader education sector and promote multi-stakeholders' education partnerships in key policy reform areas.	Partially complied with Project supported final report to establish the National Education Coordination Committee, but it is yet to be received. Some consulting services were provided to attempt to establish a workable mechanism, and a paper was prepared to establish an inter-ministerial coordinating body comprising representation from five ministries involved in education. This needs to be strengthened as an institutionalized process.
Schedule 5, para. 7	The MOE and MOHE shall ensure that the revision of SLIATE's curriculum shall be done in accordance with appropriate occupational standards.	Complied with The diploma curricula have been revised according to the appropriate standards.
Schedule 5, para. 8	Within 6 months of the Effective Date, the CELD shall be established as a center under the NIE Act.	Complied with Financial autonomy has been given to the CELD within the NIE Act. A copy of the formal arrangements made was received on 14 April 2009.
Schedule 5, para. 9	Within 1 year of the Effective Date, Sri Lanka shall have established the IILL, including operational rules and guidelines and selection criteria acceptable to ADB.	Complied with IILL was renamed 'Partnerships for Innovative ICT for Learning'; selection criteria developed and 439 selected schools received an award.
Schedule 5, paras. 10–11	The MOE shall ensure that the selection of schools to be upgraded under the project shall be done in accordance with the selection criteria agreed upon between the MOE and ADB, and taking into account geographical distribution. The SLIATE centers to be upgraded under the project shall be selected in such a way as to ensure geographical distribution and shall be in line with the SLIATE Strategic Plan 2007–2010, as may be updated from time to time.	Complied with The criteria for the selection of schools were conveyed to provincial authorities by a letter dated 22 April 2008. The selection of schools was done by the MOE with the support of PMEs based on the criteria.
Schedule 5, para. 12	The MOE shall ensure that all scholarships shall be awarded in accordance with the criteria and guidelines for the selection and management of scholarships, which shall be developed within 6 months of the Effective Date. The guidelines shall include a complaint and grievance resolution mechanism which may be the complaint investigation and resolution mechanism established by the SEMP II in MOE's Internal Audit Unit.	Complied with Criteria and guidelines were submitted on 3 April 2009 and approved by ADB on 8 July 2009. The guidelines include a complaint and grievance resolution mechanism built on the SEMP II experience.

Ref. in Loan Agreement	Covenant	Status of Compliance
Schedule 5, para. 25	<p>Environmental The MOE shall ensure that the design, execution, upgrading, renovation and operations of facilities under the project will follow Sri Lanka's environmental requirements as well as ADB's <i>Environmental Policy</i> (2002). The disposal of hazardous chemicals that may be used during science classes shall be consistent with the handling and safe disposal of hazardous chemicals measures for secondary schools.</p>	<p>Complied with</p> <p>There were no significant issues related to compliance with this covenant.</p>
Schedule 5, para. 22	<p>Social The MOE shall ensure that the social marketing campaign shall be conducted in both official languages of Sri Lanka, as well as in English.</p>	<p>Partially complied with</p> <p>Social Marketing Strategy & Information Strategy developed but not implemented. The strategy proposed a specialized unit within the MOE for its implementation. However, there is no evidence of any follow-up activities on this subject by the MOE.</p>
Schedule 5, para. 24	<p>The MOE shall ensure that all facilities to be extended, upgraded, or renovated under the project shall be located on land owned by Sri Lanka, and that no displacement or resettlement of people, including squatters, shall be involved. All efforts shall be made to ensure that no civil works shall be included that would require land acquisition, involuntary resettlement, or voluntary land donations. Should any land acquisition or involuntary resettlement nonetheless be required, this shall be done in accordance with the resettlement framework agreed upon between Sri Lanka and ADB (RRP, Supplementary Appendix 4).</p>	<p>Complied with</p> <p>There were no significant issues related to compliance with this covenant.</p>
Schedule 5, para. 26	<p>The MOE shall ensure that the project shall be implemented in accordance with (i) the EEF agreed upon between Sri Lanka and ADB (RRP, Appendix 13) and (ii) the Gender Strategy agreed upon between Sri Lanka and ADB (RRP, Appendix 12).</p>	<p>Complied with</p> <p>All project activities/components were implemented with due attention to the EEF and Gender Strategy.</p>
Schedule 5, para. 27	<p>The MOE shall ensure that civil works contractors comply with all applicable labor legislation of Sri Lanka. Bidding documents shall include a clause on the prohibition of child labor, as defined in national legislation, for construction and maintenance activities, as well as a clause regarding the respect of the approved regulation of Sri Lanka on equal wages for men and women for work of equal value. Compliance with these provisions shall be strictly monitored during project implementation.</p>	<p>Complied with</p> <p>There were no significant issues related to compliance with this covenant.</p>
Schedule 3A, para 6a (loan) and Schedule 3B, para. 5a (grant)	<p>Financial Immediately after the Effective Date, Sri Lanka shall establish two imprest accounts—one for the loan proceeds and one for the grant proceeds—at the Central Bank of Sri Lanka. Both imprest accounts shall be established, managed, replenished, and liquidated in accordance with ADB's Loan Disbursement Handbook, and detailed arrangements agreed upon between Sri Lanka and ADB.</p>	<p>Complied with</p> <p>Imprest accounts were established as designed at appraisal for disbursements. The maximum amount in the account was \$6.5 million (loan) and \$1.5 million (grant). The use of the accounts facilitated the timely payment to the contractors and various suppliers. Imprest account funds were first released on 4 June 2008 (loan) and 2</p>

Ref. in Loan Agreement	Covenant	Status of Compliance
		<p>June 2008 (grant), and the accounts were liquidated regularly until 28 April 2015 (loan) and 6 November 2015 (grant).</p> <p>No major issues were experienced with the use of the imprest accounts. ADB's statement of expenditure procedure was followed to reimburse eligible expenditures and liquidated advances to the imprest account.</p>
Schedule 5, para. 13	Throughout project implementation and thereafter, Sri Lanka shall allocate sufficient funds from its budget to ensure an acceptable level of operation and maintenance of schools, including for the (i) availability of water, sanitation, and utilities; (ii) maintenance and repair of computers; and (iii) salaries of teachers, principals, and support staff.	<p>Complied with</p> <p>Water, sanitation, maintenance and the repair of computers in schools were funded by the government.</p> <p>Salaries of teachers, principals, and supporting staff were entirely funded by government funds.</p>
Schedule 5, para. 19	The MOE shall take all necessary and appropriate measures to implement the recommendations of the annual external financial audit within 2 months after having received such recommendations.	Complied with
Schedule 5, para. 1	<p>Implementation Matters</p> <p>The MOE shall be the executing agency and will be responsible for the overall carrying out of the project.</p>	Complied with
Schedule 5, para. 2	<p>Implementation Agencies.</p> <p>Implementation arrangements shall be as follows: MOE will implement Components 1 (i) , (ii), (iii), 2 (ix), (x) and 4 (i), (ii), (vii), (viii), (ix), (x); PME for Components 1 (i), (ii), (iii), and 4 (vii), (viii), (ix), (x); Zonal Education Offices for Components 1 (i) (ii) and 2 (iii), (vii), (viii); NIE for Components 2 (i), (ii), (iii) and 3 (ii); NIE-CELD for Components 4 (iii), (iv), (v),(vi); NETS.</p> <p>For Component 2 (i); SLIATE Directorate-General and SLIATE Centers for Component 2 (vi); and NCOE in Peradeniya for Component 2 (iv), (v). Component 3 shall be implemented through a technical committee with representatives from both the MOE and MOHE.</p>	<p>Complied with</p> <p>Beneficiary institutes were highly cooperative in working with the project consultants, as well as the PMO, in the implementation of relevant activities.</p>
Schedule 5, paras. 4-5	<p>Established, staffed, and operating PMU/PIU PMO. The PMO of Loan 2096-SRI: SEMP II shall be the PMO for the project. Additional staff shall be recruited, as required, but shall include at least the following staff at the central level: a deputy project director, an education specialist, a procurement specialist, an accountant, an ICT specialist, and five management assistants. In addition, a sub-unit for the upgrading of schools shall be established at the national level which shall comprise a project manager, an engineer, an architect, a draughtsman, two technical assistants, two administrative support staff, and a driver.</p> <p>At the provincial level, in addition to the existing eight PPMOs established under SEMP II, a PPMO shall be</p>	<p>Complied with</p> <p>PMO of SEMP II continued to function for EKSP with necessary additional staff. The sub-unit for the SSU was established in 2008. Most of the officials for the SSU component were recruited in December 2007.</p> <p>For Northern Province, a PPMO was established so that each province would have one PPMO with adequate staff.</p>

Ref. in Loan Agreement	Covenant	Status of Compliance
	established in the Northern Province, staffed and provided with facilities in the same manner as the other PPMOs. An additional position for a management assistant shall be created for each PPMO.	
Schedule 5, para. 3	The PSC of SEMP II shall be enlarged and serve as the PSC for the project. The PSC shall be chaired by the secretary of the MOE and shall comprise the secretary of the MOHE; representatives of MVTT, MOE, Finance Commission, External Resources Department of the Ministry of Finance, National Planning Department, NIE, NETS, PME, the National Education Commission, the Ministry of Health, and the Federation of Chambers of Commerce and Industry as well as one Provincial Director of Education on a rotating basis. The PSC shall (i) provide overall direction for the project, (ii) monitor project activities and outputs, (iii) guide the PMO, and (iv) coordinate and liaise among government agencies and departments. The PSC shall meet as necessary, but not less than once a quarter.	Complied with The membership of PSC has been expanded. During the project, seven PSC meetings were held.
Schedule 5, para. 14	Within 12 months of the Effective Date, the MOE shall have reviewed and updated the action plans, including incentives prepared under SEMP II, for transfer of teachers to rural and disadvantaged areas.	This covenant was deleted on 22 March 2012 to allow the MOE to implement an alternative teacher transfer scheme. Thus, a new Teacher Transfer Scheme (on the basis of school enrollment) has been formulated, and classification of schools for implementation of the Teacher Transfer Policy is in place.
Schedule 5, para. 15	The MOE shall ensure that all required allocated positions for the CEIEE shall be filled prior to the commencement of the respective training programs.	Complied with Growing from seven staff members in 2008, CEIEE presently has 16 staff members compared to a cadre of 12.
Schedule 5, para. 16	The MOE and MOHE shall ensure that cadre positions required for SLIATE program expansion, including management of the new courses, shall remain available and that recruitment for those positions shall be finalized within 12 months of the Effective Date.	Complied with Recruitment was completed on 3 August 2009.
Schedule 5, paras. 17-18	The MOE and MOHE shall ensure that any staff from NIE, CELD, CEIEE, and SLIATE centers who is to participate in a training course of 1 month or more shall have suitable acting arrangements prior to said staff starting the course. The MOE shall ensure that all candidates for local and overseas training and fellowships shall be selected in accordance with the criteria agreed upon between Ministry of Finance and Planning and ADB. The MOE shall make all efforts to retain staff that has participated in such overseas training and fellowships at their respective institutions in accordance with existing regulations.	Complied with Overseas training opportunities provided accordingly
Schedule 5, para. 20	Operational Matters Within 3 months of the Effective Date, broadband internet connection shall have been installed at CELD.	Complied with

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Schedule 5, para. 21	Every year, at the latest, 30 days prior to the start of the next fiscal year, the MOE shall prepare and provide ADB with the project operational plan for the next fiscal year. Such plan shall include at least the following: (i) proposed project activities with cost estimates for each component and subcomponent, with performance targets; (ii) a plan for compliance with any outstanding project covenants; and (iii) details of how project activities shall be integrated into the annual plan and budget of the overall education sector development framework and program.	Complied with
Schedule 5, para. 23	The MOE shall regularly update its webpage with project-related information to promote transparency, accountability, and efficiency.	Partially complied with Project's website: http://www.eksp.sch.lk/ is not regularly updated. Last update was in 2012 and no further updates have been made since.
Schedule 5, para. 28	Project Review Sri Lanka and ADB shall jointly undertake at least two project review missions a year.	Complied with Number of review missions in each year of the project period was as follows: two each in 2009 and 2010 and one each in 2008, 2011, 2012, 2013, and 2014.
Schedule 5, para. 29	During the third year of project implementation, the beneficiary and ADB shall jointly conduct a comprehensive MTR of project implementation. The MTR shall (i) review the project scope, design, implementation arrangements, institutional development, and capacity-building processes; (ii) review changes in Sri Lanka's policies and institutional framework since appraisal of the project and evaluate the impact of those changes on project implementation and sustainability; (iii) assess the equity of resource distribution across regions, gender, ethnicity, and medium of instruction of all project components; (iv) assess the status of project implementation in the conflict-affected areas including the project quota for schools in the Northern Province; (v) assess project implementation against performance indicators; (vi) review compliance with loan covenants; (vii) identify critical issues and constraints; and (viii) if necessary, identify and recommend changes needed in any or all of the above areas. At the latest, 1 month prior to the MTR, the MOE shall submit to ADB a comprehensive report on each of the above mentioned issues.	Complied with MTR was conducted during 12–21 October 2011.
Schedule 5, para. 30	Project Performance Monitoring System: Within 6 months of the Effective Date, the PMO shall have conducted the initial baseline physical and socioeconomic surveys and shall have submitted for ADB's review and concurrence, a detailed implementation plan for monitoring performance and for preparing benchmark information. Data shall be analyzed by gender and ethnicity. Thereafter, the	Complied with The baseline study was undertaken from September 2008 to January 2009, and its final report was made available to ADB in February 2009. The baseline report included a Project Performance Monitoring System developed for

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	PMO shall submit annual monitoring and evaluation reports to ADB for the entire duration of the project.	EKSP. PMO has been regularly submitting updated progress against the targets.
Schedule 5, para. 31	The monitoring indicators for Component 3 shall be developed by the School Health and Nutrition Unit of the MOE, in consultation with the technical committee mentioned in Schedule 5, para. 2 of the Financing Agreement.	Partially complied with The development of monitoring indicators was started but not completed.
Article IV Section 4.02 (a)	Sri Lanka shall (i) maintain, or cause to be maintained, separate accounts for the project, including separate accounts for the loan and the grant; (ii) have such accounts and related financial statements audited annually, in accordance with appropriate auditing standards consistently applied, by independent auditors whose qualifications, experience and terms of reference are acceptable to ADB; (iii) furnish to ADB, as soon as available but in any event not later than 9 months after the end of each related fiscal year, certified copies of such audited accounts and financial statements and the report of the auditors relating thereto (including the auditors' opinion on the use of the loan proceeds and the grant proceeds and compliance with the financial covenants of this Financing Agreement as well as on the use of the procedures for the loan and grant imprest account and statement of expenditures), all in the English language; and (iv) furnish to ADB such other information concerning such accounts and financial statements and the audit thereof as ADB shall from time to time reasonably request.	Complied with Audited Project Financial Statements received on the following dates: FY2008: 12 October 2009 FY2009: 9 November 2010 FY2010: 2 December 2011 FY2011: 10 December 2012 FY2012: 9 January 2014 FY2013: 26 November 2014 FY2014: 5 October 2015
Article IV, Section 4.02 (b)	Sri Lanka shall enable ADB, upon ADB's request, to discuss Sri Lanka's financial statements for the project and its financial affairs related to the project from time to time with the auditors appointed by Sri Lanka pursuant to Section 4.02(a), Article IV of the Financing Agreement, and shall authorize and require any representative of such auditors to participate in any such discussions requested by ADB, provided that any such discussion shall be conducted only in the presence of an authorized officer of Sri Lanka unless Sri Lanka shall otherwise agree.	Complied with
Article IV Section 4.03	Sri Lanka shall enable ADB's representatives to inspect the project, the goods financed out of the proceeds of the loan and the grant, and any relevant records and documents.	Complied with

ADB = Asian Development Bank, CEIEE = Centre of Excellence in English Education, CELD = Centre for Education Leadership Development, EEF = Ethnic Equity Framework, EKSP = Education for Knowledge Society Project, ICT = information and communication technology, IIL = Initiative for Innovative ICT for Learning, MOE = Ministry of Education, MOHE = Ministry of Higher Education, MTR = midterm review, MVTT = Ministry of Vocational and Technical Training, NCOE = National College of Education, NETS = National Evaluation and Testing Service, NIE = National Institute of Education, PIU = project implementation unit, PME = Provincial Ministry of Education, PMO = project management office, PMU = project monitoring unit, PPMO = provincial project management office, PSC = project steering committee, RRP = Report and Recommendation of the President to the Board of Directors, SEMP II = Secondary Education Modernization Project II, SLIATE = Sri Lanka Institute of Advanced Technological Education, SSU = secondary school upgrading.

Source: Asian Development Bank.