

Appendix 2-3

Major Workshops and Trainings

Major Workshops and Training

No.	Title of Workshop	Dates	Page
1.	Two-Day Workshop for Preparation of Proposal for the Pilot Project	12 – 13 June 2003	1
2.	Five-Day Workshop for the Pilot Project	4 – 8 August 2003	1
3.	Intermediate Workshop I	11-13 December 2003	3
4.	Five-Day Computer Training	15 Dec 2003 – 26 Jan 2004	4
5.	Regional Workshops	16 Dec 2003 – 11 Jan 2004	5
6.	Model Experiment Workshop I	20 – 23 January 2004	6
7.	School-Based Workshop	13 – 15 February 2004	7
8.	Model Experiment Workshop II	8 – 16 May 2004	8
9.	Two-Day Intermediate Workshop II	16 – 17 June 2004	10
10.	School-Based Model Experiment Workshop	22 June – 27 July 2004	10
11.	Quality Education Circle Convention	26 – 28 August 2004	11
12.	School-Based Management Workshop	31 August 2004	11

1. Two-Day Workshop for Preparation of Proposal for the Pilot Project

12 th June 2003	1 st Day
09:00 –	Registration
09:15 – 09:30	Opening Remarks
09:30 – 09:45	Briefing on the Master Plan Study
09:45 – 10:15	Introduction of 25 selected Pilot Schools
10:15 – 11:30	Briefing on the Pilot Project 1) Concept and objectives 2) Implementation organization 3) Implementation schedule 4) Finance and procurement
11:30 – 12:00	Questions and Answers
12:00 – 13:00	<i>(Lunch)</i>
13:00 – 14:00	Preparation of proposal
14:00 – 14:45	Development of school profile
14:45 – 15:00	<i>(Tea break)</i>
15:00 – 17:00	Group work to design and develop a school profile (Each school develops the school profile)

13 th June 2003	2 nd Day
09:00 – 10:00	Group discussion for the draft school profile by province (Schools within each province have group discussion)
11:00 – 12:00	Group work to revise the school profile by school (Each school revises the school profile)
12:00 – 13:00	<i>(Lunch)</i>
13:00 – 15:30	Presentation of the final school profile by group (Schools are divided into four groups and each school in each group makes a presentation on the final school profile)
15:30 – 15:45	<i>(Tea break)</i>
15:45 – 16:45	Reporting by group leaders
16:45 – 17:00	Closing remarks

2. Five-Day Workshop for the Pilot Project

4 th August 2003	1 st Day
09:45 – 10:15	Registration

10:15 – 10:30	Opening Remarks	Mrs. I. Kariyawasam (MOE)
10:30 – 10:45	Overview of the Project	Mr. T. Tai
10:45 – 12:30	General Review of the Proposals	Mr. T. Ishibashi
12:30 – 13:30	<i>(Lunch)</i>	
13:30 – 15:30	“New Teaching Methodology in the 21 st Century” Demonstration & Production [Day 1]	Prof. N. Osumi
15:30 – 15:45	<i>(Tea break)</i>	
15:45 – 17:00	Demonstration & Production [Day 1]	Prof. N. Osumi
17:00 – 18:30	School Interviews	

5th August 2003	2nd Day	
08:30 – 10:30	Demonstration & Production [Day 2]	Prof. N. Osumi
10:30 – 10:45	<i>(Tea break)</i>	
10:45 – 11:30	Introduction of 100-Box Calculation	Mr. T. Ishibashi
11:30 – 12:00	Case Study	Isipathana College
12:00 – 12:30	“Teaching methodologies: Australian perspective”	Mr. C. Barry
12:30 – 13:30	<i>(Lunch)</i>	
13:30 – 14:00	“How should we improve the quality of learning in science and mathematics?”	Mr. Lal Wijesinghe (NIE)
14:00 – 14:30	“Use of IT to enhance science education”	Mr. Kumarasiri (NIE)
14:30 – 15:30	Introduction of KAIZEN activities	Mr. A.A. Amaradasa
15:30 – 15:45	<i>(Tea break)</i>	
15:45 – 16:20	Case Study [1]	Wen Girls College
16:20 – 16:50	Case Study [2]	Thammennapura Vidyalaya
17:00 – 18:30	School Interviews	

6th August 2003	3rd Day	
08:30 – 10:30	School Interviews	
10:30 – 10:45	<i>(Tea break)</i>	
10:45 – 12:30	Proposal revision	
12:30 – 13:30	<i>(Lunch)</i>	
13:30 – 17:00	Proposal revision	

7th August 2003	4th Day	
08:30 – 12:30	Proposal Revision	
12:30 – 13:30	<i>(Lunch)</i>	
13:30 – 17:00	Proposal Revision	

8th August 2003	5th Day	
08:30 – 10:00	Proposal Revision	
10:00 – 10:15	<i>(Tea break)</i>	
10:15 – 12:30	Instruction on Monthly Reporting	Mr. T. Ishibashi
12:30 – 13:30	<i>(Lunch)</i>	
13:30 – 15:00	Instruction on Financial Arrangement & Contract	Mr. T. Ishibashi
15:00 – 15:45	Launching Ceremony	
15:45 – 16:00	<i>(Tea break)</i>	
16:00 – 16:15	Concluding Remarks on the 5-day Workshop	Mr. T. Tai
16:15 – 16:30	Brief notes from Director General, NIE	Dr. G.B. Gunawardana (NIE)
16:30 – 16:45	Message from the Embassy of Japan	Minister, Embassy of Japan
16:45 – 17:00	Closing Remarks	Mr. P.D. Amarasinghe (MOE)

3. Intermediate Workshop I

11th Dec 2003	1st Day
09:45 – 10:15	Registration & Collection of Monthly Reports and Receipt Notebooks
10:15 – 10:30	Opening Remarks
10:30 – 12:30	General Review and Next Programs
12:30 – 13:30	<i>(Lunch)</i>
13:30 – 18:00	Site Visit [Castle Street Hospital & Sri Lanka Police, Kirillapone]

12th Dec 2003	2nd Day
08:30 – 10:00	Presentations by Pilot Schools [1]
10:00 – 10:30	<i>(Tea break)</i>
10:30 – 12:00	Presentations by Pilot Schools [2]
12:00 – 13:00	<i>(Lunch)</i>

13:00 – 15:00	Model Projects & Experiments for Interactive Teaching & Learning [1]
15:00 – 15:15	<i>(Tea break)</i>
15:15 – 17:00	Model Projects & Experiments for Interactive Teaching & Learning [2]
17:00 – 18:00	Exhibition and Demonstration of Outputs

Dec 13th (Sat)	3rd Day
08:30 – 10:30	Group Discussion
10:30 – 10:45	<i>(Tea break)</i>
10:45 – 12:15	Reporting from Groups
12:15 – 12:30	Concluding Remarks
12:30 – 13:30	<i>(Lunch)</i>

4. Five-Day Computer Training

Packages	Course Contents
[1 st Day] Introduction to Computers	What is a computer Basic devices (parts of a computer): Input, Output, Storage devices Memory hierarchy Operating systems Working with files and folders How to open a computer program Introduction to networking
[2 nd Day] Internet & e-mail	History of the Internet What is the Internet Facilities available in the Internet Requesting a Web page Common domain types Searching in the Internet (How to use Internet) Downloading files Email Virus protection
[3 rd Day] Microsoft Word 2000	Getting started with Word Formatting text and paragraphs Applying text and language tools Designing tables with rows and columns Using graphics Find and replace text Adjusting the view and the zoom option Inserting and removing toolbars and the ruler

<p>[4th Day] Microsoft Excel 2000</p>	<p>Getting started with Excel Inserting and working with work sheets Editing text Inserting and deleting cells, rows, columns, and worksheets Working with the drawing toolbar Inserting and removing toolbars Working with the chart wizard Formatting cells, columns, rows, and sheets Arranging data into ascending and descending order Using formulae to solve problems Worksheet import and export</p>
<p>[5th Day] Microsoft PowerPoint 2000</p>	<p>Getting started with PowerPoint Creating Presentations / Slides Adding and Formatting Text Adding Clip Art to Slides Working with Color Schemes Adding Transitions / Custom animation Adding sounds Import graphs and worksheets Printing slides and handouts Working with web options</p>

5. Regional Workshops

08:00 – 08:30	Registration and welcome
08:30 – 08:45	Introduction to current state of the pilot project
08:45 – 09:15	What influences improvement or lack of it
09:15 – 09:30	Improving well being and determinants of well being
09:30 – 10:15	Determinants of improvement in schools
10:15 – 10:30	Reporting and discussion
10:30 – 10:45	Addressing selected determinants
10:45 – 11:00	Reporting and summary of progress
11:00 – 11:30	Break (Tea and visiting campus)
11:30 – 11:45	Plan for improving one determinant
11:45 – 12:00	Reporting
12:00 – 12:30	Measurement
12:30 – 13:00	Development of measures
13:00 – 13:15	Reporting and discussion
13:15 – 13:45	Creating processes
13:45 – 14:30	Indicators of early progress and summary of progress
14:30 – 15:00	Break
15:00 – 15:30	Plan for each school
15:30 – 16:00	Sustaining process
16:00 – 16:15	Summary and conclusions

6. Model Experiment Workshop I

20th – 21st January 2004 Primary Science (ERA) and Mathematics
 22nd January 2004 Junior Secondary Science
 23rd January 2004 Junior Secondary Mathematics

08:30 – 09:00	Registration
09:00 – 09:30	Opening Session
09:30 – 10:30	Presentation & Demonstration (1)
10:30 – 11:00	<i>(Tea Break)</i>
11:00 – 12:30	Presentation & Demonstration (2)
12:30 – 13:30	<i>(Lunch)</i>
13:30 – 15:00	Instruction on how to prepare lessons (1)
15:00 – 15:30	<i>(Tea Break)</i>
15:30 – 16:00	Exhibition & Demonstration by Participants
16:00 – 17:00	Exhibition & Demonstration by Shops
17:00 – 18:00	Discussion & Closing Session

Topics Selected for Demonstration

PRIMARY SCIENCE (ERA)

1. *Water can be kept on a piece of paper and even on a mesh* Grade 1
2. *A candle can be kept alive even under water* Grade 1
3. *You cannot extinguish a flame by blowing*..... Grade 2
4. *Let us make a doll who never sleeps*..... Grade 2
5. *Roots do not grow upward & stems do not grow downward* Grade 3
6. *Water rises up in a Papaw leaf stalk*..... Grade 3
7. *We can measure our heartbeat ourselves* Grade 4
8. *Let us float a balloon in the air* Grade 4
9. *Electricity can be produced by using fruits & vegetables* Grade 5
10. *Analysis of the behavioral pattern of an insect* Grade 5

PRIMARY MATHEMATICS

11. *Measurements in the School* Grade 1
12. *Checking the eyesight* Grade 2
13. *Measurements of Human body* Grade 2
14. *Play with the Tangram*..... Grade 3
15. *Drawing graphs for day-to-day measurements* Grade 3
16. *My body Temperature* Grade 3
17. *Our School Map*..... Grade 4
18. *“How do we feel it...”* Grade 4
19. *Estimation of Higher Objects* Grade 5
20. *How to get to School*..... Grade 5

JUNIOR SECONDARY SCIENCE

21. A card game related to food value.....	Grade 6
22. Scientific study of a candle.....	Grade 7
23. Basic principles of electricity.....	Grade 7
24. Running time of rollers.....	Grade 8
25. Recharging a lead accumulator.....	Grade 8
26. Experiences related to Bernoulli's theorem.....	Grade 8
27. Periodic patterns in the nature.....	Grade 9
28. A simple hydrometer.....	Grade 9

JUNIOR SECONDARY MATHEMATICS

29. Prime number inside spirals.....	Grade 6
30. Let us make a cube using square paper.....	Grade 6
31. Building pyramids by using tennis balls.....	Grade 7
32. Let's estimate construction cost for a school building.....	Grade 8
33. Identifying the changes in one's blood pressure and pulse.....	Grade 8
34. Minimizing the wastages.....	Grade 9
35. How many cricket matches?.....	Grade 9
36. Learning various number patterns by using centicubes.....	Grade 9
37. Let us find out the prospects of engaging in self-employment.....	Grade 9
38. Profitability of transportation industries	
39. Estimation of Rice Production at your Town/Village	
40. How to reduce your consumption of scarce water in order to save the earth	

7. School-Based Workshop
(Sample Program)

Time	Sessions	Activities
8:15 – 8:30	Registration	Participants will sign in and receive handouts.
8:30 – 8:40	Opening Remarks	Principal will open the workshop.
8:40 – 9:10	Overview of the Project	Project Coordinator will explain basic concept of 5S and KAIZEN, and how SEIKA and QE Circles function.
9:10 – 9:40	Introduction of QEC 1	QEC leaders will explain their activities and demonstrate the outputs. Q&A sessions will follow. (Refreshments will be served during the sessions.)
9:40 – 10:10	Introduction of QEC 2	
10:10 – 10:40	Introduction of QEC 3	
10:40 – 11:10	Introduction of QEC 4	
11:10 – 11:40	Introduction of QEC 5	
11:40 – 12:30	[Group 1] 100-Box Calculation	Participants will try all the four arithmetic operations of 100-Box Calculation, and will learn how to implement it (preparation of answer sheets, time measurement, record keeping, etc.).

	[Group 2] 5S Patrol	Participants will take a campus tour, led by the QEC members, and will do a 5S Patrol. They will make evaluation, using the 5S Check List.
	[Group 3] Science Experiment	Participants will practice some science experiments, based on the instructions given by QEC members.
12:30 – 1:30	Lunch Break	Informal discussions will continue...
1:30 – 2:30	Action Plan	Participants will discuss ideas and plans for collaboration between neighboring schools.
2:30 – 2:40	Closing Remarks	Principal will close the workshop. Evaluation sheets will be collected.

8. Model Experiment Workshop II

8 th – 9 th May 2004	Environment Related Activities
10 th – 11 th May 2004	Primary Mathematics
13 th – 14 th May 2004	Junior Secondary Science
15 th – 16 th May 2004	Junior Secondary Mathematics

1st Day	
08:30 – 09:00	Registration
09:00 – 09:30	Opening Session
09:30 – 10:30	Demonstration (1)
10:30 – 11:00	<i>(Tea Break)</i>
11:00 – 12:30	Demonstration (2)
12:30 – 13:30	<i>(Lunch)</i>
13:30 – 15:00	Demonstration (3)
15:00 – 15:30	<i>(Tea Break)</i>
15:30 – 16:30	Demonstration (4)
16:30 – 17:30	Lecture on Open Class System
17:30 – 18:00	Discussion & Evening Session

2nd Day	
08:30 – 09:00	Registration
09:00 – 09:30	Opening Session
9:30 – 10:30	Demonstration (5)
10:30 – 11:00	<i>(Tea Break)</i>
11:00 – 12:30	Demonstration (6)
12:30 – 13:30	<i>(Lunch)</i>

13:30 – 15:00	Demonstration (7)
15:00 – 15:30	<i>(Tea Break)</i>
15:30 – 16:30	Demonstration (8)
16:30 – 17:30	Discussion & Closing Session

Topics Selected for Demonstration

PRIMARY SCIENCE (ERA)

1. *Forecasting the future*
2. *Fruits & vegetables also can be used as electric cells*
3. *Let's play & learn how to use simple useful instruments*
4. *Desires of an earthworm towards light*
5. *Friends we meet in our environment*
6. *Let's lift a weight*
7. *Observing the behavioral pattern of an insect*
8. *Let's find the direction of the wind*

PRIMARY MATHEMATICS

9. *Measurement of the human body*
10. *Estimation of taller objects*
11. *Let us count from 1 to 50*
12. *Joy with domino games*
13. *Who I am? – Identification of three dimensional objectives*
14. *Let us practice number bonds*
15. *Our school map*
16. *How I come to the school*

JUNIOR SECONDARY SCIENCE

17. *Let's learn to make electricity circuits*
18. *Formulae and fun*
19. *Can heat make a balloon move?*
20. *A mirror-lens combination to watch distant objects*
21. *Making soap bubbles without blowing*
22. *Motion by water jets*
23. *Inquiring into the part played by air/oxygen and iron blackening of unripe banana*
24. *Fun with digestive system*

JUNIOR SECONDARY MATHEMATICS

25. *Searching the suitable place for a lamp stand*
26. *Getting ready for interhouse sports meet*
27. *Can you locate the treasure?*
28. *Let's know the angles*
29. *Profitability of transportation industries*
30. *Addition of directed numbers*
31. *Let's estimate construction cost for a school building*
32. *How to reduce your consumption of scarce water in order to save the earth*

9. Two-Day Intermediate Workshop II

16th June 2004	1st Day
08:30 – 09:00	Registration
09:00 – 09:30	Opening Remarks
09:30 – 10:30	Review of Activities and Plans
10:30 – 11:00	<i>(Tea break)</i>
11:00 – 12:00	Model Presentations for QEC Convention
12:00 – 13:00	<i>(Lunch)</i>
13:00 – 15:30	Demonstration of Model Experiments
15:30 – 16:00	<i>(Tea break)</i>
16:00 – 17:30	Exhibition of School Outputs
19:30 – 20:30	<i>(Dinner)</i>

17th June 2004	2nd Day
07:30 – 08:30	<i>(Breakfast)</i>
08:30 – 09:00	Morning Session (General Announcement)
09:00 – 10:30	Panel Discussion on School Culture
10:30 – 11:00	<i>(Tea break)</i>
11:00 – 12:00	Panel Discussion (cont'd)
12:00 – 12:30	Group Discussions by Province
12:30 – 13:30	<i>(Lunch)</i>
13:30 – 15:00	Group Discussions (cont'd) and Action Plan
15:00 – 16:00	Reporting from Groups
16:00 – 16:30	Closing Remarks

10. School-Based Model Experiment Workshop

Time	Activities
08:30 – 09:00	Introduction of the aim of the workshop – JICA Counterpart Team
09:00 –	(1) Giant water lens
	(2) Let's generate electricity
	(3) My body
– 12:00	(4) Let's draw maps
12:00 – 13:00	<i>(Lunch)</i>

13:00 –	(5) Path of light
	(6) Magnetic fields
	(7) Let's find the path
– 16 :00	(8) Let's make a portfolio
16:00 – 16:30	Finale and the vote of thanks – Principal

11. Quality Education Circle Convention

		26 (Thu) August	27 (Fri) August	28 (Sat) August		
AM	8				8	AM
	9		QEC Presentations	Review and Comments BEST QEC Selected from Group 1	9	
	10	Registration & Exhibition Setup		BEST QEC Selected from Group 2 BEST QEC Selected from Group 3	10	
	11	Opening Remarks General Review	QEC Presentations	BEST QEC Selected from Group 4	11	
			Tea Break (10:40 - 11:10)	Tea Break (11:00 - 11:30)		
PM	12			BEST QEC Selected from Group 5 BEST QEC Selected from Group 6	12	PM
	13	Lunch (12:30 - 13:30)	Lunch (13:00 - 14:00)	BEST QEC Selected from Group 7 Lunch (13:30 - 14:00)	13	
	14		Output Exhibition	Awards Ceremony	14	
	15	Tea Break (15:20 - 15:50)	Tea Break (15:30 - 16:00)	Closing Remarks	15	
	16	QEC Presentations	Output Exhibition (cont'd)		16	
	17		Announcement of the BEST QECs	Farewell Function	17	
		End of 1st Day	End of 2nd Day			
	18				18	

12. School-Based Management Workshop

09:00 – 09:30	Registration	
09:30 – 09:45	Opening Remarks	MOE
09:45 – 10:00	Key Issues in SBM	JICA Study Team
10:00 – 10:30	Report of Current Activities by Donor Agencies	JICA Study Team
10:30 – 10:45		World Bank
10:45 – 11:00		ADB

11:00 – 11:15		GTZ
11:15 – 11:30		DfID
11:30 – 11:45		UNICEF
11:45 – 12:15	Comments by MOE	Mr. S.U. Wijerathna, Director of Planning, MOE
12:15 – 13:00	Open Discussion	
13:00 – 13:30	Lunch	

Appendix 2-4

Voices from the Pilot Schools

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P/CP/1/S/1 Hindagala Maha Vidyalaya

1. [Overall] “Through the Project, I believe the school culture has totally changed. Physical resources improved very much and teachers’ attitude has changed, because of Educational Kaizen concept. Participation of community has increased. Earlier, the community was rather negative to get involved in the school activities but now their cooperation is indeed appreciated. Though the change was very slow to appear, we were very confident of changing at every step.” – Principal
2. [Overall] “I myself got a lot of knowledge from the Project. Teachers also learned skills and ideas at the Model Experiment Workshop for enhancing academic development. Moreover, the Project gave a chance for us to achieve personal development. For example, each teacher is now having a notebook. Taking note is essential for Educational Kaizen activity. It is very useful for us to remember the highlight of the meeting and easily share what we discussed. We have already introduced students to use a notebook effectively in a daily school activity.” – Principal
3. [Upgrading of Educational Facilities] “Creation of the Playground brought a great impact to the school. This activity was very much interesting for primary teachers. They got together to discuss frequently. At the same time, they prepared 12 model activities using the Playground. They succeeded in providing a happy environment to students through the Playground. Teachers have a time schedule in the Playground. They are using it every week. The lessons in the Playground are the most popular among students.” – Project Coordinator
4. [5S] “When the Project started, it was very difficult for us to produce outputs, because we didn’t have proper knowledge on 5S. Since we got instructions step-by-step from the monitoring team and Mr. Lal Fonseka, we focused on how to change the school culture and how to conduct daily life efficiently and effectively. As a result, we needed more time to improve but the school environment changed.” – Teacher, QEC Leader
5. [5S] “When we made a model classroom under 5S concept, we invited other teachers to observe it. But, most teachers were reluctant of doing it. It showed that our teachers were thinking very negatively of this Project, because they didn’t know the concept of 5S properly and, foremost, they didn’t know what we were doing. We contacted those teachers frequently and organized seminars and workshops to promote their understanding. Now, more cooperation from those teachers is present and they are now interested in introducing 5S concept to their students too.” – Teacher, QEC Member

* School ID is given to indicate

(a) Ownership [N=National; P=Provincial]

(b) Province [CP=Central Province; NC=North Central Province; NE=North and Eastern Province; NW=North Western Province; SB=Sabaragamuwa Province; SP=Southern Province; UV=Uva Province; WP=Western Province]

(c) Type [0=Type 1 AB; 1=Type 1 C; 2=Type 2; 3=Type 3]

(d) Location [U=Urban; S=Semi-urban; R=Rural; P=Plantation]

6. [Suggestion System] “Our concept has changed through the Project. Earlier, teaching was our duty but now teaching is our service to students. The change started when we were shown the evaluation of our performance by the monitoring team. We are very motivated by the evaluation. Through the monitoring and evaluation, we understood the necessity to change our mind. However, it was very difficult for us to figure out in what way we need to change and how to do it.” – Teacher, QEC Leader
7. [Open Class] “We were very shy to show our teaching at classroom to others at first. But, after we learned the concept of open class system, we tried to invite outside persons and other teachers to assess our teaching method. We didn’t have a culture to assess each other before but now we built a system to observe openly and discuss frankly. I think most teachers feel confident to teach in the classroom, as they have improved their teaching skills through advice and opinions from others.” – Teacher, QEC Leader
8. [Mutual Assessment] “We didn’t have any assessment on students’ understanding. After the Project started however, we made a checklist for each unit and built evaluation scheme on students’ and teachers’ achievement. We addressed the problems identified in the checklist and utilize the lessons for our daily teaching-learning process.” – Teacher, QEC Leader
9. [Interactive Teaching and Learning] “Earlier, it was difficult for me to study maths, because I could not answer the questions in the exam. But now, teachers are very open and friendly to discuss my weak points. They also introduced so many practical experiments in the classroom. It made me more interested in studying maths, because I can enjoy the activities of not only calculations but also creating instruments.” – Student, QEC Member
10. [100-Box Calculation] “We were happy to introduce 100-box calculation to our students, because we felt we could teach easily in the classroom. Their basic calculation skills improved and their understanding also improved. At the same time, the exercise of 100-box calculation gave the students confidence in studying maths. They are now confident to study other subjects too in the school.” – Teacher, QEC Leader
11. [100-Box Calculation] “We are still exercising addition of the 100-box calculation. At the beginning, there was not good understanding of 100-box calculation and we were very doubtful that we could improve the students’ basic knowledge through the exercise. However, as students’ enthusiasm increased, we felt that 100-box calculation brought a great impact to students. We organized seminars to study how to implement 100-box calculation with other teachers and parents. Now, parents are very cooperative to encourage their children to improve their time and marks.” – Teacher, QEC Leader
12. [100-Box Calculation] “In our school, students’ absenteeism was a big problem. However, the introduction of 100-box calculation has contributed to improving the attendance of students. I believe the exercise was very much interesting to students.” – Teacher, QEC Member

13. [SEIKA] “The parents have now become more cooperative and enthusiastic in involving themselves in the school activities. The fact that the parents are taking care of the classes now while the teachers are attending the SEIKA meeting today is a good example. (During the SEIKA meeting)” – Principal

P/CP/2/R/2 Rambukpitiya Maha Vidyalaya

1. [Interactive Teaching and Learning] “I am happy to work with the Project, because this is a big challenge for me to improve my teaching skills and to develop the Green House for implementing interactive teaching and learning. Construction of Green House is very useful to give good opportunity for students to meet plants and its process.” – Teacher, QEC Member
2. [5S] “When I tried to introduce 5S at home, my parents showed me very negative reactions. But, since I tried to clean up my room and keep all items neatly, they have changed and became interested in my activity. I want to share the 5S concept in my family!” – Student, QEC Member
3. [Mutual Assessment] “We could not introduce the mutual assessment system in our school at the beginning, because there was a lack of knowledge about it. After discussing with the monitoring team and attending several workshops, we recognized its necessity. That’s why we could introduce teachers’ evaluation by students. We are planning to do teachers’ evaluation by teachers and principal’s evaluation by teachers soon.” – Teacher, QEC Leader
4. [Interactive Teaching and Learning] “Before the QE circle was organized, we had some lessons to plant some seeds. But it was not really interactive between students and us. We can say that it was paper-oriented before. However, when we saw students’ reactions to practical lessons, they were so interested in the environment around their daily life. They asked us to teach more activity-based lessons. Now we worked with students to make natural and original fertilizers.” – Teacher, QEC Leader
5. [Model Experiment] “We studied how various kinds of fertilizer affect the growth of pineapples. We prepared 5 different fertilizers to mix up composts. According to the observation, growing up of pineapples was dependent of the fertilizer. Some of them died but others were really lively. We have analyzed, together with teachers, why only some of them were affected positively now.” – Student, QEC Member
6. [Model Experiment] “It was very useful for me to participate in the Model Experiment Workshop at NIE. I got new ideas and new skills. After the Workshop, I felt I wanted to do something for the improvement of our school. I think I was motivated when I talked with other teachers. – Teacher, QEC Leader
7. [SEIKA] “The Principal was very supportive when we had some problems from the beginning of the Project. But, there were some barriers for us to ask and get supports from him. We felt it was a little difficult to communicate friendly. I think we could not build good communication. But, through Regional Workshop and monitoring visits, we identified the weak point and we tried to improve it. So, as we

solved all misunderstanding, we work very closely now. You can see our outputs!”
– Teacher, QEC Leader

8. [Interactive Teaching and Learning] “Earlier, teachers implemented the experiments by themselves in the laboratory. We just observed them all the time. After the Project, however, they gave us a chance to use equipments. At the same time, they prepared activity papers at each lesson. It was very helpful for us to understand the experiment clearly.” – Student, QEC Member
9. [Overall] “Some teachers are sometimes absent. Before, we didn’t know his/her absence and what we needed to do for his/her students. Students just spent the time sitting in the classroom but they made so much noise. After we discussed how to cover up the classroom when the teachers are absent, other teachers gave the assignments which they developed together to the students. Now students don’t need to be bored in the classroom.” – Teacher, QEC Leader

P/CP/3/P/3 St. Andrews T.V.

1. [Parent Participation] “Participation of parents increased after the Project was introduced in the school. Parents were not interested in the school activities before, because there was no cooperative relationship between the school and them. However, since we had invited them to the Project, little by little parents joined in the development of school facilities and science and maths education. Now, parents are motivated, because the Project brings lots of changes and benefits to the students. For example, they help students to conduct the 100-box calculation at home.” – Teacher, QEC Member
2. [SEIKA] “If you look at the list of members in the SEIKA, they have different backgrounds. This is the first time that different sectors collaborate and they help the school development. We showed a new style of school management to others.” – SEIKA Member
3. [SEIKA] “The teachers have still some weakness in documenting and recording skills. We identified it in the Part II. It was very regrettable for us, because it had caused low performance. However, we used the lessons learned from the Part I for the dramatic change of the school. The change of teachers’ attitude was an important point in bringing positive results to the school.” – SEIKA Member
4. [Overall] “We can see that the school culture has changed. Instructions and supports from the monitoring team were essential for the improvement of school environment. The change in the school brought the change of our community too. The community is now cooperative and people are very much interested in working with the school.” – SEIKA Member
5. [SEIKA] “Earlier, involvement of the zonal office was very low. Less participation of officers was actually an obstacle for the school to implement the activities. We now understood that there was a miscommunication between the school and the office. After the Part II was launched, their participation increased and their contribution brought a big success. If we think of the sustainability of the activities

in the school, their involvement is the key. The concept of SEIKA must be carried through for the further improvement of the school. Zonal officers can take a leadership to support the school after the Project finishes.” – SEIKA Member

6. [Overall] “Today, one of the students took me to the classroom and showed their outputs of the Project. She was very keen in explaining their achievement. I could not have seen this culture before. Students were very shy and afraid to talk with the outsiders. But, their attitudes have changed now. I believe students are very confident to talk with the others.” – Counterpart Member of JICA Study Team
7. [Interactive Teaching and Learning] “After the introduction of the Project in the school, I learned activity-based teaching and learning. As I studied the preparation of activities, I can understand the weakness of students in the subjects.” – Project Coordinator
8. [Overall] “Grade 5 students told me that they didn’t want to leave the school now. They hope to stay in the school, as they move on to grade 6. They said that the school was the most enjoyable place for them now. Recently, some students came back to the school after they moved to some other reputed schools. Their parents think we can provide better education in this school. That’s why they send their children to our school again.” – SEIKA Member

P/CP/1/S/4 Mahaweli Maha Vidyalaya

1. [Overall] “We decided to improve our teaching and learning and upgrade school management, even if we could not get funds from JICA, because this Project would give us more new and practical knowledge and experience than just only funds.” – Principal
2. [Overall] “When the Project started, several other projects were being conducted at the same time, and it was very difficult and challenging for me to get cooperation from teachers. However, great results were achieved, and this Project has contributed to improving our school environment and educational level. Now, the reputation of science and maths in our school is very high, according to the voices from parents and neighbouring schools. The major outputs from the Project were to introduce useful practical activities to students. Teachers learned a lot from the technical training held at NIE and advice from the monitoring team.” – Principal
3. [QE Circle Activities] “QEC 4 organized the counselling program for students to improve their behaviour and attitude. We also joined in the program, and we learned a lot from the new experience. 5S activities, initiated by QEC 5, were also helpful. The 5S concept brought physical changes in the school with cooperation from parents and community. Through these activities, development of students’ behaviour contributed to improving their daily life. For example, they don’t make noise in the classroom and they were aware of time”. – Parent
4. [100-Box Calculation] “I am very much encouraged to study maths now, because the teachers are very friendly to talk with us when we had some problems. Practical lessons also motivated us to study Maths enjoyably. 100-box calculation was the

most exciting exercise for me. It made me confident in answering questions. I feel it spills over to other subject, because I became confident to study other subjects as well.” - Student

N/NC/0/S/5 Ananda Balika National School

1. [Overall] “At the beginning, I was not so excited about the Project, but now I feel enthusiastic. I never thought I would get this much of support from others.” – Teacher, QEC Leader
2. [Overall] “Now the teachers want to develop their lessons using multimedia, so the demand for such skills has increased. Those teachers often come to us asking for help. We are happy to share our skills and knowledge.” – Teacher, QEC Leader
3. [Interactive Teaching and Learning] “Teachers’ teaching style has changed. Earlier, only the teachers would draw diagrams on the chalk board and explain, but now the teachers give us a chance to draw it ourselves and do experiments to gain hands-on experience.” – A/L student
4. [Interactive Teaching and Learning] “Now I can see that teachers are trying to give new things to students, by using new methods.” – Principal
5. [Overall] “There was one chemistry teacher who left the school and went abroad before the Project started. She recently came back to the school to visit us. She was really surprised to see the improved school environment and enhanced teaching materials. She said ‘*Is this really Ananda Balika?*’” – Teacher, QEC Member
6. [Overall] “The former principal came to the school one day and was very impressed at the students’ discipline and neat school environment. She said the office was earlier like storage, but now it really looks like an *office*.” – Vice Principal
7. [Workshop] “The zonal director gave me an opportunity to give a presentation to 89 principals in the zone and 60 principals in the province. I talked about 5S activities, education programs using intercom system, and new teaching methods. It was a great honor for me.” – Principal

P/NC/2/R/6 Thammennapura Vidyalaya

1. [Community Participation] “In an area like this, it is often difficult to find a good technician. We have people who are qualified in doing radios in our base camp, so we helped the school to put up the P.A. (public addressing) system. I have been assigned to the Anuradhapura base for one year, and I think there has been a great improvement in the school. I am not in a position to comment on the teaching part, but I believe the improved infrastructure and environment is conducive to educational development.” – Air Force Commander, Base Camp Anuradhapura, SEIKA Member
2. [Inter-school Cooperation] “I was not able to attend the school-based workshop, but

I am very satisfied with the event. Those nine teachers of our school who were invited and participated in the program came back to school with so many new ideas and suggestions. We have been implementing most of them at our school. Earlier, if I sent some teachers for a training or workshop, this would never happen.” – Principal of neighboring school, SEIKA Member

3. [Overall] “We have started a survey on latecomers. One day, a student was asked for the reason for being late. Teacher: ‘*Why are you late today?*’ Student: ‘*Because my house is far and the bus came late.*’ Teacher: ‘*There is a school just nearby your house. Why don’t you go to that school instead?*’ Student: ‘*That school is no good. I like this school, and this is my school.*’” – Teacher
4. [Overall] “Now our school has become the talk of the neighboring schools, so we must work even harder to maintain the progress that we have made so far.” – Principal

P/NC/2/S/7 Mihinthale Pathiraja Tennekoon Kanishta Vidyalaya

1. [Interactive Teaching and Learning] “In our learning days, we as students used to do science experiments ourselves, but in later years, the teacher did the science experiments in front of the class and the students had to observe them silently. Nowadays not even the teacher does the experiments, but most of the teachers draw the experiment on the blackboard and explain. Fortunately through this Project, the experiments of earlier days are coming back. Now our students do their science experiments instead of just watching or listening.” – Sectional Head for upper classes, QEC Member
2. [Model Experiment] “At the training for science teachers, I was selected as a demonstrator of the activities that I have developed through the Project.” – Science Teacher, QEC Leader
3. [Interactive Teaching and Learning] “Finally we teachers have come to understand that science and mathematics are meant to be useful for our day-to-day life.” – Primary Teacher, QEC Member
4. [Overall] “I happened to observe some classroom during my visit to the school, and I realized that the teachers are making many sacrifices, in terms of time and energy, to teach the children effectively.” – Grandfather of a grade 3 student, QEC Member
5. [Overall] “We are always discussing the problems and concerns, so there is much increased transparency among ourselves.” –Teacher, QEC Member
6. [Overall] “One teacher who was transferred to a neighboring school expressed her envy towards our school; because there are much more teaching materials here and students like to come to this school. She said she wanted to come back to this school, but there is no vacancy in science teacher.” – Teacher, SEIKA Member
7. [Inter-school Cooperation] “One of the neighboring school teachers, when he saw our maths room, pleaded with us for help in preparing activity sheets like ours. We

are happy to offer resource to them.” – Teacher, SEIKA Member

N/NE/0/U/8 St. Mary’s College

1. [Overall] “I feel a little sorry for the upper grade students, because they didn’t have this kind of opportunity when they were in primary. Whatever you learn in an early age, be it calculation skills or 5S concepts, will last lifelong. I wish we had this JICA Project many years ago.” – Principal
2. [Development of Teaching Materials] “Can you believe our teachers prepared all these books and teaching guides, using reference materials and computers? We are so proud that they have that much of skills and motivation.” – Principal
3. [Overall] “This is based on the *system*, and not based on any single *person*. So, if some teacher gets transferred, or even if I myself am transferred, these activities will be carried on because the system is there.” – Principal
4. [Inter-school Cooperation] “We are forming a mobile JICA team to go to other schools to introduce 100-box calculation and 5S activities.” – Principal
5. [100-Box Calculation] “Our school is very different from St. Mary’s College in the sense that most of our children are from poor fishing families and their parents are not educated. After grade 6, parents take their children to the sea to work, so the opportunity for education is often lost. But after we started 100-box calculation, students’ absenteeism and dropout rates decreased very much. Because we are starting the exercise sharply at 8:10am, students don’t want to miss it so they come early and regularly.” – Principal of a neighboring school
6. [Overall] “Not only institutional development, but also personal development is important. Nobody is perfect. We want to know our deficiencies; otherwise, there would be no room for improvement.” – Principal
7. [Overall] “Parents want their children to come and study at St. Mary’s College, but they don’t want their wives to teach here because if they did, they would be staying at school working even in the evening.” – SDS Member
8. [Overall] “I can see a clear change in my daughter, who used to go to an international school but has recently entered this school. Her attitude has become much more positive.” – Father, SDS Member
9. [Overall] “There are various kinds of teachers, for example, trained teacher, BA holder, MA holder, etc. But because we all belong to one institution and we as teachers must try our best to develop ourselves, taking into consideration the children’s development.” – Principal
10. [Overall] “One day I thought we should have this kind of questionnaire. I could have done that myself, but rather, I called a teacher in the QEC and asked her to formulate a questionnaire. Within a day or two, she came back to me with the proposed questionnaire. Like that, work is divided among teachers and they do it

with responsibility.” – Principal

11. [5S] “Since introducing the checklist, all the classrooms are kept clean after students and teachers leave school in the evening.” – Teacher, QEC Leader

N/NE/0/U/9 Vembadi Girls’ High School

1. [Overall] “Why we achieved the objectives in the Project was because the monitoring and evaluation system was very good for us. Monitoring gave us proper guidance to succeed in our activities and evaluation done by JICA Study Team was a useful indicator to measure our achievement.” – Principal
2. [Development of Teaching Materials] “I had no experience in writing a workbook before, so it was a big challenge for me to complete it. Now I am very confident of using exercises made by ourselves in the classroom.” – QEC Leader
3. [Overall] “I believe the Educational Kaizen activity is never-ending, because we are educators and mentors to train the promising students.” – Project Coordinator
4. [QE Circle Activities] “QEC 1 members consist of teachers from different departments in the school. This is the first time to work together beyond the departments. Without mutual understanding among teachers, we could not have achieved the target. The 5S concept is surely expanding in all departments.” – QEC Member
5. [Interactive Teaching and Learning] “We learned through the Project that teachers must be a “facilitator” in the classroom. It was an innovative approach for us. As the new teaching concept was introduced, students were doing the activities and project works by themselves. Students’ autonomy has increased.” – QEC Member

P/NE/0/S/10 Canagaratnam Madhya Maha Vidyalayam

1. [Overall] “We implemented many activities since the project launched in this school. However, our recording system was not properly working at first. We learned through the project how to present our activity and progresses to others.” – Teacher, QEC Member
2. [100-Box Calculation] “100-box calculation was helpful for grade 7 and 8 students to improve their basic calculation skills. Most students could achieve the target time and marks step-by-step. I believe they are very confident in calculating accurately and quickly. Now, grade 13 students are conducting the daily exercises for them. I hope students themselves conduct it in other grades and expand the improvement of the skills among themselves.” – Student, SEIKA Member
3. [Upgrading of Educational Facilities] “There were no funds and no equipments since the school was damaged by the conflict. But the Project gave us lots of financial and technical resources. Especially, facility development through the Project has very much contributed in the school environment. Teachers expressed

that it was very helpful for them to teach interactively.” – SEIKA Member

4. [Development of Teaching materials] “I started to prepare teaching materials for A/L classes. Since I introduced exercise sheets and practical activities to A/L students, they were not going to tuition classes. Their responses were very favorable. It is a big happiness for me.” – Teacher, QEC Leader
5. [100-Box Calculation] “Now, students correct the answer sheets of 100-box calculation and assignments by each other. We tried to develop confidence in self-studying. Students were dependent on classes or tuitions before. But, they now try to realize what their weak points are and study them intensively.” – Teacher, QEC Leader
6. [Overall] “There was misunderstanding about membership in QEC, because most teachers thought the Project was meant only for science and maths teachers. That’s why the teachers’ participation in the Project in our school was really low at the beginning. However, the monitoring team removed the misunderstanding in SEIKA and we talked in the teachers’ meeting about the Project and the necessity of the cooperation from other teachers. Now, they are very interested in 5S activities in particular and teachers try to apply the Educational Kaizen concept to other subjects and sections.” – Teacher, QEC Leader
7. [Interactive Teaching and Learning] “I feel that teachers become very friendly to us now. When I spoke to teachers before, there were some barriers to ask questions and make comments frankly. But, the distance between teachers and us is now close.” – Student, QEC Member
8. [Interactive Teaching and Learning] “It was very fortunate for both students and teachers to build an activity room through the Project. We utilize the room together with students frequently, because students request to study the maths subject in the room. It is easy for me to teach the subject with original apparatuses and to provide practical lessons to the students.” – Teacher, QEC Member

P/NW/0/S/11 Wen/Girls’ College – Dankotuwa

1. [Bridging Course] “Bridging course was very useful for teachers themselves, because we could admit what problems the students have and learn how to teach in a classroom effectively and efficiently.” – Teacher, QEC Leader
2. [School-Based Workshop] “When we organized a workshop last time six months ago, our teachers left immediately after the program, so Principal and I had to stay and clean up the room by ourselves. But now, as you can see, everybody is willingly helping each other. Look how lively and enthusiastic they are! This is what we achieved through the Project.” – Project Coordinator
3. [Interactive Teaching and Learning] “It was good timing for us to launch the pilot Project in August 2003, because since science section had started just 4 years ago, we have been waiting for the chance to upgrade the level. Earlier, most students thought science was difficult. However, they changed the perception of science

through the Project, because we prepared so many practical activities under the Project. Now, they improved their knowledge on science and it is reflected in the results of exams too.” – Project Coordinator

4. [5S] “I felt that we were not confident of teaching in the classroom before. There was a lack of positive mind. But the 5S concept gave us lots of inspirations to change our mind. School-based workshop was a great opportunity for us to build up a positive attitude and to show collaborated outputs with all teachers.” – Vice Principal
5. [Overall] “The Project provided us with the new experience to work as a group. Earlier, I felt that working under the Project was an extra burden. I wondered why I had to work harder than others. But after the Project applied a new teaching method such as utilization of computer facilities, I felt that I gained lots of benefits to teach easily and enjoyably.” – QEC Leader
6. [Parent Participation] “We indeed feel that parents become a crucial part of the school society. I am very glad to get a chance to participate in the school activities with teachers and students. Our main concern is the sustainability of the activity in the school after the Project. We have appointed a monitoring committee to inspect the situation and progress frequently.” – Parent
7. [Overall] “I joined in the Project when it was nearing the end. But, dissemination of information among teachers was really impressive. They explained that they changed their culture through the Project. I do hope to extend the similar opportunity to other schools.” – Zonal officer
8. [Interactive Teaching and Learning] “At the initial stage, we had problems of teachers’ transfer and insufficient coordination to share jobs among the members. However, as the teamwork has improved, many teachers and students became very active and started working together happily.” – Teacher, QEC Member
9. [Development of Teaching Materials] “We developed a lot of handouts and activities through the Project. But, we hesitated to show the outputs to the monitoring team, because we were not confident of our works. We misunderstood that we needed to create something new all the time. When we showed various outputs to the monitoring team and used it in the classroom, we realized that our outputs were very valuable.” – QEC Member

P/NW/3/R/12 Gonulla Kanishta Vidyalaya

1. [Upgrading of Educational Facilities] “I also enjoy maths exercises and games in the Math Activity Room, and I feel like I want to learn maths again. The environment is just so suitable for children because plenty of tangible equipments are there to help them grasp the fundamental mathematical concepts.” – Mother of a Gr. 4 student, SEIKA Member
2. [Interactive Teaching and Learning] “When I ask maths questions, students want to answer them by using or referring to the maths equipments they encountered in the

Activity Room. Their knowledge is built based on experience.” – Teacher, SEIKA Secretary and QEC Leader

3. [Overall] “Earlier, most parents would wish to send their children to famous national schools in town, but now the trend seems to be reversing. In a small school like this, there are more things they can learn for life.” – Father of Gr.1 student, SEIKA Member
4. [5S] “Students have finished introducing 5S at their homes, and have gone on to the next step, which is to introduce it to their neighbours. The KAIZEN and 5S activities are spreading to the entire community.” – Teacher, SEIKA Member
5. [5S] “My child entered this school very recently. Earlier, when he comes home, he used to through his books here and there and was untidy. But now he keeps his bag and books on the table in an organized way and does homework on his own. There is a dramatic change in his behavior.” – Parent, SEIKA Member
6. [5S] “Not only has our school, but the whole village itself has changed since 5S was introduced.” – Principal
7. [Overall] “No one knew about Gonulla school, but now even those in distant schools know about our school.” – Parent
8. [Overall] “Even when my child gets sick, she insists on coming to school. She likes the school so much that it’s difficult to make her stay at home when she is sick.” – Mother, SEIKA Member
9. [100-Box Calculation] “When my son comes back home from school, he tries to persuade me of the benefits of 100-box calculation exercise.” – Mother, SEIKA Member
10. [Overall] “Teachers’ commitment is just so admirable. They are highly committed and dedicated for the work and that’s why we can get quality education at this school for our children.” – Mother, QEC Member

N/NW/0/U/13 Maliyadeva Balika Vidyalaya

1. [Overall] “After the Project launched in the school, we got more enthusiastic to develop more activities, because we enjoyed funds from JICA Study Team and received technical supports through monitoring. “ – Teacher, QEC Member
2. [Overall] “Part I of this Pilot Project was a failure for us, which was our first experience. We had never failed before in any other project like this, but this time we failed. Nevertheless, the staff was not discouraged by the failure. We tried hard to find out what our weaknesses and deficiencies were. We asked ourselves many questions and came to realize that the teachers’ culture was a barrier for improvement.” – Principal
3. [Community Participation] “After we started this Project, more donations came

through OGA, such as the school gate, parents' waiting room, fridge to the health corner, etc. Parents who are engineer by profession provide technical knowledge for free of charge as their contribution to the school. Parents also volunteer for classroom painting. They started to offer more help like this, I think because they see a change happening in the school.” – Principal

4. [Overall] “We want to establish our identity as belonging to this school Maliyadeva Balika Vidyalaya. The end of the Project is not *the end* for us; we want to go forward further.” – Principal
5. [Overall] “My daughter comes home and talks about her learning experience at school, which she never did before. I can sense from this that she is enjoying her studies at school very much.” – Parent
6. [Parent Participation] “I am also teaching at another school nearby. Earlier I rarely came to my daughter's school, but I like to come to this school now, because the school is lively and I want to learn for myself too.” – Parent
7. [Inter-school Cooperation] “A library teacher from a school in Pinnawala has come to our library four times already to see our QEC activities. She got a lot of ideas from us and happily went back to her school. We realized it's so important to exchange ideas with other schools.” – Librarian, QEC Leader
8. [Development of Teaching Materials] “At the beginning, we all were lazy. We never thought we wanted to make extra worksheets for students. But now we have done it so much that we can teach other schools how to make attractive teaching materials.” – Primary teacher, QEC Leader

P/SB/2/R/14 Maduwanwela Sri Sarananda Vidyalaya

1. [100-Box Calculation] “Interest toward maths has been increased after we started 100-box calculation. I noticed that even during P.T. (physical training) period which is typically the students' favorite subject, students request for 100-box calculation.” – Counseling teacher, QEC Member
2. [Upgrading of Educational Facilities] “We didn't have a library before, except for a cupboard. Now we have a library.” – Principal
3. [Upgrading of Educational Facilities] “Now students do not roam during free periods like they used to. Whenever they have a free period, students go to the library as a habit. It's therefore easy to maintain the discipline.” – Teacher, QEC Member
4. [Upgrading of Educational Facilities] “Library is the valuable asset to our school. When teacher is absent, we can directly go to the library without wasting time in the classroom.” – Student
5. [Overall] “Bottom-up, small improvements are better than a sudden change. They should not always expect something from the top, but participation from within the

school itself and the community is important.” – Zonal Director

6. [Overall] “Through this Project, we learned group feeling, or team work. We can’t say it’s 100% yet, but it’s definitely increasing in ourselves. We can feel it.” – Project Coordinator
7. [Mutual Assessment] “The teachers’ performance evaluation system introduced through this Project is admirable. We the officers have a role to play in it as well. I shall take an initiative to introduce it to other schools in the zone.” – Zonal Director
8. [Monitoring] “This Project was successful because of the monthly monitoring activities. Although the monitoring visit from the JICA Study Team will finish, supervision of activities should continue from now onwards, with the interference of zonal office. We will come monthly to attend the meeting.” – Zonal Director
9. [Community Participation] “Since the Project started, external resources have been linked to the school. For example, a 18’ x 20’ building and a Shrine Room were given by the parents. The stagnancy was broken by the Project, so now we must work hard to maintain the dynamic flow that has been created here.” – Principal
10. [SEIKA] “I realize now that the decision taken at the SEIKA meeting, when we were discussing the use of the remaining project funds, to prioritize special education unit over telephone line was very good. We must sustain the function of SEIKA as the school’s decision making body.” – Principal

P/SB/2/R/15 Galpaya Vidyalaya

1. [Community Participation] “Parents contributed a lot in the construction of the teachers’ quarters. They provided sand, timber and labor. Students did painting. A lot more has been done besides the part completed by money.” – Teacher, QEC Leader
2. [Community Participation] “We used valuable timber for the teachers’ quarters. In the market, it would cost Rs.200 per feet, but our village people agreed to provide it at a much lower cost at about Rs.80 per feet.” – Parent, QEC Member
3. [Student Participation] “We got the help of students to paint the building. In the market it would have cost Rs.30,000 for the paint and laborer, but we spent only Rs.4,000.” – Teacher, QEC Leader
4. [Upgrading of Educational Facilities] “Now students use library more often than before. Nearly 200-250 students come to the library every day. Nearly 60 books are issued daily.” – Librarian teacher, QEC Leader
5. [Upgrading of Educational Facilities] “Now there is a tendency for students to use the library whenever they have free time. Earlier, if they had a free period, they would just be playing and running all over the school.” – English teacher
6. [Overall] “I used to be fed up with the dull culture seen at this school, but through

this Project I got the courage to change the situation and I now feel I can actually do a lot of things. Yesterday I stayed at school till 6pm to prepare the equipments. Other days I also conduct extra classes.” – Science teacher, QEC Leader

7. [Overall] “We have learned just so many things through this Project – to stand up to challenge. We were educated through innumerable invaluable experiences. JICA Study Team and the resource persons guided us all the time through the hardships and I am thankful for that.” – Project Coordinator
8. [Interactive Teaching and Learning] “Students really enjoy experiments and practical learning. When I don’t have enough time and skip some practicals, students come and ask ‘*Teacher, why are we not doing this?*’” – Science Teacher, QEC Leader
9. [Upgrading of Educational Facilities] “Whenever the students have even a very short period of free time, they come and ask ‘*Teacher, can I go to the library and get some books to read?*’” – Teacher, SEIKA Member
10. [Overall] “Before this Project came into our school, I always came to school late. But now I feel that it is pleasure to come to the school and I do always come on time. I have now recognized that teaching is a wonderful service.” – Science Teacher, QEC Leader

P/SB/2/P/16 Golinda Tamil Kanista Vidyalayam

1. [Overall] “I like to get involved the Project, because I can get useful knowledge and experience through the Project. I believe I can improve my teaching skills, if I devote myself to succeeding in the activities.” – Science Teacher, QEC Member
2. [Interactive Teaching and Learning] “Earlier, we could not get the concepts of the Project and how to improve the teaching and learning process. It was the main obstacle for us. However, we now understand what we need to do to show the improvement of our educational level.” – Teacher, QEC Leader
3. [Upgrading of Educational Facilities] “We didn’t have enough financial supports for developing science apparatus, even though ideas had been obtained. But, the Project gave us great opportunities to create our original apparatus. It was very motivating for us to do interactive teaching in the classroom. At the same time, students were more interested in studying science.” – Teacher, QEC Leader
4. [Monitoring] “When the monitoring team came to school, they asked me, “do you have any problems?” every time. I answered “no problem” all the time. But, I learned through the Project that there is no improvement if there is no problem. We didn’t have the culture to admit the problems openly. However, now we can tell our difficulties and obstacles to the monitoring team openly.” – Principal
5. [100-Box Calculation] “I introduced the 100-box calculation at grades 5 and 11 in my school. It was very interesting for us to identify the basic knowledge of students. We didn’t know that those students didn’t have the basic calculation skills until the

introduction of the 100-box calculation. Now, we are going to expand the exercise to all grades.” – Principal of a neighboring school

6. [Model Experiment] “The Project was a very precious opportunity for the school, because we were waiting for more improvement with well-organized educational program. For example, organization of Model Experiment workshop at the NIE was really appreciated. The experts introduced very new-type activities for us. However, although we wanted to gain more experiences and skills, there was not enough capacity to receive. It took long time to digest what we learned through the Project. At the end, we are aware of what we need to do.” – Principal
7. [Community Participation] “This activity room has a value of about Rs.700,000 in just the building itself, but we spent only Rs. 380,000 to build it, thanks to the support from the community. We were also fortunate to have acquired some of the materials at a very low cost from various institutes and departments.” – Principal

N/SP/0/R/17 Vijaya National College – Getamanna

1. [Overall] “This school has totally changed compared to 2-3 years ago. The students are much more disciplined and care about punctuality. Teachers try to make maximum use of time. Parents’ attitudes also changed – they come to school to check various things and the relationship between the community and school has so much improved.” – G.S. (Representative of the divisional secretary appointed as the person in charge of the village), SEIKA Member
2. [Upgrading of Educational Facilities] “After the partitions were installed, teachers have become more comfortable in teaching in a classroom, because the disturbance from other classes is very much reduced and the teacher doesn’t have to shout.” – Teacher, QEC Member
3. [Interactive Teaching and Learning] “Now I notice the teachers are conducting lessons outside the classrooms. They are not locked in the classrooms. They have become more active in devising new teaching methods.” – Principal
4. [Monitoring] “If the same kind of monitoring and supervision is given to other donor/government projects, there would be much better use of funds. Unfortunately, in some projects, resources are simply dumped and not fully utilized.” – Vice Principal
5. [Community Participation] “At the Shramadana, parents come willingly to offer help, because there is something going on at the school. They dedicate their time and energy to clean the surroundings, even without going back for lunch.” – Vice Principal
6. [Suggestion System] “One day in the Principal’s office, I observed one student asking the principal, ‘*Sir, I have a Kaizen suggestion. What can I do with it?*’ And the principal said, ‘*You can put it in the suggestion box and we will discuss it at the SEIKA meeting.*’ I myself didn’t know about 5S at all, but I learned it from this school. Now I can expand the idea to other schools in my zone.” – Zonal Director

7. [Overall] “Success will come a little later, so we must keep the process and see the real results in the coming years.” – Science Teacher, QEC Member
8. [Overall] “The ideas that we got through the Project are now being transferred to other schools. I’m very happy about it.” – Principal
9. [5S] “There is no cob web around as a result of regular cleaning. The school has become a pleasant place to work.” – Vice Principal, SEIKA/QEC Member
10. [Overall] “There is a much higher level of cooperation among staff. We get the attention of local authorities, because we are actively working. They see something is going on here.” – Teacher, QEC Leader

N/SP/0/S/18 Rajapaksa Central College – Weeraketiya

1. [5S] “5S even helped to change our personal lives too.” – Principal
2. [Suggestion System] “In a big school like ours, there are a few frictions created by some of the teachers just because they are not fully aware of the Project. Actually we are sometimes discouraged by them when for example we find discarded paper in the teachers’ suggestion box, but let us take it positively and give them a chance to join us too. We must continue to address the whole staff about working together on the Project.” – Teacher, SEIKA Member
3. [Suggestion System] “The nature of the students’ suggestions is changing. Earlier, most of their suggestions were actually *requests*, like ‘we want this and that, because we don’t have...,’ or ‘please change our teacher for this subject, because...’ but now they are more thinking about what *they* can do. Students not simply drop their suggestions in the box, but they personally come to me to discuss their suggestions in detail, trying to convince me on how beneficial his/her suggestion would be for the school. We realized that students have really creative ideas.” – Teacher, Project Coordinator, QEC Leader
4. [Overall] “A/L students selected their own project topics from the JICA Project, such as making footpaths, eradicating polythene, rearranging the lab, etc.” – Teacher, Project Coordinator, QEC Leader
5. [Maths] “We didn’t participate in the maths competition, but this year we participated and got the 1st place in the zonal level and 3rd in the provincial level. Students are really proud of their achievement.” – Maths Teacher, QEC Leader
6. [Interactive Teaching and Learning] “We all enjoyed the Night Sky Observation Camp so much. Students always ask me when we will have the next camp. The number of students interested in the Starry Society is also increasing. The event was so successful.” – Science Teacher, QEC Leader
7. [Overall] “I stopped sending my children to private tuition class since the school provide workbooks and project books, so that they can do a lot of things at home

for the vacation period. I appreciate the tremendous of works done by the teachers.”
– Parent

8. [Mutual Assessment] “75 suggestions were given to me through the principal’s assessment done by teachers, most of which are very useful and I recognized a lot of my shortcomings that I must improve. I have a lot to learn. I hope to have a better result at the next assessment three months later.” – Principal
9. [Overall] “I have served as a principal for a long time and we have had a lot of projects before. But this Project has a special meaning to me and the whole staff. I know that the people I am working with at this school have changed very much. I am confident that those who worked in the QECs have developed themselves a lot too.” – Principal
10. [Overall] “We were used to implementing something that was planned by somebody else. This was the first experience for us to plan, implement, and evaluate by ourselves. We developed confidence that we can actually do something without waiting for the authorities to tell us what to do.” – Project Coordinator
11. [Interactive Teaching and Learning] “Students got the chance to express their ideas. And I’ve got the strength to work through criticism and pressure.” – Principal
12. [Interactive Teaching and Learning] “Teachers have been giving suggestions to me in an open manner. They also are actively involved in extra curricular activities.” – Principal
13. [Student Participation] “The unexpected results of the Project are that the students have been coming forward to undertake project activities on their own initiatives.” – Project Coordinator

P/SP/2/R/19 Muruthawela Kanishta Vidyalaya

1. [Overall] “At the beginning, I never thought this school would come to this level. Atmosphere as well as environment improved a lot. We can say now this school is quite on a part even with some of the Colombo schools.” – Counterpart Member of JICA Study Team
2. [School-Based Workshop] “When the other schools’ teachers came for our school-based workshop, they said ‘*if I could have taught here, I would be so lucky.*’” – Teacher, SEIKA Member
3. [Overall] “When I first came here, I didn’t like the school. But now I’m happy to be teaching here, because something is happening and the image of this school has changed. This school has become such a lively place.” – Social Studies teacher, QEC Member
4. [Upgrading of Educational Facilities] “Now we have a science laboratory in our school and we can use equipments. I know what a beaker looks like, how to use test tubes, and I have learnt about chemicals.” – Gr. 9 student

5. [Mutual Assessment] “At Present it is not implemented in anywhere as it is not in our culture, but I think it will gradually have positive effects if we implement it at school.” – Zonal education officer
6. [Overall] “Earlier, we would often have to go to the provincial office to ask for new teachers, because the newly appointed teachers didn’t wish to assume their duties at this school. But now new teachers are interested in our school and are happy to come to teach at this lively school.” – Principal
7. [5S] “Earlier, children would spend a long time bathing or just hanging around, but now they have become time conscious, because they have school work to do and they enjoy it. They don’t waste time and have become more punctual.” – Parent, SEIKA Member

P/UV/1/P/20 Poonagalla Tamil Maha Vidyalayam

1. [5S] “At the factory we have been implementing 5S, so I can share that experience to implement it at this school.” – Parent, Tea factory worker
2. [Interactive Teaching and Learning] “The school is in the isolated area, so the improvement of the students’ ability was dependent on teachers in the school. As the Project introduced a new teaching-learning process, and contributed to upgrading teachers’ skills and enhancing their knowledge.” – ADE, Zonal Office
3. [Community Participation] “Our main problem was the shortage of teachers. There were supposed to be 52 teachers totally but only 22 teachers are in school at the moment. It is obviously difficult for us to manage to teach in the classroom. However, the Project encouraged us. Self-motivation and cooperation from the community were brought through the Project. We felt we could overcome the problems and produce better results even within certain constraints.” – Principal
4. [Mutual Assessment] “It was my first experience to answer the teachers’ evaluation. I think it is good opportunity for us to express our voices.” – Student, SEIKA Member
5. [Suggestion System] “When the suggestion box was introduced in the school, most students were afraid of telling teachers something that was necessary to improve. However, several suggestions were considered and implemented. It became a great honor for us to suggest some ideas. So, we understood that the suggestion system was very beneficial to the school and us. Since then, suggestions from students increased.” – Student, SEIKA Member

N/UV/0/U/21 Dutugemunu Central College

1. [Overall] "Earlier I was carrying a cane, but now I carry around a notebook instead, to make notes of my observations. The performance of the staff has improved because they know they are being assessed." – Principal

2. [Upgrading of Educational Facilities] "We can save a lot of money by using bio-gas instead of L.P. gas. Students are really proud of using their "own gas" in the laboratory, and it has prompted them to take on various research projects related to bio-gas plant." – Science Teacher, QEC Member
3. [Upgrading of Educational Facilities] "Some students were constantly absent, and as a result, falling behind the other students in their academic achievement. We picked them up and invited them to get involved in the electricity wiring and pipe line laying projects for the improvement of our laboratory facilities. They really liked it and gained the practical skills. Now they are coming to school everyday, because they know that they have something to be proud of." – Science Teacher, QEC Leader
4. [Mutual Assessment] "In the primary level, we started to introduce a self-evaluation system in January and February 2004. The questions still have to be improved and the discussion on the results from the evaluation is under way. We would like to develop sophisticated questions for the improvement of the teachers' skills and culture." – Teacher, QEC Member
5. [Model Experiment/5S] "My children were not really interested in studying on weekends or during the vacation. However, since the Project had been introduced in the school, they would like to study electricity and other related subjects more during the vacation. 5S and other practical experiments are the most popular topics among them." – Parent
6. [Overall] "We all are satisfied with the dedication of the teachers, in improving the learning environment of the school. We believe the quality development of education will follow their hard works." – Parent
7. [Overall] "In this Project, we have been exposed to a strategy of working with clear outputs in mind. We have learned to work smart." – Principal
8. [Interactive Teaching and Learning] Earlier, the teachers would go away as soon as they finished teaching a lesson. But now they asked us whether we have any questions and they clear our doubts." – Student
9. [Overall] Earlier, we would feel ashamed to tell that we are from Moneragala. But the Project has helped improve our self-confidence. We are now proud to announce that we are from Moneragala." – Student

P/WP/3/R/22 Imbulgoda Sunethradevi Kanishta Vidyalaya

1. [Parent Participation] "Our key to success in the Project was to get everyone's participation to the school activities. Some mothers took an initiative to construct a road from school entrance to the building. Some others come to school everyday voluntarily for assisting teachers and school management. All those people contributed to bringing a great success to the school." – SEIKA Member

2. [Parent Participation] “When we discussed the library development, we paid attention to the parents’ ideas and advice. In this way we won the support of many parents for our Project.” – Teacher, QEC Leader
3. [Science Lab] “Since we started a new method using the Environmental Observation Zone, there has been a change in students’ behavior. Students on their own accord pick up garbage from the ground and put it in to a proper place. They try to protect trees and plants as they learn the importance of environment conservation for our comfortable living.” – Teacher, QEC Member
4. [5S] “When some household items are not systematically placed, my child points it out and shows me the way it should be done. He learned it at school and practices it at home.” – Parent, SEIKA Member
5. [Interactive Teaching and Learning] “Now children are coming forward to express themselves in front of others without hesitating. Through the use of public addressing system, children get the chance to speak. Principal and teachers encourage and praise them, so they develop their skills with confidence.” – Teacher, QEC Member
6. [Parent Participation] “I gave up my earlier job and started to look after the school library because I like it so much. I am happy to give my contribution in this way.” – Parent, serving as the volunteer library attendant

N/WP/0/U/23 Isipathana College

1. [Overall] “I would like to share lessons learned through the Project with other schools. However, it is necessary to provide full training to teachers, in order to make them aware of what they need to do. One of the important lessons in our school was that we could not get necessary cooperation at the initial stage from teachers.” – Principal
2. [Overall] “There was no team work when the Pilot Project was launched at the beginning. However, we succeeded in promoting more participation from teachers and students, when we had close communication between members.” – Teacher, QEC Member
3. [Interactive Teaching and Learning] “I discovered a new usage of the mirror accidentally. I developed a “mirror cap”. When the people are bicycling, they can check backside by using this mirror. We enjoyed creating such a practical item in science class.” – Student, QEC 4.
4. [Overall] “I came to the school in the middle of the Project. I talked with the teachers regarding how to improve the school environment and do smooth implementation of the Project. However, it took us six months to make the teachers understand the concept of the Project, because we didn’t have necessary dialogue with all teachers.” – Principal
5. [Suggestion System] “Supervision by the top is essential in this kind of school.

Without internal supervision, the school cannot improve. But, it is very difficult to internalize the monitoring and assessment in a big school, because there is not likely to be a proper communication system among them.” – Principal

6. [QE Circle] “When the Project started, we divided the jobs among members in each QE Circle. However, there were both active and inactive members in the activities. There were no incentives for the active members to work hard, while the inactive members were not willing to work as a group. So, how to encourage all members in the school to work together and show some outputs was the main challenge for us.” – Project Coordinator
7. [SEIKA/QE Circle] “Reporting system was not really understood at the beginning. We didn’t have proper knowledge to report the activities. There was no qualitative and/or quantitative data in our report. I think there was no clear vision on what we needed to do. However, once explained the concept of the Educational Kaizen, the level of understanding very much improved. At the same time, participation of whole staff increased. Earlier, we didn’t share the concept with other members. They were interested in learning the Educational Kaizen with us, but there was no information-sharing system in the school.” – SEIKA Member

P/WP/1/R/24 Katuwellegama Maha Vidyalaya

1. [Suggestion System] “Students became more confident through Suggestion System, because students were aware that the school is “theirs”. So they wanted to improve their school environment.” – Project Coordinator
2. [Mutual Assessment] “The mutual assessment was useful to measure what we had done and also to feedback what we had to do. It showed sometimes tough results for us but it rather made us more motivated to achieve our objectives.” – Project Coordinator
3. [5S] “Participants at School-Based Workshop were very impressed that we had a very good recording system under 5S activities. They were interested in introducing 5S in their school. We were very proud of exercising 5S with our students.” – Teacher, QEC Member
4. [Mutual Assessment] “In our culture, *students* are *students*. So we are not used to them evaluating the teachers. But it may be effective in our school to introduce this kind of evaluation by students.” – Teacher
5. [SEIKA] “During the Part I, we discovered that the culture of staff members needed to change. Teamwork was not enough, communication was not enough. So, in order to improve them we had to think about strategy and the way to overcome the shortcomings.” – Project Coordinator
6. [Mutual Assessment] “We have been implementing peer supervision system. The purpose is not to find faults only, but to evaluate ourselves in a constructive manner.” – Teacher, QEC Member

7. [Self-Evaluation] “After starting the daily self-evaluation of teachers, some improvements are seen in the teachers’ attendance and punctuality.” – Principal
8. [Monitoring] “In order to make this Project sustainable, we need a monitoring process to be carried out continuously. We will maintain SEIKA and QECs without dissolving them and hope to invite NIE officers to continue monitoring.” – Principal

N/WP/0/U/25 Devi Balika Vidyalaya

1. [Development of Teaching Materials] "Earlier we never thought such a small concept. (e.g., comparison of decimals like 0.8 and 0.58 -- which is larger?) It would be so important in understanding later the other areas of the subject. Now having conducted the diagnostic test, we realize that we must take a step-by-step approach to tackle the difficult areas in maths." – Math Teacher, QEC Member
2. [Upgrading of Educational Facilities] "We used to spend 2 to 3 hours to find the book we want, but after the catalogue system has been introduced in the library, we need only 5 minutes and can go straight to the right bookshelf." – O/L student, QEC Member
3. [Upgrading of Educational Facilities] "Two of my friends and I did a research on a topic "bio-diversity in the central hill-country" by collecting information in the library and wrote an article. We won the 1st place in the writing competition of an island-wide science magazine called Vidusara." – Gr. 11 Student
4. [SEIKA] “The monitoring visits have really made us entered into the process of our improvements, both personal and institutional. Now we all are eager to face our own strengths and weaknesses.” – Teacher, SEIKA Member
5. [5S] “We have gained a new culture through this Project. We had learned 5S long before the Project, but it came to our mind and blood only through this Project. That is even more valuable than the physical assets gained by this Project.” – Parent, SEIKA Member
6. [Overall] “Even for business people like me, the accounting system taken in this Project was a great learning. JICA study team cares about even a very small amount of money like 25 cents. There is a clear discipline, because the bills are circulated among the members for confirmation and approval.” – Parent, SEIKA Member
7. [SEIKA] “At first, I became a SEIKA member just because they put my name in the list. But gradually, I got myself into it. It has come so far as I’ve requested a transfer within the bank that I am working for, because I wanted to start up a new department on quality and productivity improvement. I got this idea after getting involved in this Project.” – Parent, SEIKA Member
8. [Overall] “Initially, I thought it was just like other projects. I didn’t think it was going to be such a big success. But we gained so much from this Project.” – Teacher, SEIKA Member

9. [Overall] “We organized the program for other school students because we wanted them to see what we gained through the Project.” – Principal
10. [Overall] “We are thankful for the help and guidance provided from parents and other resource persons, from the time of proposal writing, all the way up to now. We always wanted to do our best, not necessarily in a competitive manner.” – Principal
11. [Upgrading of Educational Facilities] “Science Creative Lobby has been very helpful to develop students’ creativity. Through trial and error, students, not only by reading textbooks, can see and feel and touch to get experience. With a little instruction given to them, they can do a lot by themselves.” – Principal
12. [5S] “I’m not a very organized person, but I’m in charge of student societies and other activities, so I have a lot of work other than teaching. Now because I practice 5S, my cupboard looks a lot more organized.” – Teacher, SEIKA Member
13. [Suggestion System] “Through Kaizen Suggestion System, students know their opinions are recognized. They are more interested in putting suggestions.” – Teacher, QEC Member
14. [Overall] “Through this Project, I have learned how to write a proposal, how to make presentations, how to organize meetings, and how to play a leadership role. It is like a spill over effect of the Project.” – Project Coordinator

Appendix 2-5

Tables and Figures Prepared by the Pilot Schools Showing Progress in School Management and Science and Mathematics Education

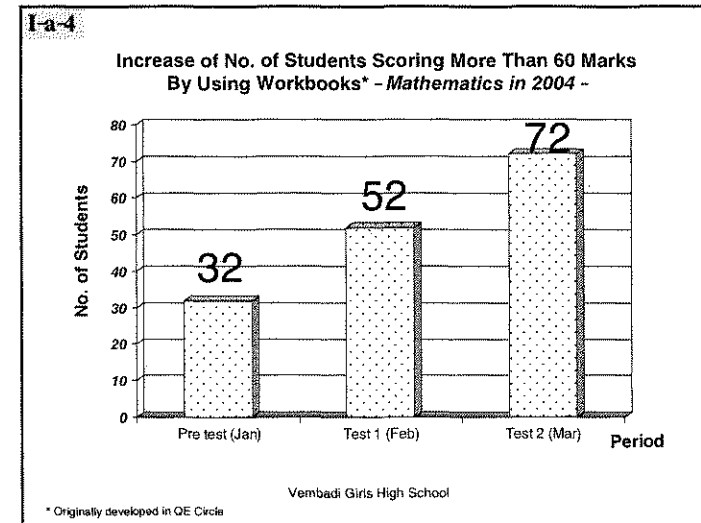
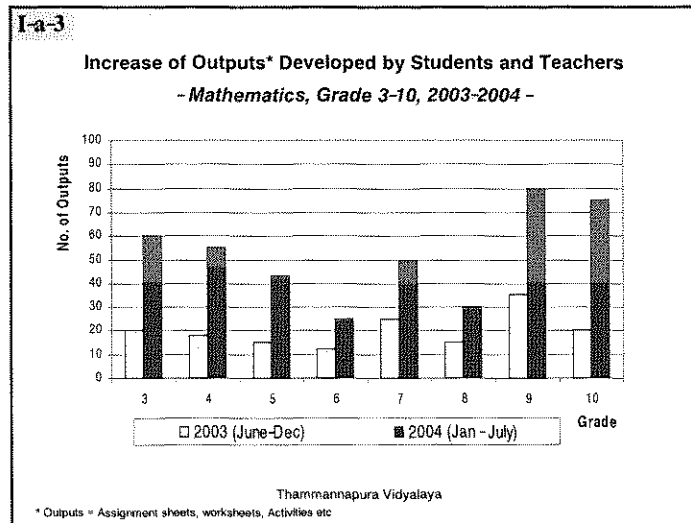
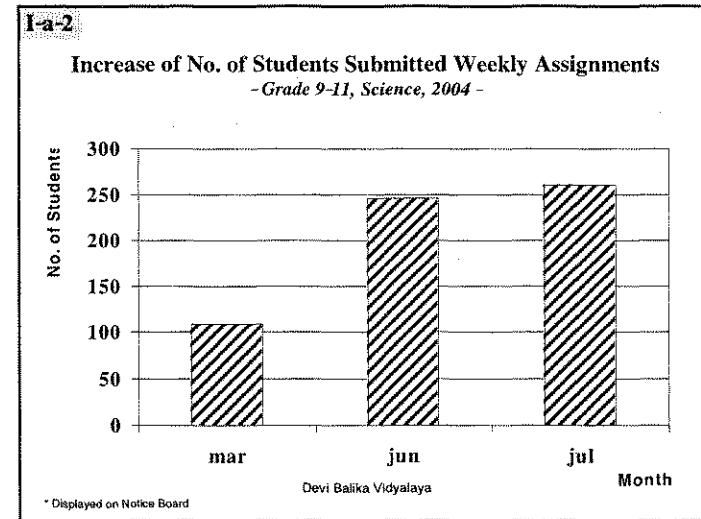
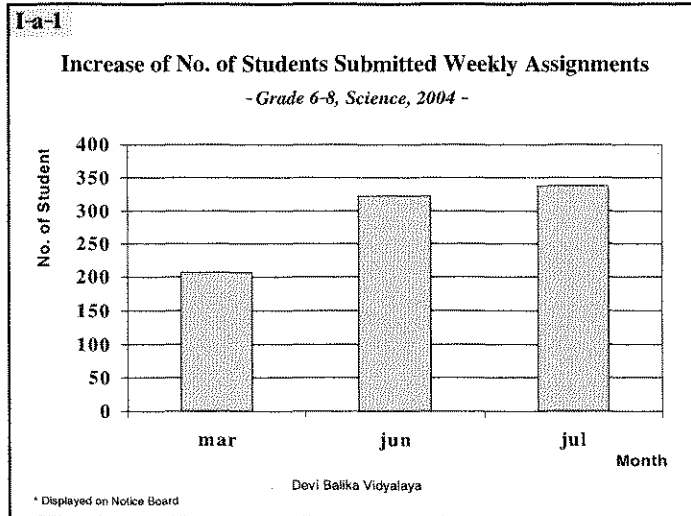
Tables and Figures Prepared by the Pilot Schools

CATEGORY	
I	Improvement of Science and Mathematics Education (Sub total: 47)
a	Handout/ workbook/ question paper/ assignment
	1 Increase of No. of Students Submitted Weekly Assignments - Grade 6-8, Science, 2004 -
	2 Increase of No. of Students Submitted Weekly Assignments - Grade 9-11, Science, 2004 -
	3 Increase of Outputs* Developed by Students and Teachers - Mathematics, Grade 3-10, 2003-2004 -
	4 Increase of No. of Students Scoring More Than 60 Marks By Using Workbooks* - Mathematics in 2004 -
b	Experiment / Project
	1 Improvements Achieved by Introducing Interactive Teaching and Learning - Term Test, Science, Grade 12, 2003/2004 -
	2 Improvements Achieved by Introducing Interactive Teaching and Learning - Term Test, Science, Grade 13, Oct 2003- Nov 2003 -
	3 Increase of Students' Attendance by Promoting Experiments and Projects- Science, July 2003 - April 2004 -
	4 Increase of Submission of Observation Report - Science, 2003-2004 -
c	Test Results
	1 Improvement in Term Test Results - Grade 6-11, Science, 2003-2004 -
	2 Average marks by School-Based Assessment (SBA) - Grade 7-11, Science, Term 3 - 2003 and Term 1- 2004 -
	3 Improvement in Test Marks - ERA, 2003-2004 -
	4 Average Marks of Term Test - Various Grades, Science, 2nd Term and 3rd Term-2003 -
	5 Average Marks of Monthly Test - Maths, Grade 4, 2004 -
	6 Average Marks of Monthly Test- Maths, Grade 5, 2004 -
	7 Improvement in Term Test Results - Maths, 2003-2004 -
	8 Improvements in Term Test Results - Maths, Grade 6, 2003-2004 -
	9 Average Marks of Term Test - Maths, Grade 11, Mar/Nov 2003 -
	10 Average Marks of Monthly Test Test - Maths, Grade 11, 2004 -
	11 Average Marks of the Term Test - Maths, Grade 6, 2003 -
	12 Average Marks of Term Test - Science & Maths, Grade 9, 2003 -
	13 Average Marks of Term Test - Science & Maths, Grade 11, 2003 -
d	100-Box Calculation
	1 100 Box Calculation - Addition and Subtraction - Improvement in Average Time - Grade 5, May 2004 - June 2004 -
	2 100 Box Calculation - Addition, Subtraction, Multiplication - Achievement of target time (2 minutes)
	3 100 Box Calculation - Addition - Average Time - Grade 5, 2004 -
	4 100 Box Calculation - Subtraction -Average time of students -Grade 5, 2004 -
	5 100 Box Calculation - Multiplication - Grade 5, 2004 -
	6 100 Box Calculation - Division - Grade 5, 2004 -
	7 100 Box Calculation - Addition and Subtraction -Improvement in speed of calculation - Grade 5-9, February 2004 -
	8 100 Box Calculation - Addition - Improvement in Average Marks - Grade 5-9, February 2004 -
	9 100 Box Calculation - Addition -Percentage of students who achieved less than 3 minutes -Grade 6-7, 2004 -
	10 100 Box Calculation -Subtraction - Percentage of students who achieved less than 3 minutes- Grade 6-7, 2004 -
	11 100 Box Calculation - Multiplication -Percentage of students who achieved less than 3 minutes- Grade 6-7, 2004 -
	12 100 box Calculation - Addition Average Time - Grade 6A, January 2004 -
	13 100 box Calculation: Decline of Average Time (Subtraction) - Grade 6A, March 2004 -
	14 100 box Calculation: Decline of Average Time (Multiplication) - Grade 6A, July 2004 -
	15 100 Box Calculation - Addition, Subtraction, Multiplication - Achievement of target marks (99<100) with target time (<2mts) - Grade 5-11, May-August 2004 -
	16 100 Box Calculation - Addition Analysis of progress (within 33 days) - Grade 5, 2004 -
	17 100 Box Calculation - Subtraction Analysis of Progress (within 19 days) - Grade 5, March 2004 -
	18 100 Box Calculation - Multiplication Improvements within 37 days - Grade 5, June-July 2004 -
	19 100 box calculation - Addition Percentage of students who scored 100 and achieved within 2 minutes within 14 days - Grade 5, 2004 -
	20 100 Box Calculations: Decline of Average Time in All 4 calculations - Grade 6, 2004 -
e	Other
	1 Backward Students
	i Achievement Levels of Backward Students - No of students who scored more than 50 marks - 10 students in Grade 8 -
	ii Improvement of Backward Students - Decline of Average Time - July 2004 -
	2 Selection of A/L subjects - Science and Maths
	i No. of Students Finding Science/Maths Easy to Learn - Grade 12, May 2003 and May 2004 -
	ii No. of Students Entering Science & Maths Stream - Grade 12, 2001-2004 -
	3 Teachers' Response
	i Improved Perception of Teachers - Regarding Attitudes & Behaviors of All Students - (No. of Teachers=40)
	4 Participation
	i Increase in Parent Participation in Personality Development Session in All Grade

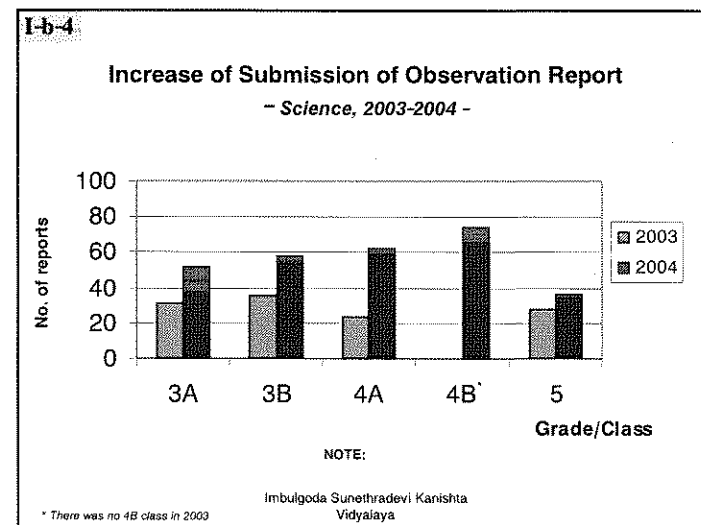
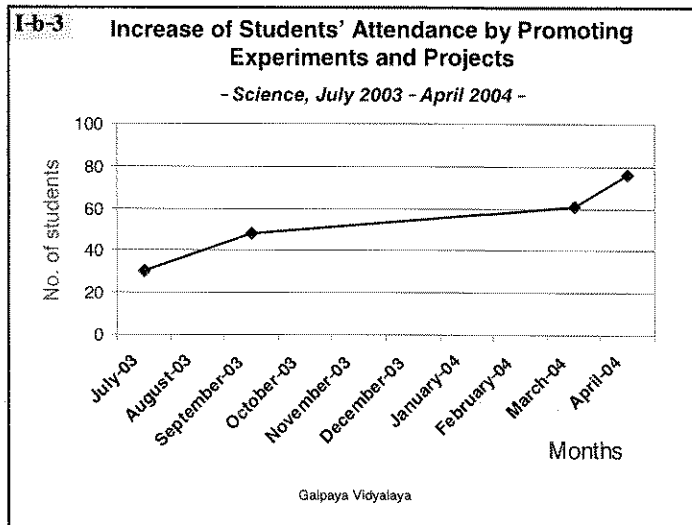
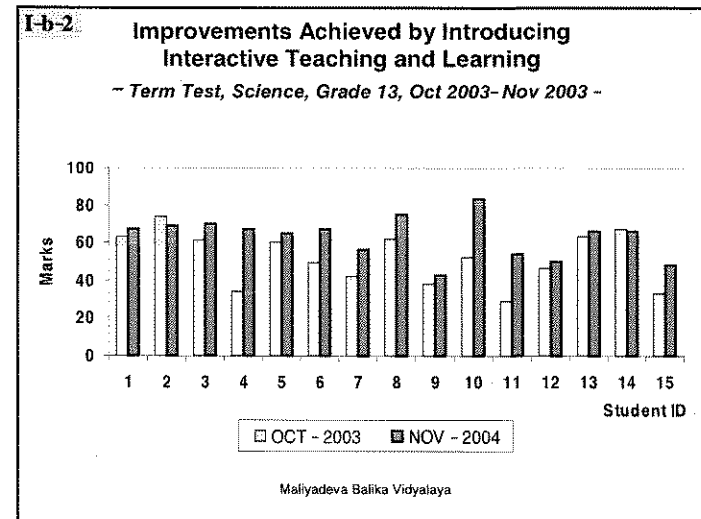
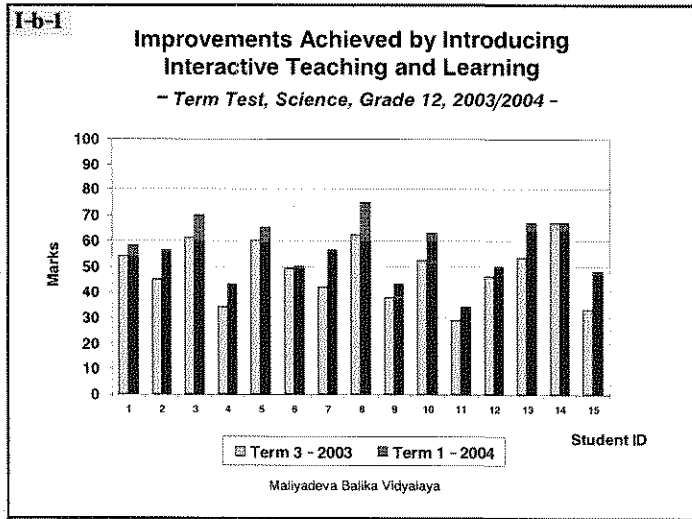
II Improvement of School Management (Sub total: 8)	
a	5S
1	Suggestion system
i	Implementation of 5S in Students' Homes
ii	No. of KAIZEN Proposals Received and Implemented in 2003 to 2004 – Out of 118 KAIZEN proposals received, 90 has been implemented
2	Participation
i	Increase in No. of Students Participated in Practical Work, Observation and Beautifying the Environment – January – July 2004 –
3	Leaves
i	Reduction in No. of Days of Leave Taken by Staff
ii	Reduction in No. of leaves Taken by Staff
4	Late comers
i	Reduction of Late Attendance - Grade1-6, Jan 2004-Aug 2004 – (excluding April vacation month)
ii	Reduction of Late Attendance
b	EMIS(Educational Management Information System)
1	Improvement in Creating Basic Awareness of Computer Operations
III Use of Facility (Sub total: 11)	
a	Library
1	Books
i	Improvement in the Use of Library Facilities
ii	Increase in No. of Science Books in Library
iii	Increase in No. of Math books in Library
iv	No. of Library Books Used by Students – Grade 5-11, 2004 –
v	Increase in No. of Science and Maths Books in the Library
vi	Increase in No. of Library Books Used by Students – Grade 1-5
vii	Increase of Science/Maths Books in Library
2	Lending system
i	Increase in No. of Books Borrowed from Library – Before and After the JICA Project (2003 to 2004) –
b	Laboratory / Science Garden
1	Science laboratory
i	Increase in the Use of Science Unit* – 2004
ii	Increase in the Use of Science Creative Lobby* – Grade 6-13, 2004 –
c	Computer/multimedia room
1	Computer/Internet
i	Increase in No. of Students Using Internet – 2004

Total: 66

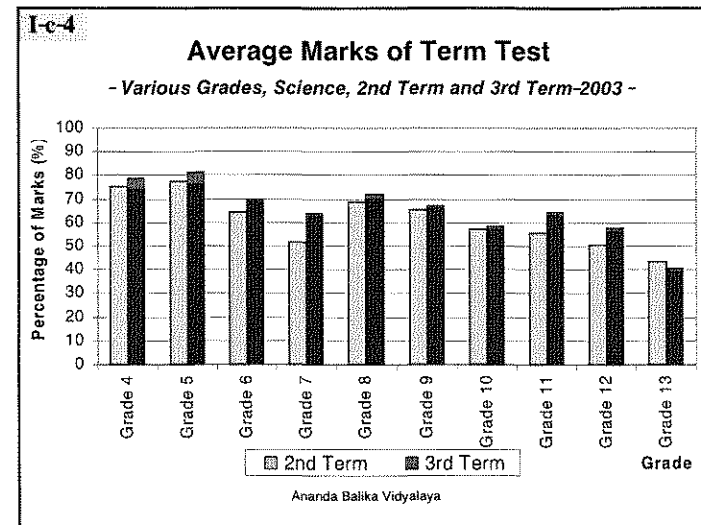
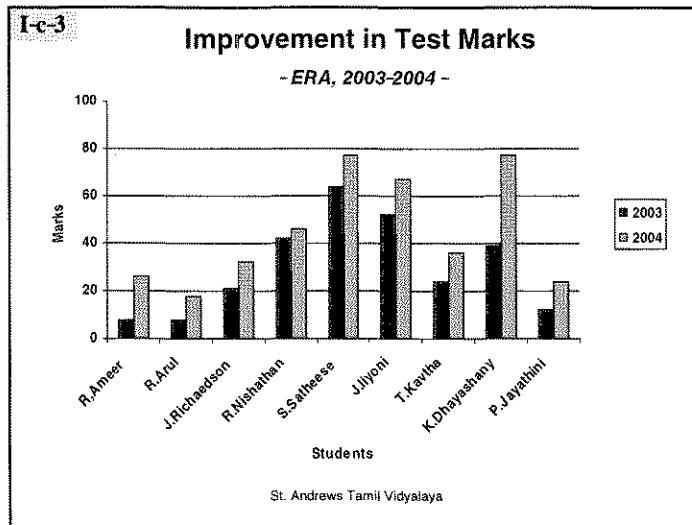
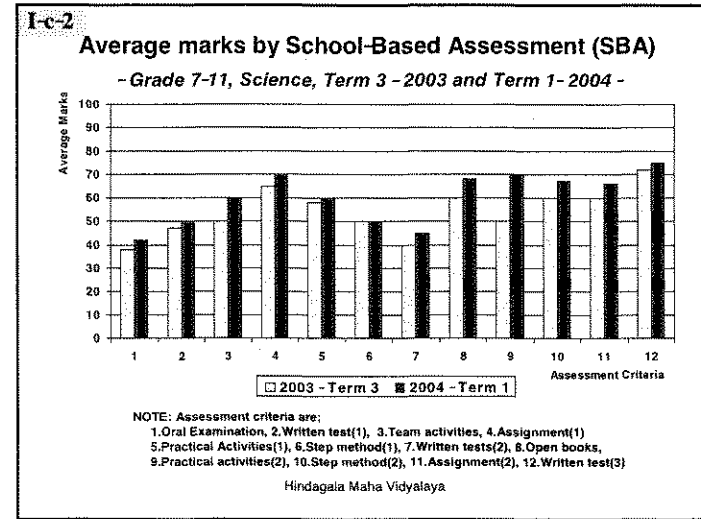
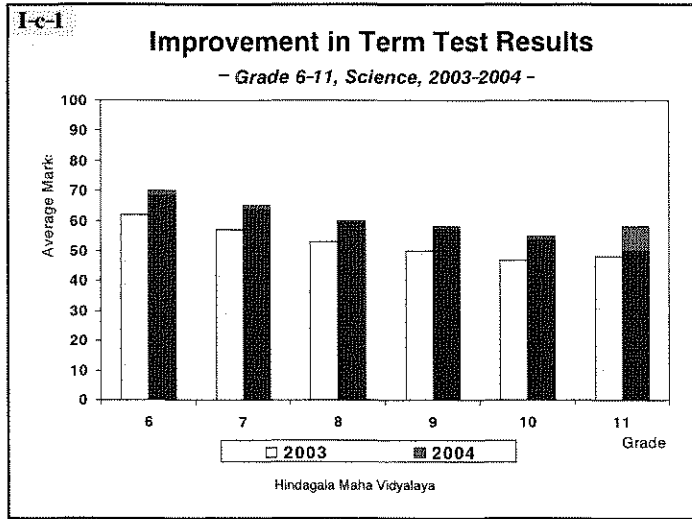
I- a. Handout/ workbook/ question paper/ assignment



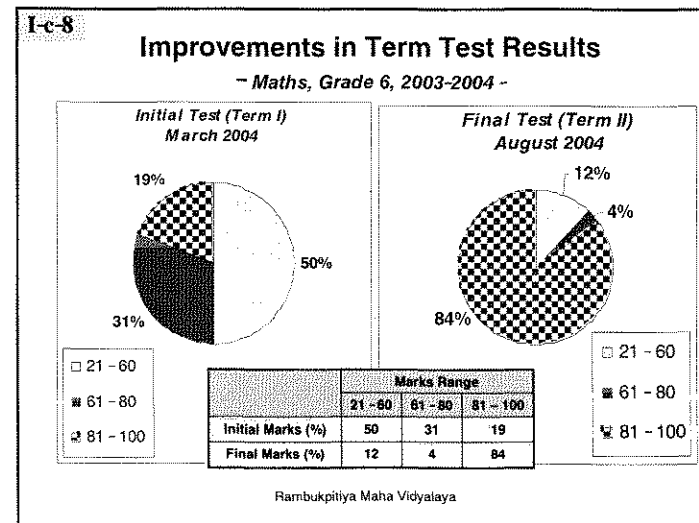
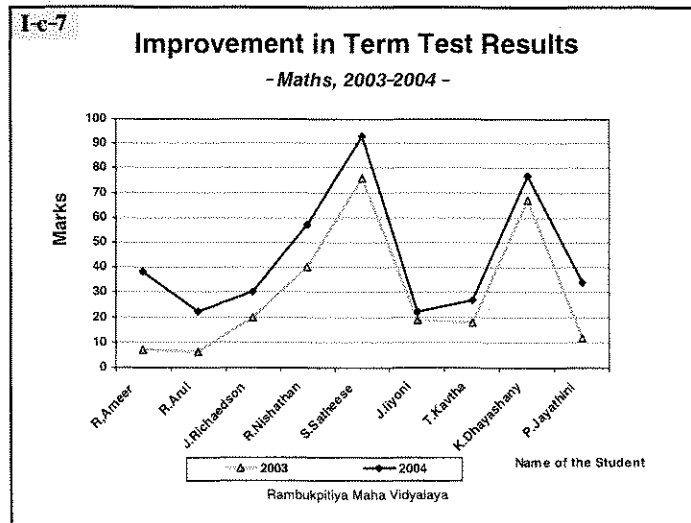
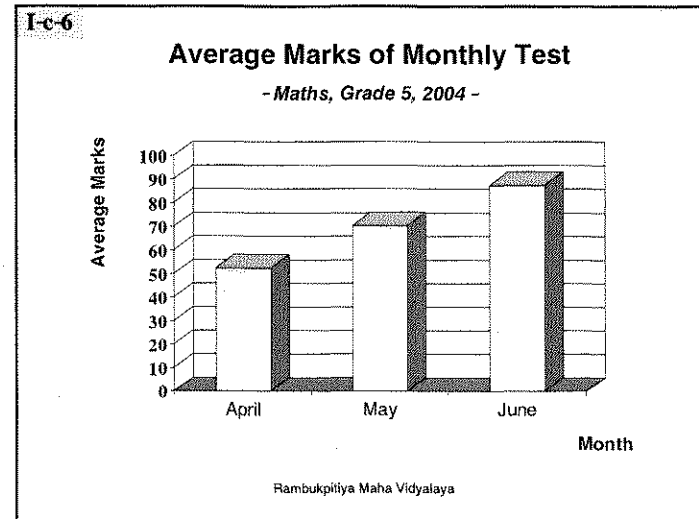
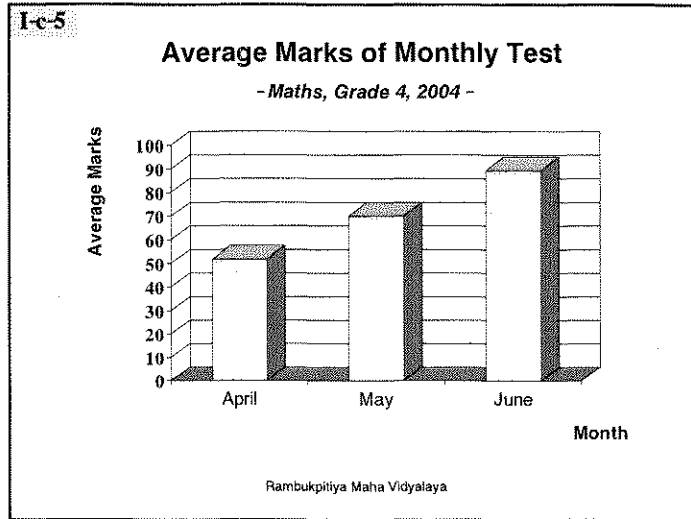
I-b. Experiment / Project



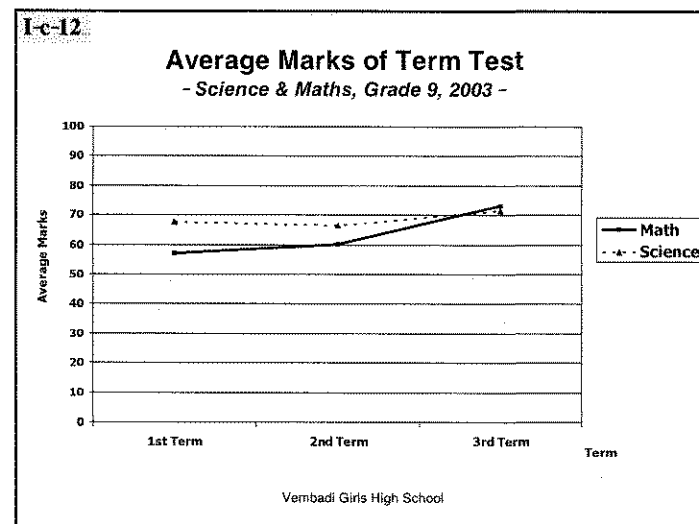
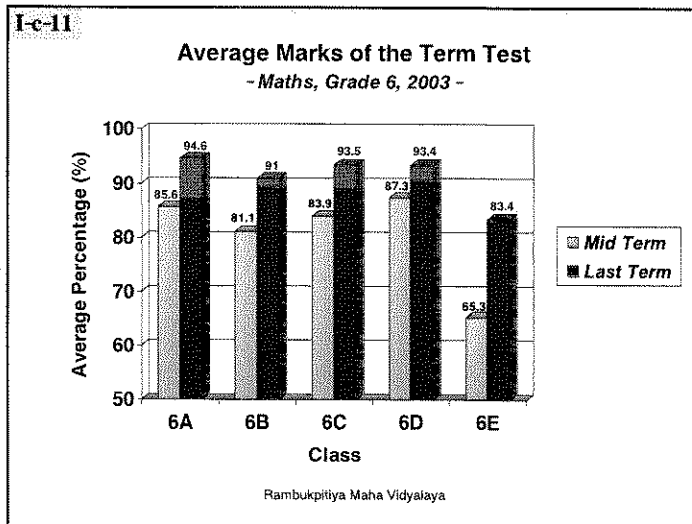
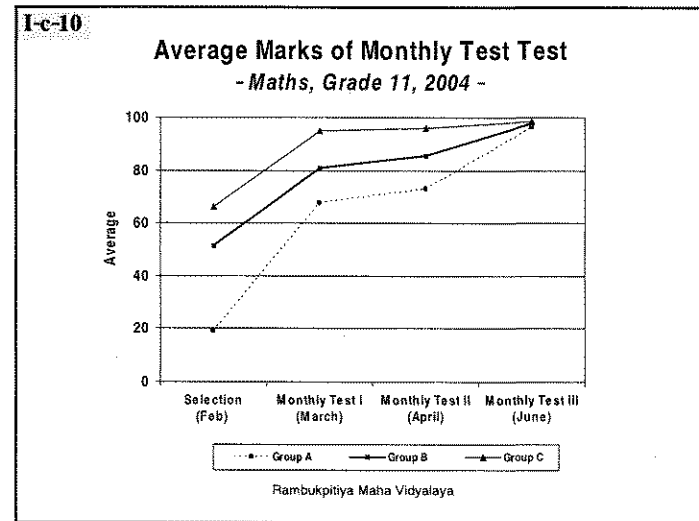
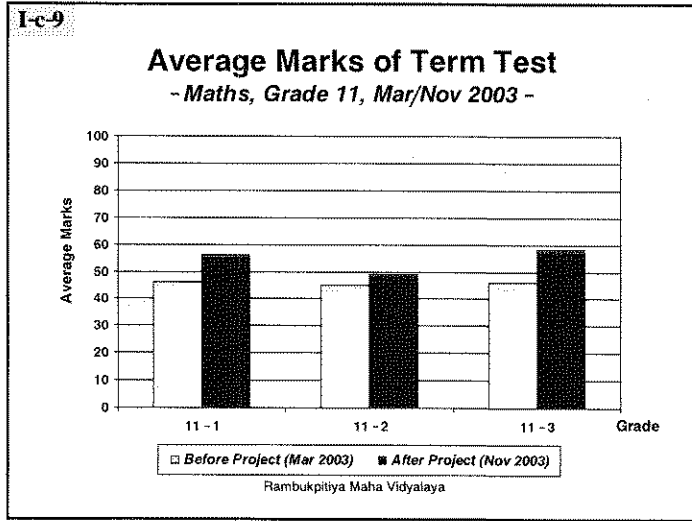
I-c. Test Results



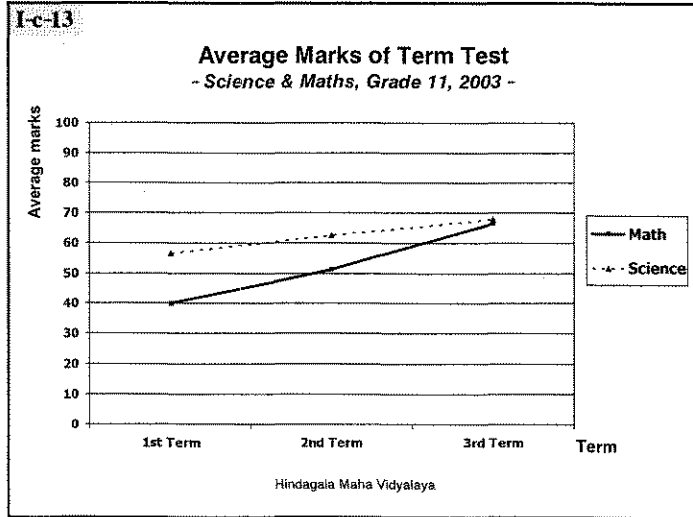
I-c. Test Results



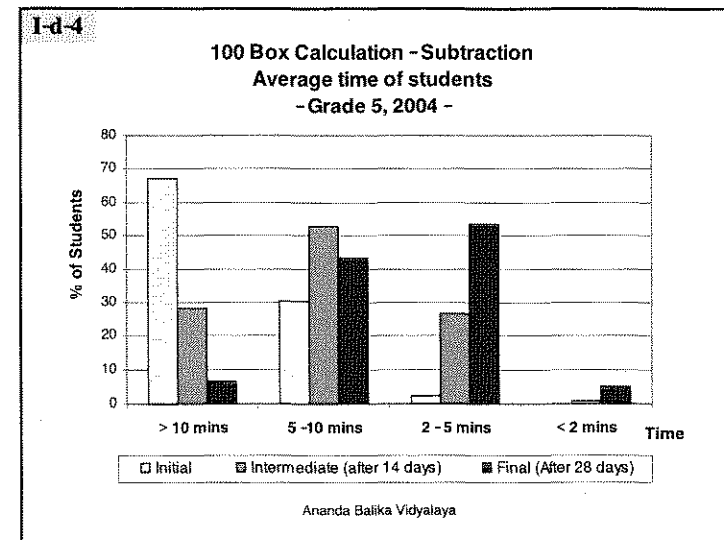
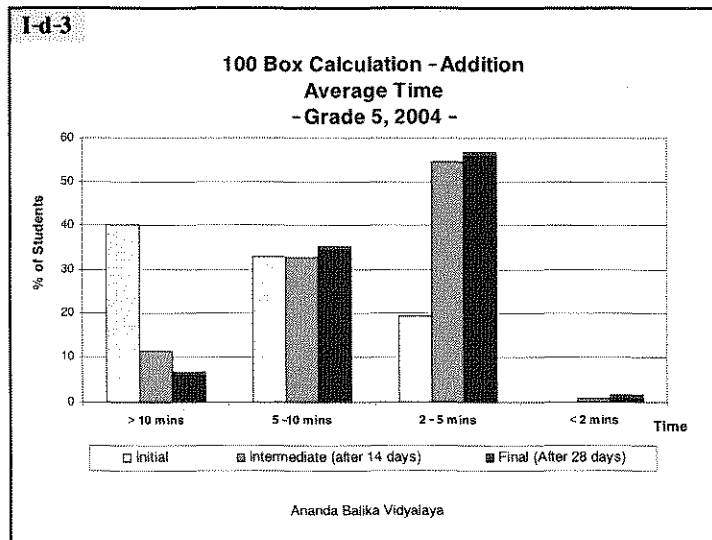
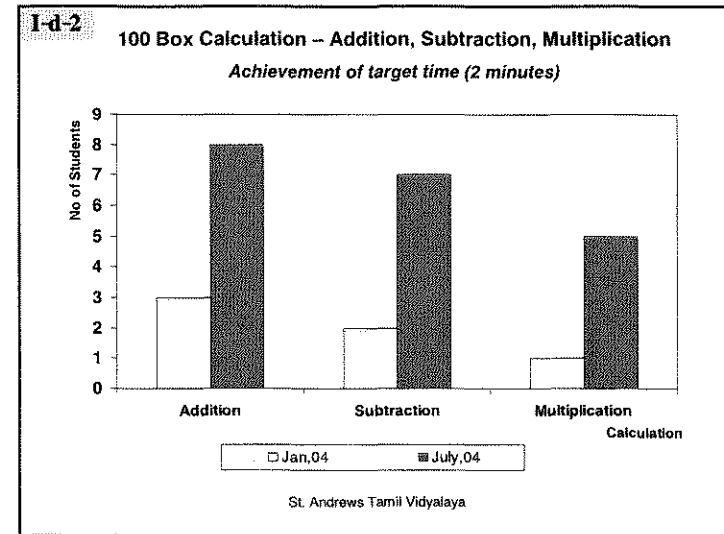
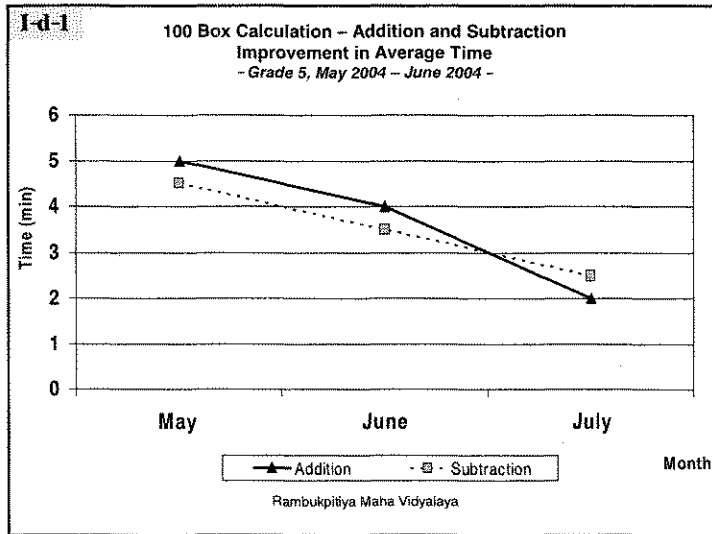
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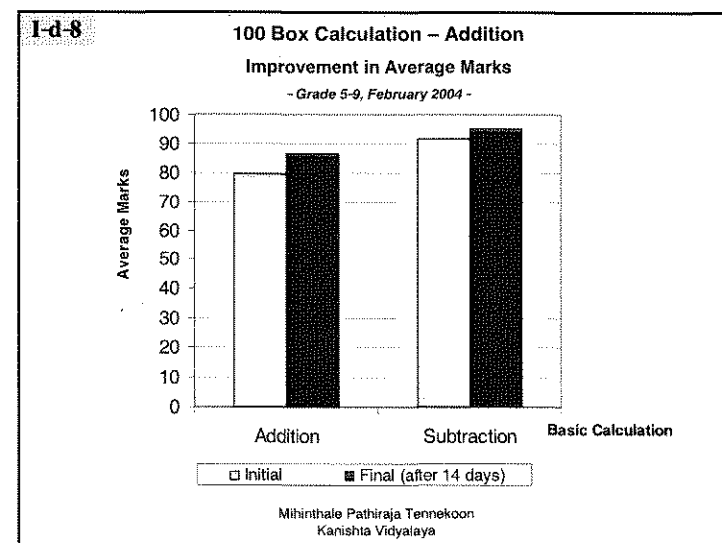
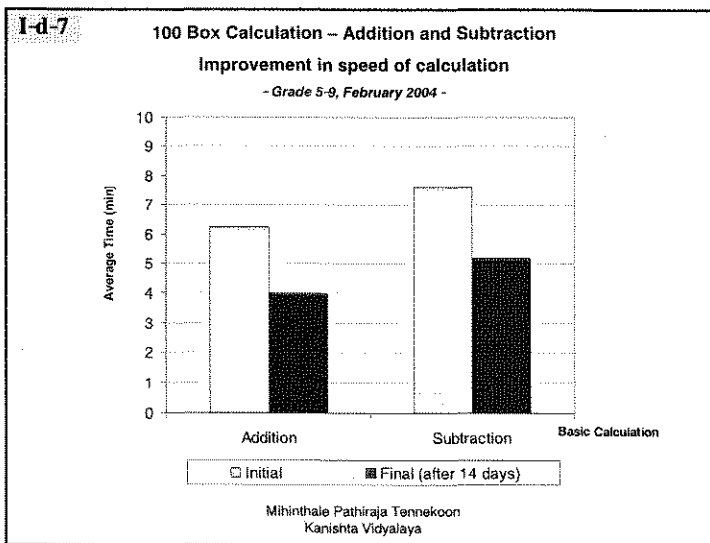
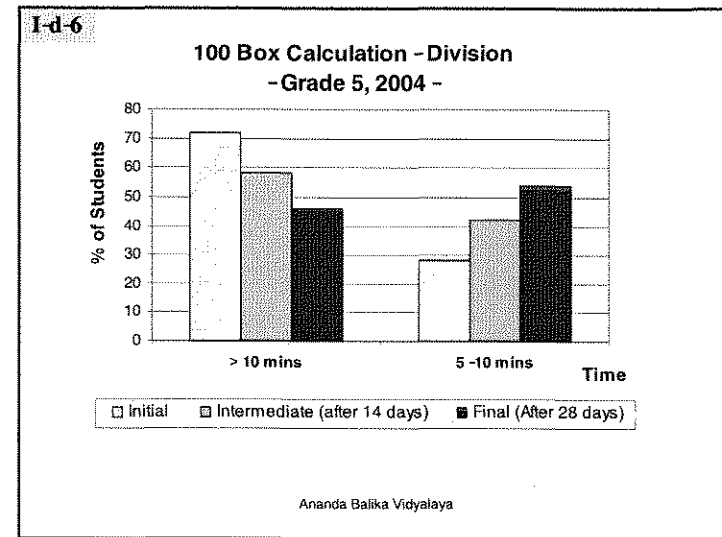
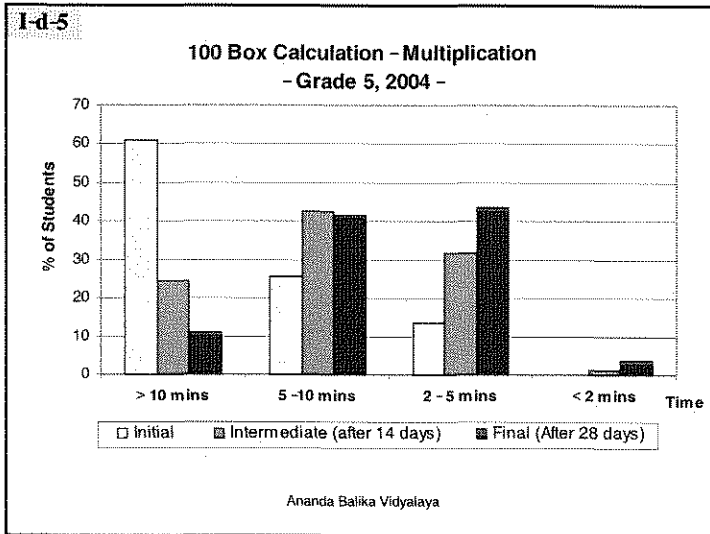
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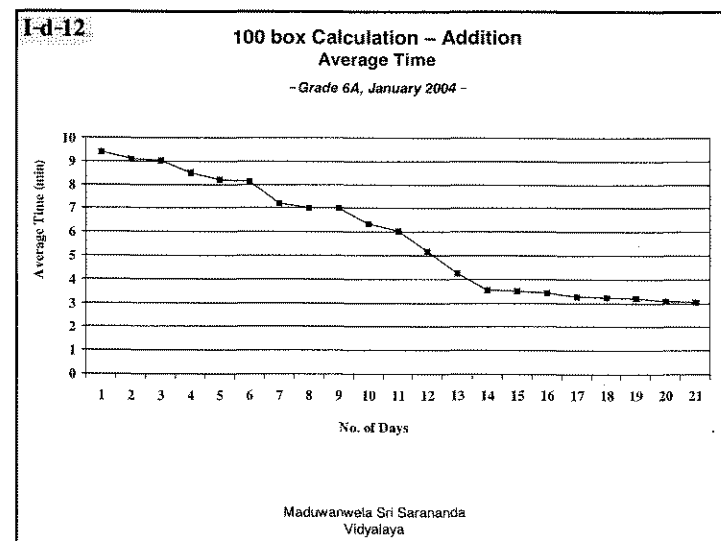
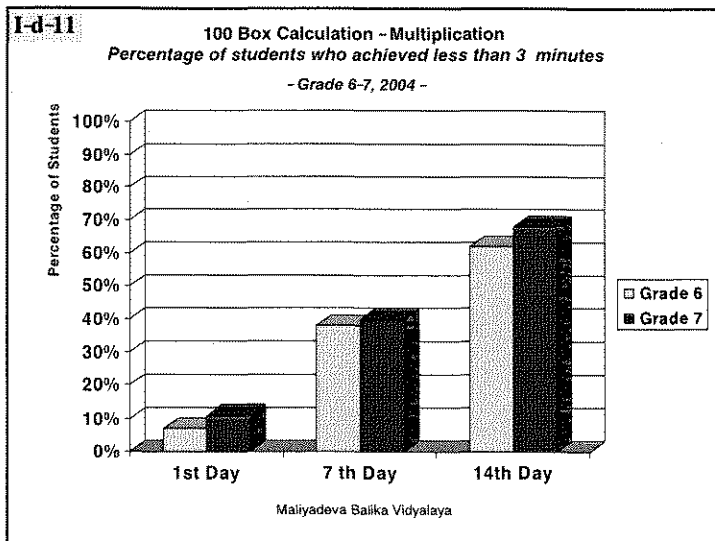
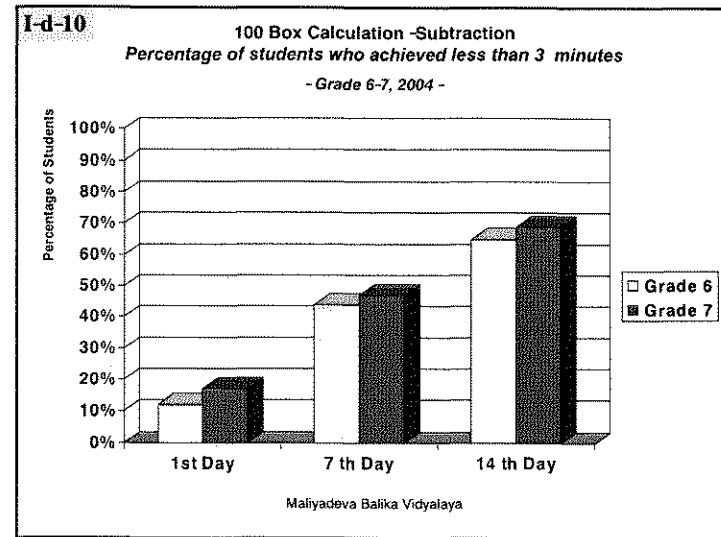
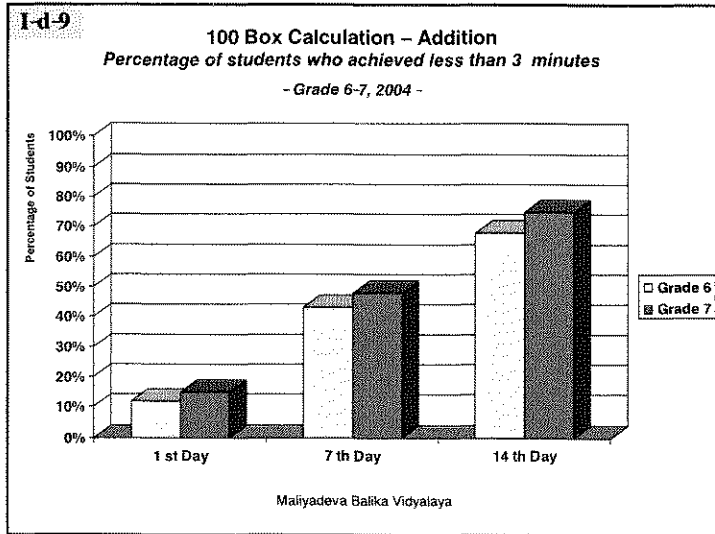
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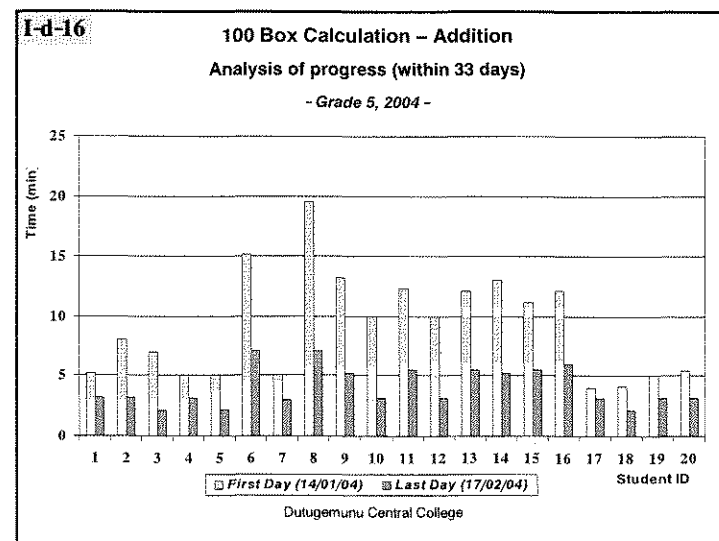
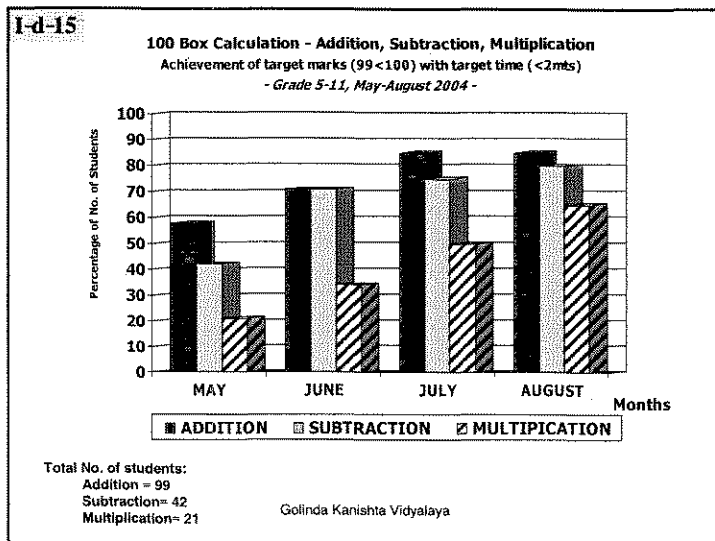
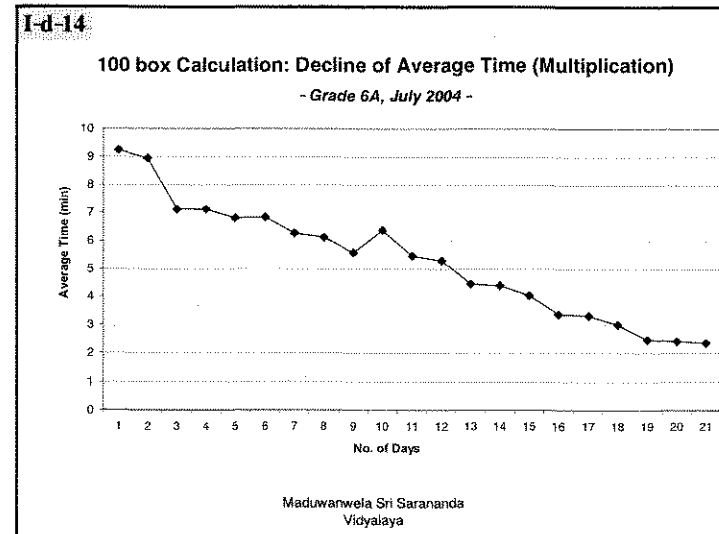
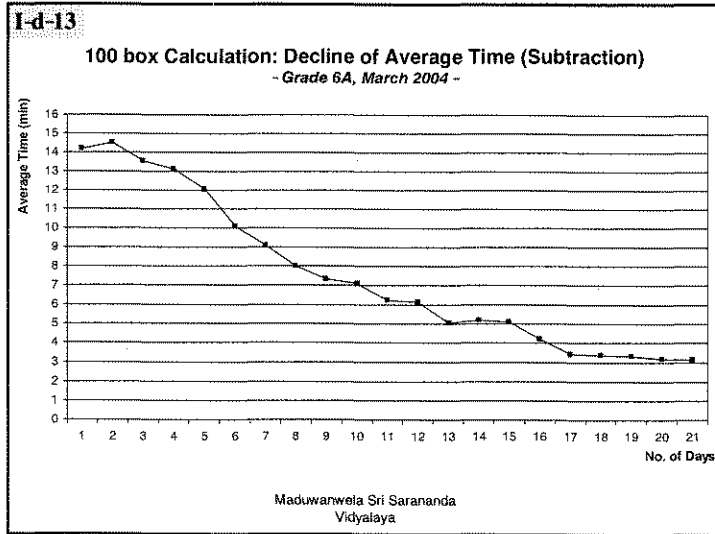
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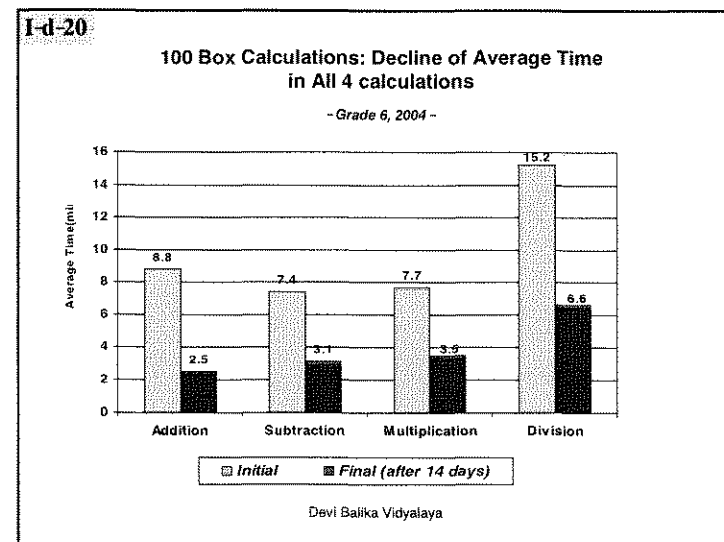
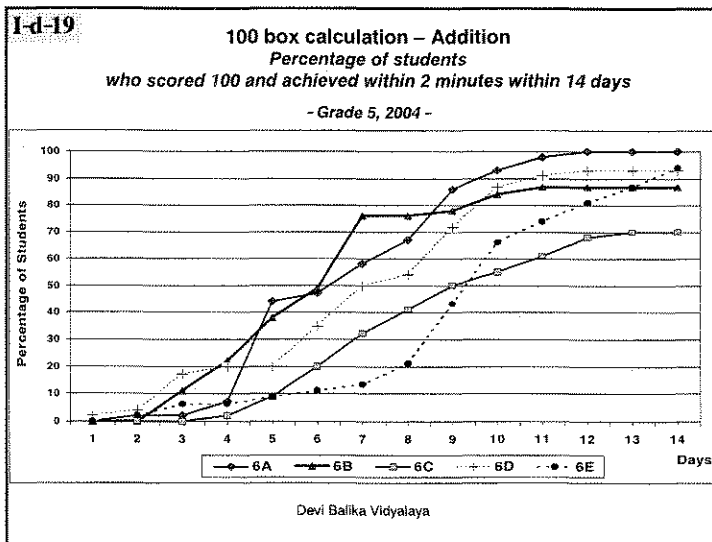
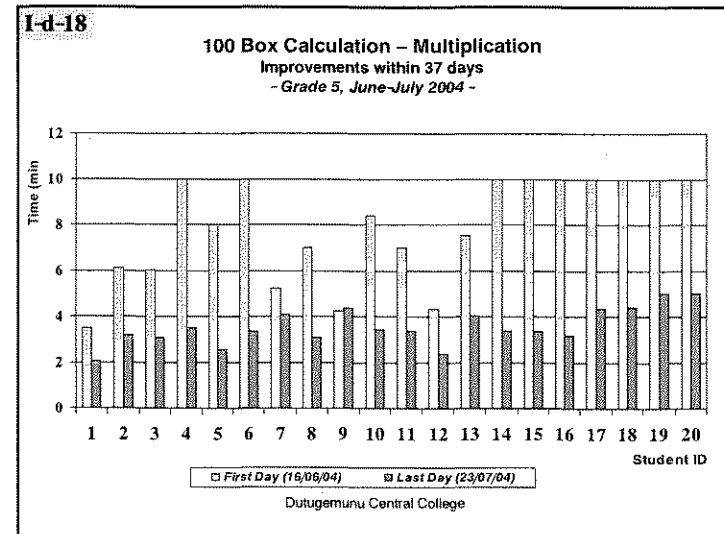
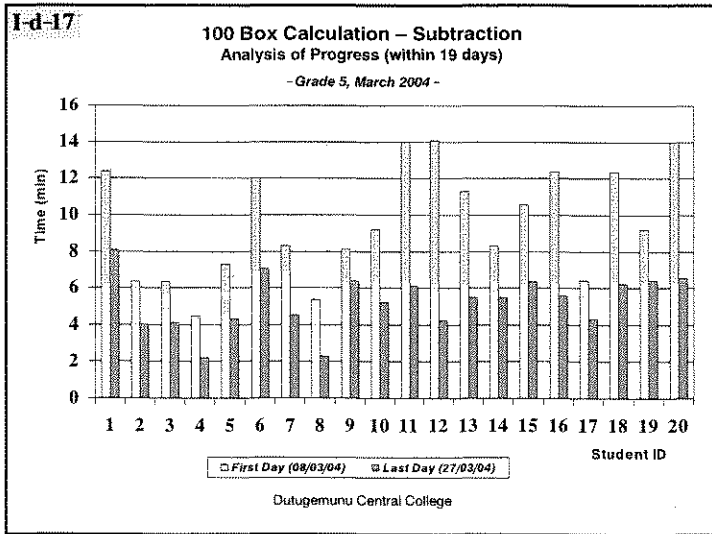
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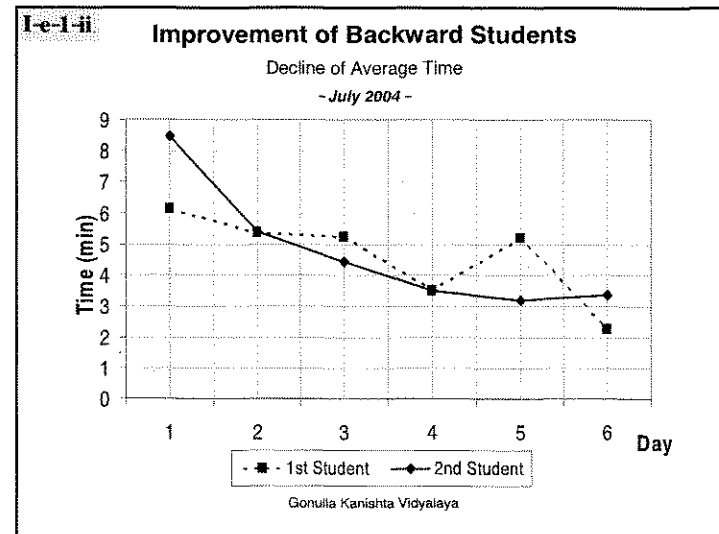
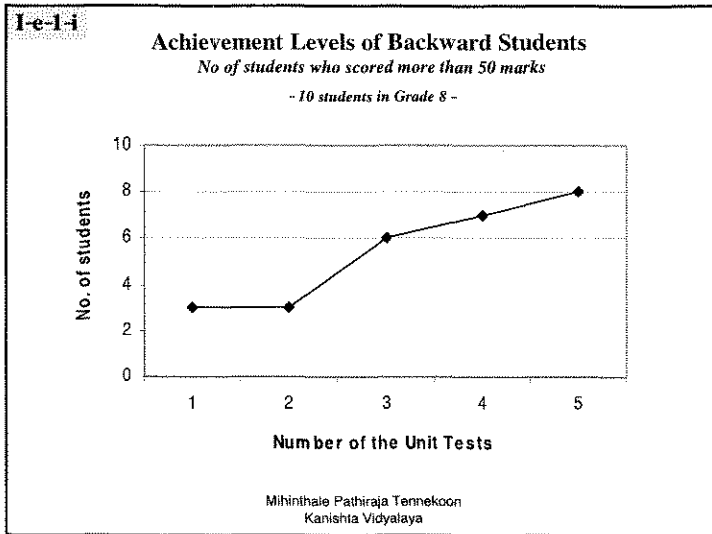
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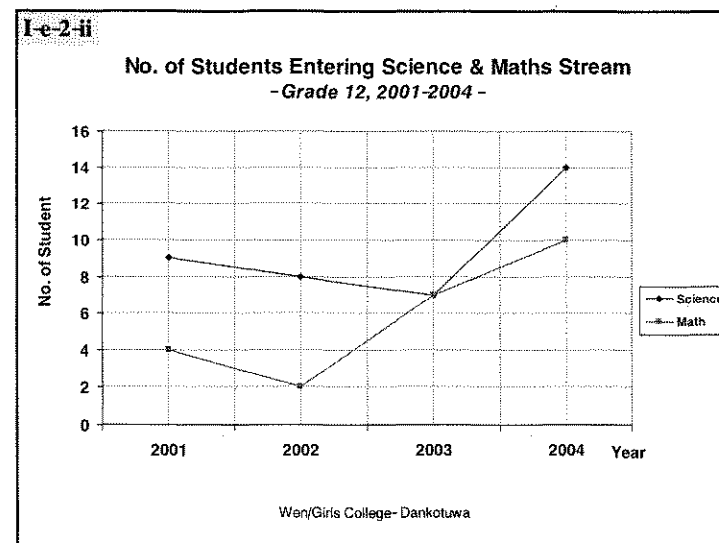
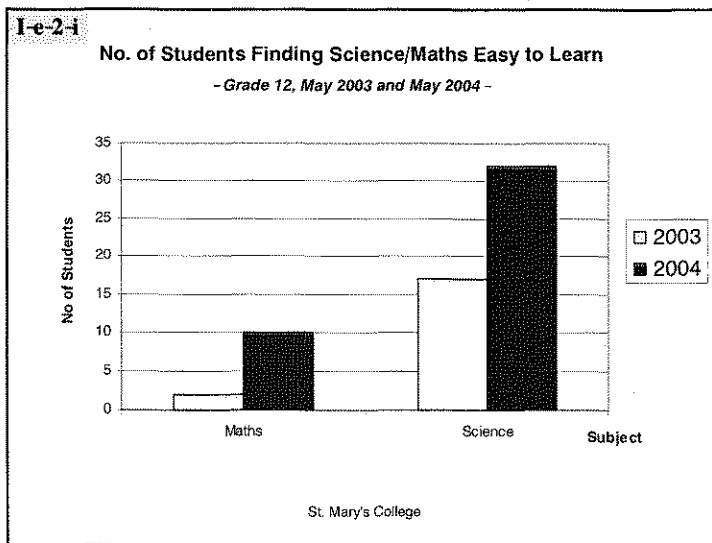
I-d. 100-Box Calculation



I-e-1. Backward Students



I-e-2. Selection of A/L subjects - Science and Maths

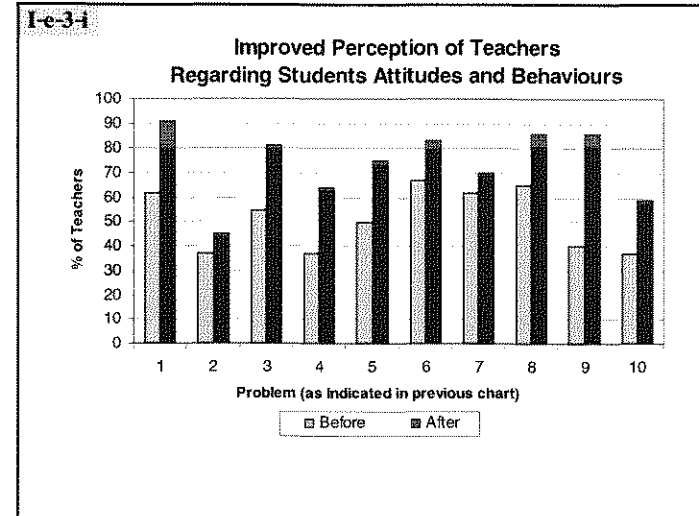


I-e-3. Teachers' Response

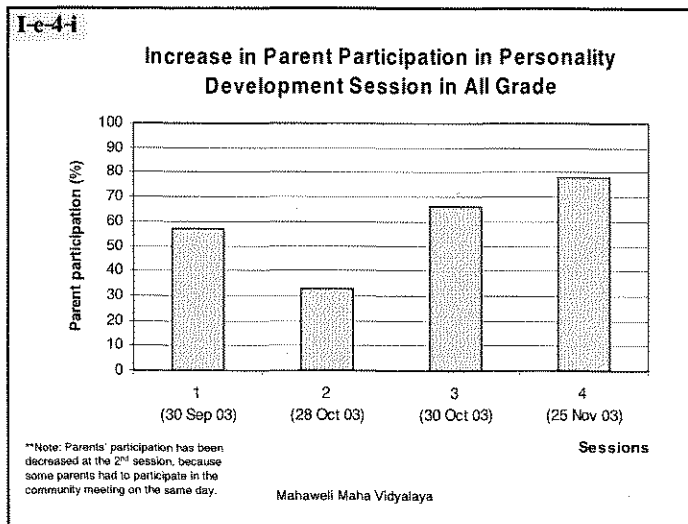
I-e-3-i **Improved Perception of Teachers
Regarding Attitudes & Behaviors of All Students
(No. of Teachers=40)**

No	Problem	Before (July-Aug 2003)		After (Oct 2003)	
		Number of Teachers	%	Number of Teachers	%
1	Actively Participates in learning	25	62	34	91
2	Completes exercises on due date	15	37	17	45
3	Engages actively in extra curricular activity	22	55	30	81
4	Is Systematic	15	37	24	64
5	Is active in taking part in classroom activities	20	50	28	75
6	Courteous	27	67	31	83
7	Comes to school regularly	25	62	26	70
8	Obeys teachers instructions	26	65	32	86
9	Maintains classroom	16	40	32	86
10	Gets parents to support the school	15	37	22	59

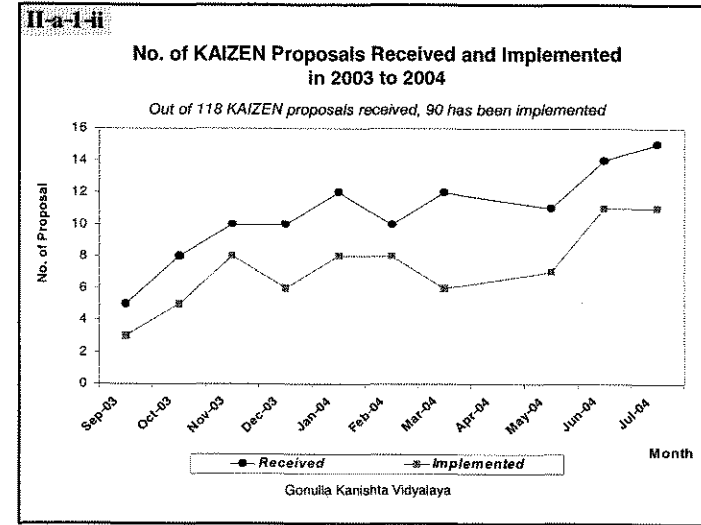
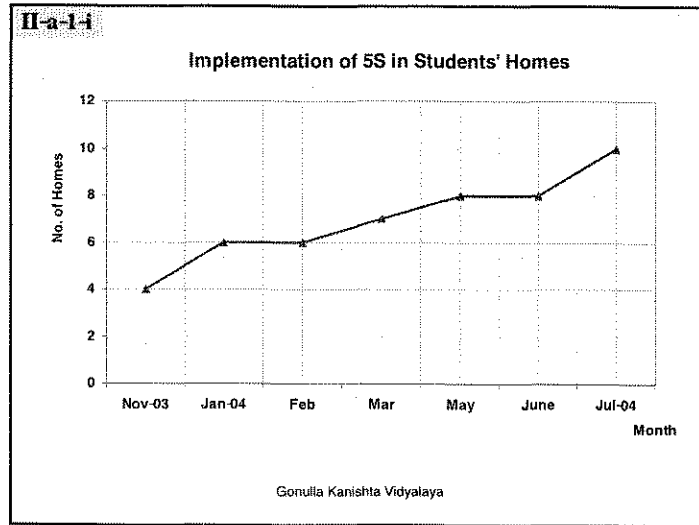
Mahaweli Maha Vidyalaya



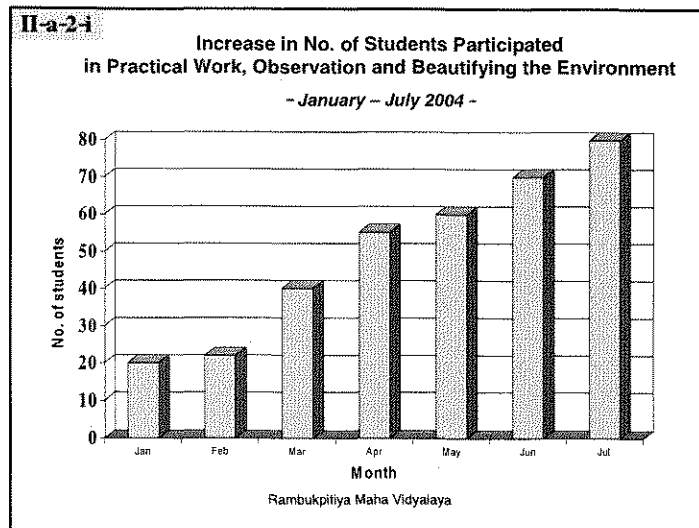
I-e-4. Participation



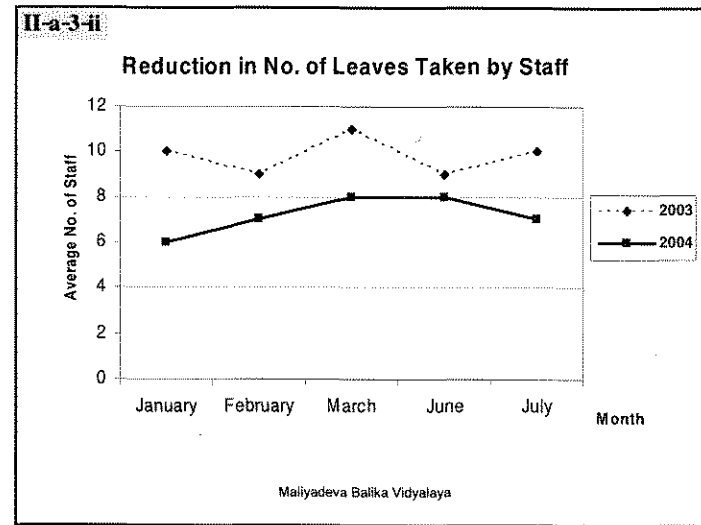
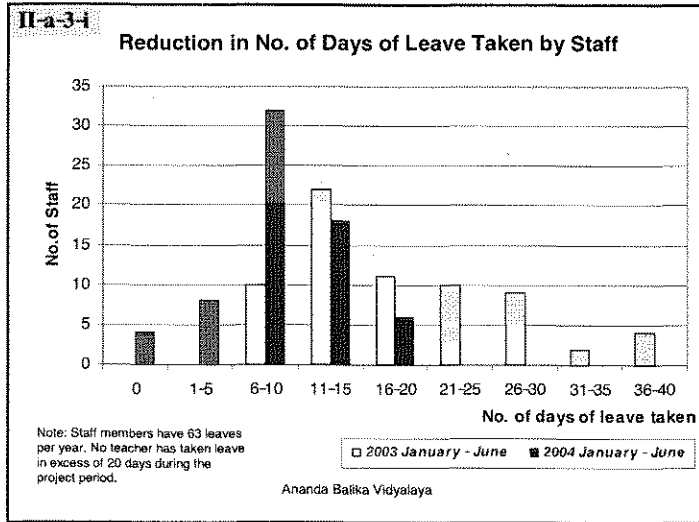
II-a-1. Suggestion system



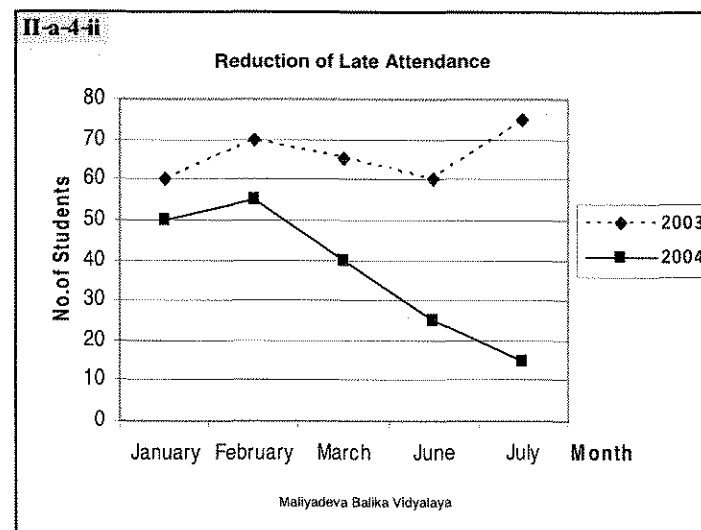
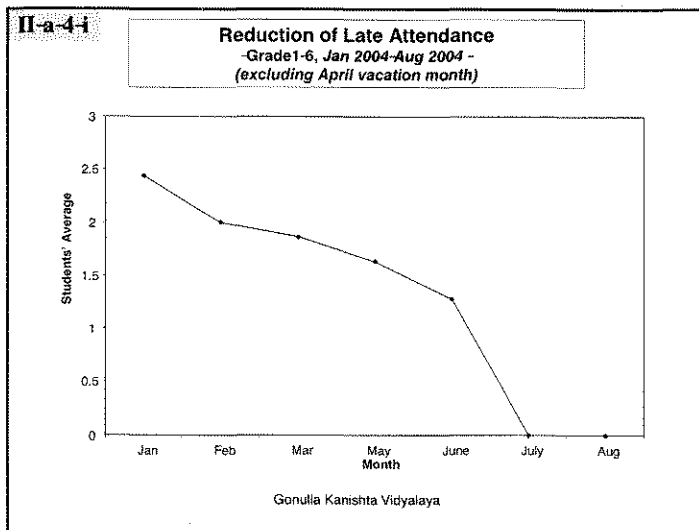
II-a-2. Participation



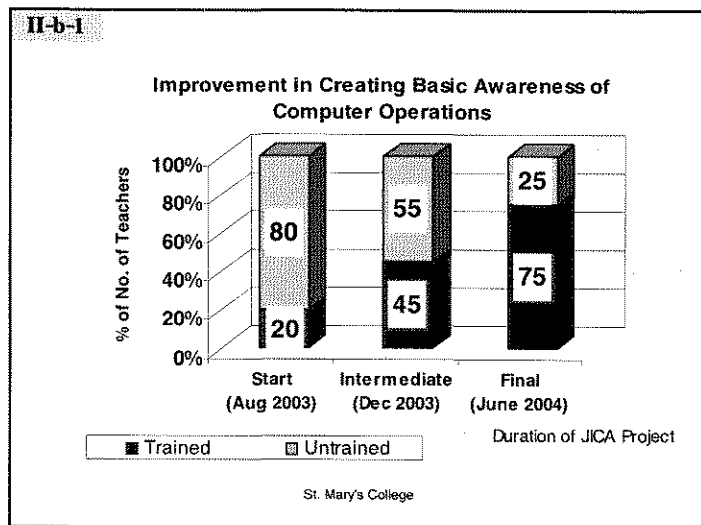
II-a-3. Leaves



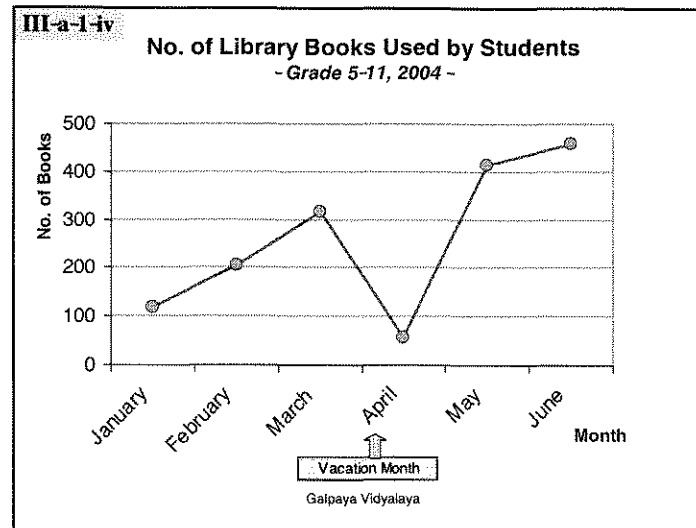
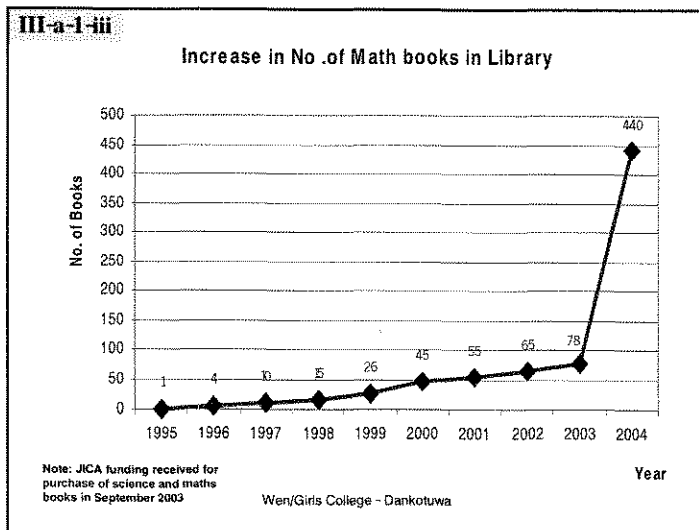
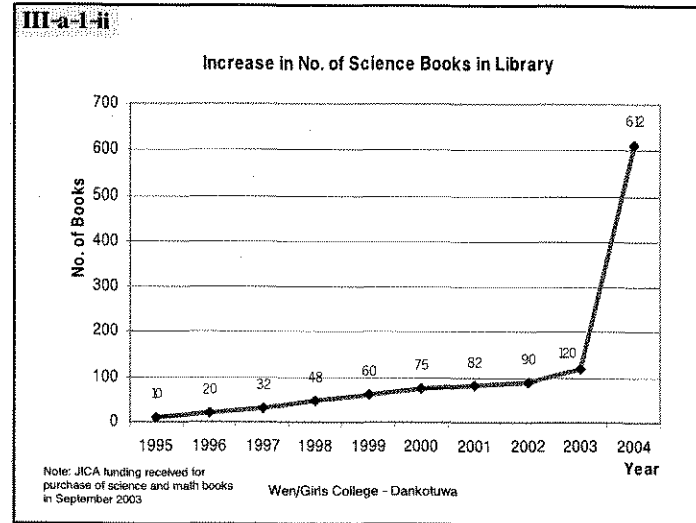
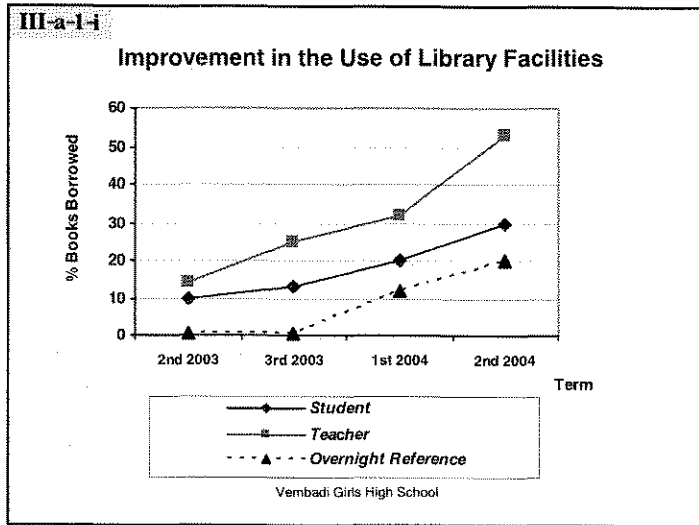
II-a-4. Late comers



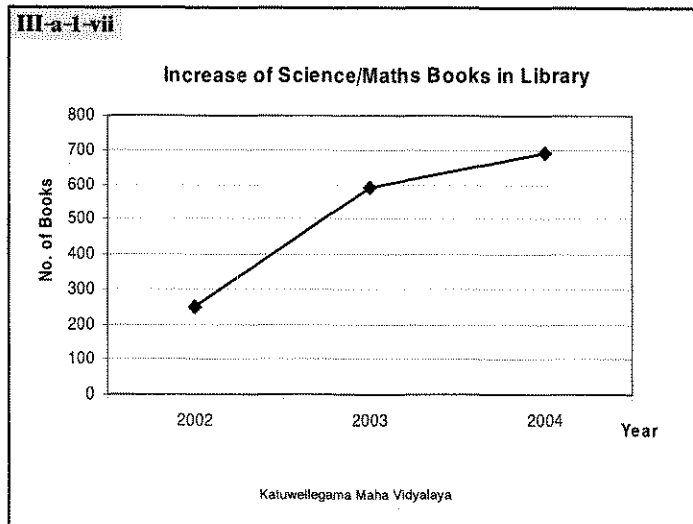
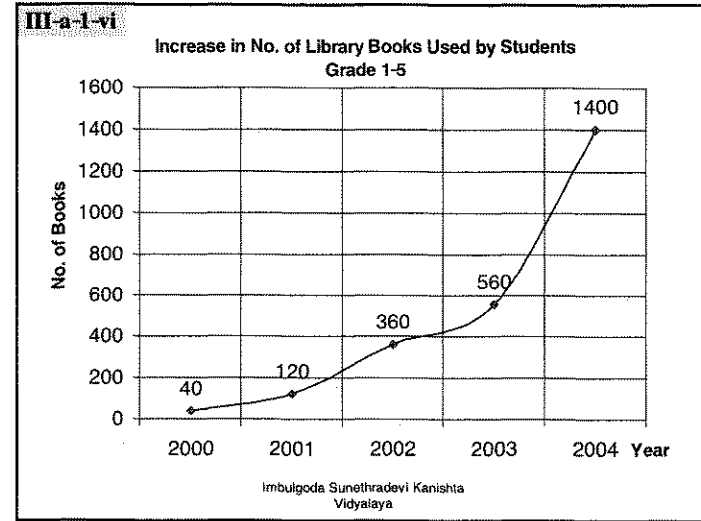
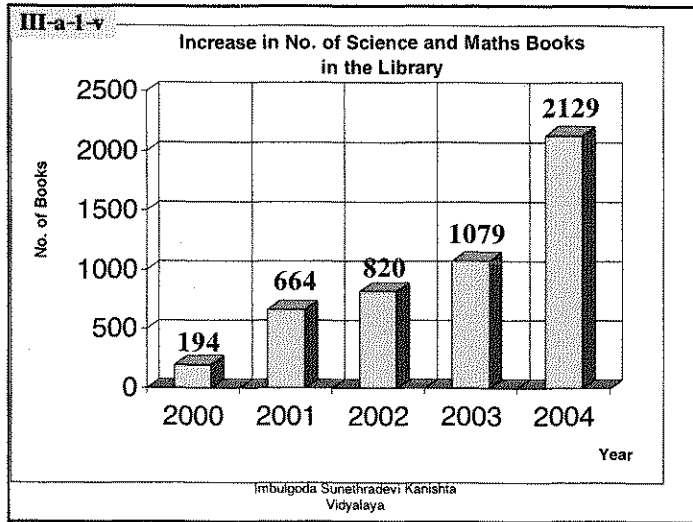
II-b-1. Basic Awareness of Computer Operation of Teachers



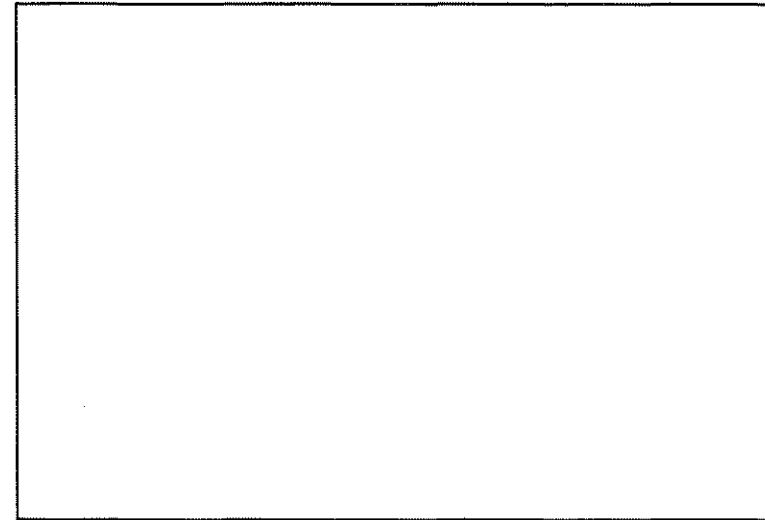
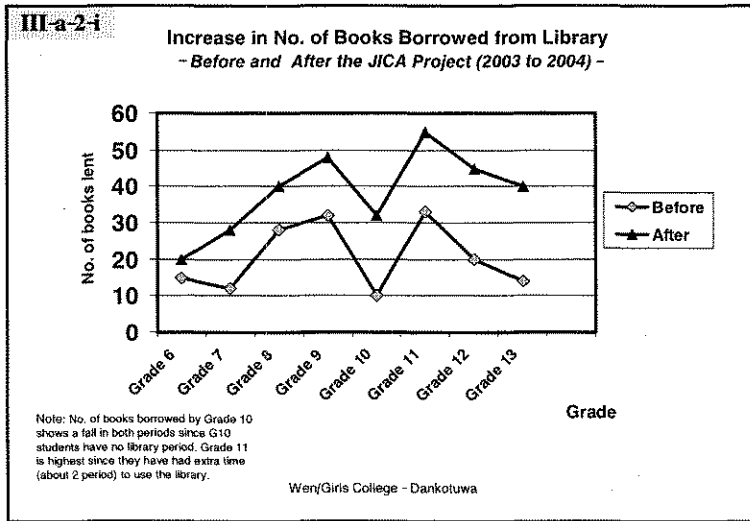
III-a-1. Library Books



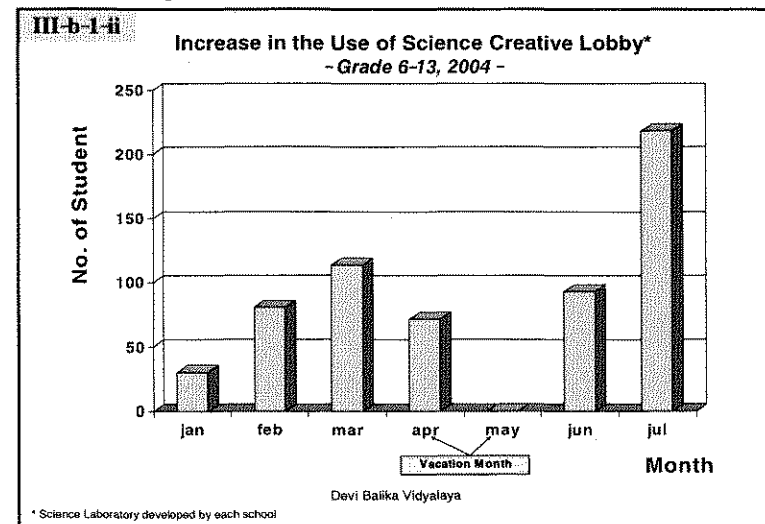
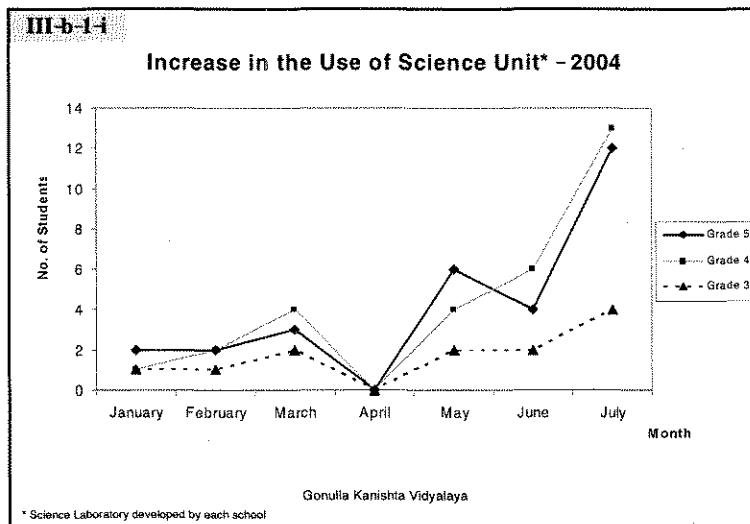
III-a-1. Library Books



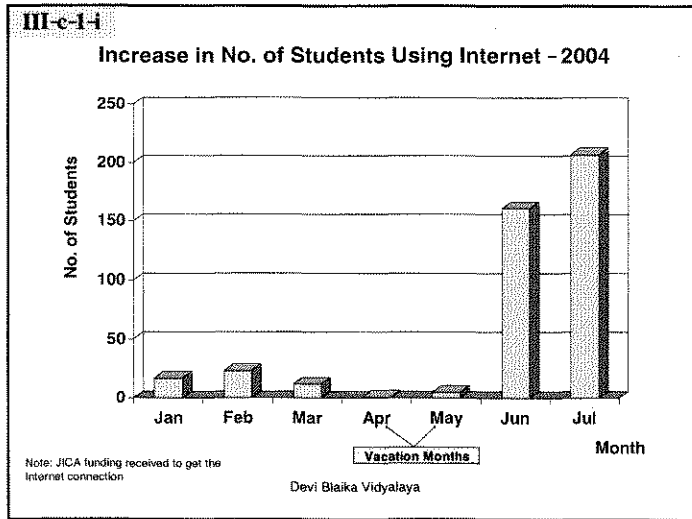
III-a-2. Library Books Lending system



III-b-1. Science laboratory



III-c-1. Computer/Internet



FINAL REPORT
SUPPORTING REPORT

PART III SURVEY AND ANALYSIS

**THE MASTER PLAN STUDY FOR THE DEVELOPMENT OF SCIENCE AND
MATHEMATICS IN THE PRIMARY AND SECONDARY LEVELS IN THE
DEMOCRATIC SOCIALIST REPUBLIC OF SRI LANKA**

**FINAL REPORT: SUPPORTING REPORT
PART III SURVEY AND ANALYSIS**

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CHAPTER 1 BASELINE SURVEY AND POST PILOT SURVEY

1.1 Overview of Baseline Survey and Post Pilot Survey

To assess the impacts of the Pilot Project, the Baseline Survey (BS) and the Post Pilot Survey (PPS) were conducted before and after the implementation of the Pilot Project. The BS consisted of Academic Ability Test (AAT) and Questionnaire Survey (QS) while the PPS, in addition to these AAT and QS, included Evaluation Workshop at selected pilot schools to gather more in-depth, qualitative information which may not be captured by AAT and QS. BS was conducted in July 2003 and AAT and QS of PPS from the end of July to the middle of August 2004 and the Evaluation Workshop in early September 2004.

The AAT comprised of sets of multiple-choice questions in the subject of Science and Mathematics. It is to measure the impact of the Pilot Project on the students' ability in solving questions in Science and Mathematics. The same question papers were used for the BS and PPS. AAT was conducted at 8 pilot schools and 8 control schools.

QS consists of a series of quantitative and qualitative questions, which would lead to various input, process and output indicators to measure the quality of education at school level. The QS was conducted in all 25 pilot schools and the 8 control schools which were selected for the AAT. In principle, the same questionnaires were used to the same sampled individuals at Baseline Survey and PPS.

Evaluation Workshop was designed to gather in-depth qualitative information on the impact of the Pilot Project, focusing especially on the factors which brought changes at different stages of the Pilot Project. Evaluation Workshop was organized at 4 pilot schools inviting 15-30 people at each school.

1.2 Survey Approach

Although the main objective of this study is to improve science and mathematics education, the Pilot Project included various activities using Educational Kaizen activities to achieve:

- Improvement of school culture and school management system;
- Improvement in science and maths teaching and learning; and
- Improvement of basic infrastructure and school facilities.

The first and third objectives are included because adequate school facilities and infrastructure, together with effective school management system, are considered to be the bases of bringing improvements of any subject including science and mathematics.

BS and PPS were designed based on the input-process-output model, sometimes used in research on school effectiveness and school improvement. Though a large number of factors affect quality of education, only such factors that may be affected by the Pilot Project were selected as indicators for this survey as the primal objective of this survey is to measure the impact of the Pilot Project. The factors relevant to this survey are italicised in the input-process-output model shown in Figure 1.2.1.

The Input, Process and Output/Outcome Indicators include following categories:

Input Indicators:

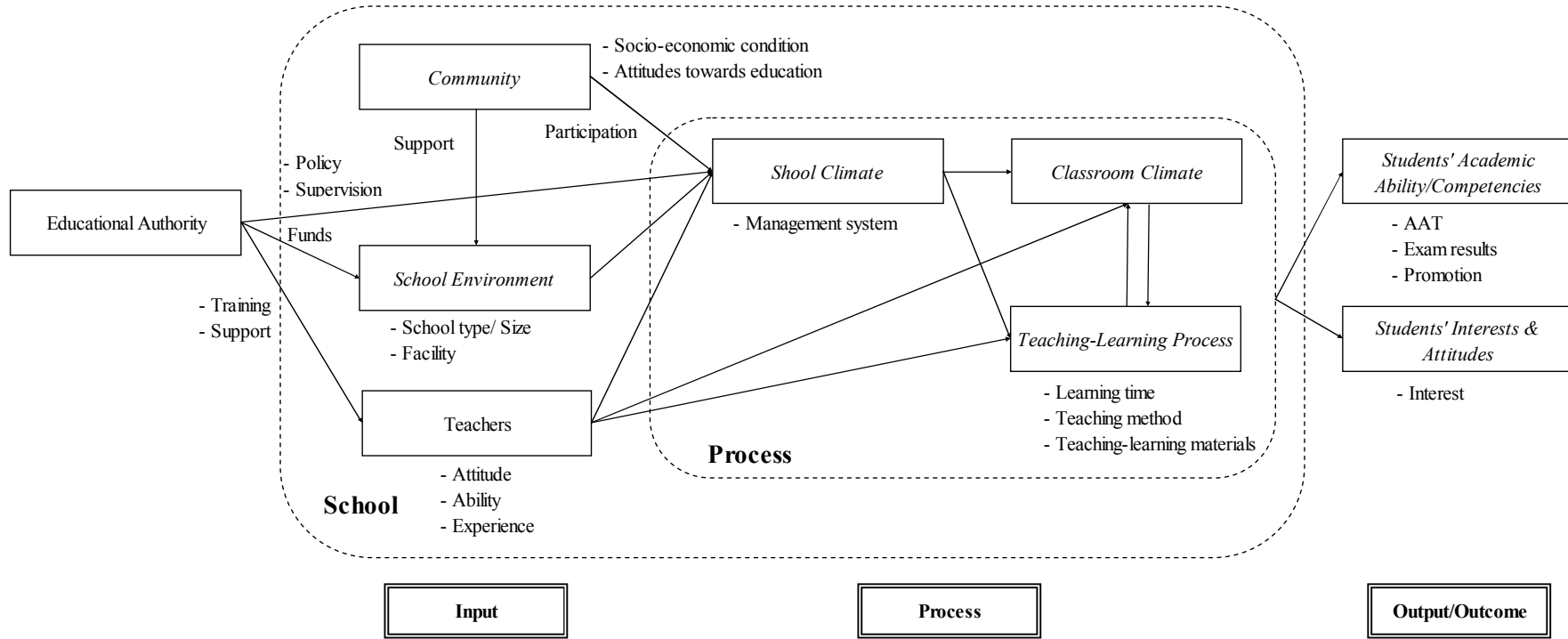
- School Facilities and Infrastructure;
- Parents' Support and SDS Activities; and
- Government Support.

Process Indicators:

- Classroom Climate and School Climate;
- School Management and School Activities;
- Science and Maths Teaching and Learning;
- Teachers' Motivation and Satisfaction; and
- Parents' Satisfaction.

Output Indicators:

- Students' Academic Achievement; and
- Students' Interest and Education Goal.



Note: *Italicized items are measured in Baseline Survey and Post Pilot Survey.*

Source: JICA Study Team

Figure 1.2.1 Input-Process-Output Model in School Education

1.3 Academic Ability Test

1.3.1 Objectives

The main objective of the Academic Ability Test (AAT) was to measure the impact of the Pilot Project on students' academic ability in mathematics and science subjects.

1.3.2 Survey Method and Procedures

(1) Sampling Procedure

For the BS the following steps were taken. Firstly, the JICA Study Team with advice from MOE selected 16 sample schools. The sample schools consisted of 8 pilot schools selected from the 25 pilot schools and 8 control schools. The control schools were selected so that each one of control schools was paired to one of eight pilot schools in terms of criteria such as type of school, location, and province as shown in Table 1.3.1.

Table 1.3.1 Selected Sixteen Control Schools for AAT

8 Pilot Schools for Academic Ability Test	Type	Location	Province	8 Control Schools Corresponding to Each Pilot School
Ananda Balika Vidyalaya (Grade 1-13, 1840 students)	Type 1AB	Semi-urban	NC	Giritalegama Maha Vidyalaya (Grade 1-13, 1423 students)
Vembadi Girl's High School (Grade 6-13, 1692 students)	Type 1AB	Urban	NE	Jaffna Central College (Grade 1-13, 2522 students)
Maliyadeva Balika Vidyalaya (Grade 1-13, 3323 students)	Type 1AB	Urban	NW	Maliyadeva Boy's College (Grade 1-13, 3590 students)
Maduwanwela Sri Sarananda (Grade 1-11, 743 students)	Type 2	Rural	SB	Dorapane Vidyalaya (Grade 1-11, 638 students)
Rajapaksha Central College (Grade 1-13, 3157 students)	Type 1AB	Semi-urban	SP	Tanagalla Balika Vidyalaya (Grade 6-13, 1992 students)
Poonagalla Tamil Maha Vidyalaya (Grade 1-13, 932 students)	Type 1C	Plantation	UV	Gonakelle Tamil Vidyalaya, Passara (Grade 1-13, 973 students)
Imbulgoda Sunethradevi Kanishta Vidyalaya (Grade 1-5, 320 students)	Type 3	Rural	WP	Parakandeniya Mayadunna Kanishta Vidyalaya (Grade 1-5, 145 students)
Isipathana College (Grade 1-13, 4256 students)	Type 1AB	Urban	WP	Thurstan College, Colombo (Grade 1-13, 2247 students)

Note: NC: North Central, NE: North and East, NW: North Western, SB: Sabaragama, UV: Uva, WP: Western

Secondly, schools to participate in particular grades, namely grade 4, 8, 10, 12, were selected out of the 16 sample schools, so that four pilot schools and four corresponding control schools will sit AAT for each of the grade. Refer to Table 1.3.2 for the actual selection of schools for each grade. This selection was done after considering their proposed QEC topics.

Table 1.3.2 Sample Numbers and Coverage in PPS

		Grade 4/5						Grade 8/9						Grade 10/11						Grade 12/13						
		Mathematics			Science			Mathematics			Science			Mathematics			Science			Mathematics			Science			
		BS	PPS	%	BS	PPS	%	BS	PPS	%	BS	PPS	%	BS	PPS	%	BS	PPS	%	BS	PPS	%	BS	PPS	%	
Pilot Schools	Ananada Balika V	50	48	96%	50	48	96%													7	4	57%	20	13	65%	
	Vembadi GHS																				33	28	85%	28	25	89%
	Maliyadewa Balika							50	49	98%	50	49	98%	50	49	98%	50	49	98%	60	51	85%	60	51	85%	
	Maduwanawela SSV	37	36	97%	37	36	97%	49	45	92%	49	45	92%	43	41	95%	43	41	95%							
	Rajapaska CC							50	41	82%	50	41	82%	50	35	70%	50	34	68%							
	Poongala Tamil V	40	33	83%	40	33	83%	50	40	80%	50	40	80%	48	39	81%	48	39	81%							
	Imbulgoda V	31	25	81%	31	25	81%																			
	Isipathana C																				60	49	82%	60	43	72%
	Total	158	142	90%	158	142	90%	199	175	88%	199	175	88%	191	164	86%	191	163	85%	160	132	83%	168	132	79%	
Control Schools	Girithalegama MV	50	49	98%	50	49	98%													3	0	0%	14	3	21%	
	Jaffna CC																				35	29	83%	35	29	83%
	Maliyadewa Boys							50	47	94%	50	47	94%	50	36	72%	50	36	72%	60	35	58%	60	31	52%	
	Dorapane V	30	24	80%	30	26	87%	50	43	86%	50	43	86%	39	35	90%	37	33	89%							
	Thangalla Balika V							50	48	96%	50	48	96%	87	76	87%	87	76	87%							
	Gonakele Tamil V	45	35	78%	45	35	78%	50	42	84%	50	42	84%	49	40	82%	49	40	82%							
	Parakandeniya MKV	25	24	96%	25	24	96%																			
	Thurstan C																				60	39	65%	60	38	63%
	Total	150	132	88%	150	134	89%	200	180	90%	200	180	90%	225	187	83%	223	185	83%	158	103	65%	169	101	60%	

Source: JICA Study Team

Thirdly, the target number of sample students was set by the JICA Study Team as sampling guideline to satisfy a minimum of 600 sample students from the pilot schools and 600 sample students from the control schools.

For the conduct of the test in BS, whole class sampling was used. When one class did not meet the required number of sample students, random sampling was used to select more students to satisfy the requirement.

For the conduct of the test in PPS, those students sampled in BS were traced to examine identical sample groups. Since PPS was conducted after one year intervention by the Pilot Project, the four sample grades that were grade 4, 8, 10, and 12 became grade 5, 9, 11, and 13 respectively. Some of sample students examined in BS were missed during PPS since they have left the schools or simply absent on the particular day of PPS conduct.

Table 1.3.2 shows the number of students examined in BS and PPS, and coverage in PPS (percentage of those re-examined in PPS).

(2) Test Design and Item Development

Eight different test papers were developed, i.e. 4 grades (grade 4/5, 8/9, 10/11, and 12/13) times 2 subjects for each (one science subject and one mathematics subject). Same test papers were given for both BS and PPS. The two subjects for each grade are as follows:

- grade 4/5: “*environmental studies*” and *mathematics*
- grade 8/9: “*science and technology*” and *mathematics*
- grade 10/11: “*science and technology*” and *mathematics*
- grade 12/13: *physics* and “*combined mathematics*”

The test papers were produced in three language versions, namely Sinhala, Tamil, and English. English papers are only for reference.

All items in all grades were multiple-choice questions. All items for grade 4/5 and 8/9 were selected from the released tests items¹ of pool of TIMSS² 1995 prepared by IEA³. The items were reviewed by NIE counterparts for compatibility to Sri Lankan syllabuses before the conduct of BS.

Items for grade 10/11 and 12/13 were compiled by contracted curriculum specialists and reviewed by the JICA Study Team with the counterpart team. The items were compatible with grades 10/11 and 12/13 syllabus topics. Physics was chosen as the grade 12/13 science subject because all grade 12/13 maths students take physics. Table 1.3.3 shows number of items and duration of each test.

¹ Released items are available on IEA website, <http://www.iea.nl/>

² Third International Mathematics and Science Study

³ International Association for the Evaluation of Educational Achievement

Table 1.3.3 Numbers of Items Tested and Test Duration

grade 4/5 (IEA item)	No of items	Duration
Environmental Science	25	45 min.
Mathematics	25	45 min.
grade 8/9 (IEA item)	No of items	Duration
Science & Technology	25	45 min.
Mathematics	25	45 min.
grade 10/11	No of items	Duration
Science & Technology	25	60 min.
Mathematics	25	60 min.
grade 12/13	No of items	Duration
Physics	25	90 min.
Combined Mathematics	25	90 min.

Source: JICA Study Team

(3) Implementation

1) Time Frame

The BS examination visiting sample schools was conducted from 14 to 18 July 2003, while the PPS was conducted from 27 July to 14 August 2004.

2) Organization

Selected enumerators were given training prior to the conduct of the test. They were provided with test implementation instructions as well as test papers, and letter from MOE requesting the cooperation of schools.

In BS, the enumerators visited schools, checked on the actual number of students and then selected the required sample of students. In PPS, lists of sample student names from BS were given to the enumerators to identify the sample students. All the papers were checked at the schools and brought back for data compilation.

1.3.3 Survey Results

(1) AAT Result

Result of AAT, mean marks and increments of each sample group in both BS and PPS, as well as numbers of samples are shown in the following table and figures. Definition of increment of each individual student for a test is given below.

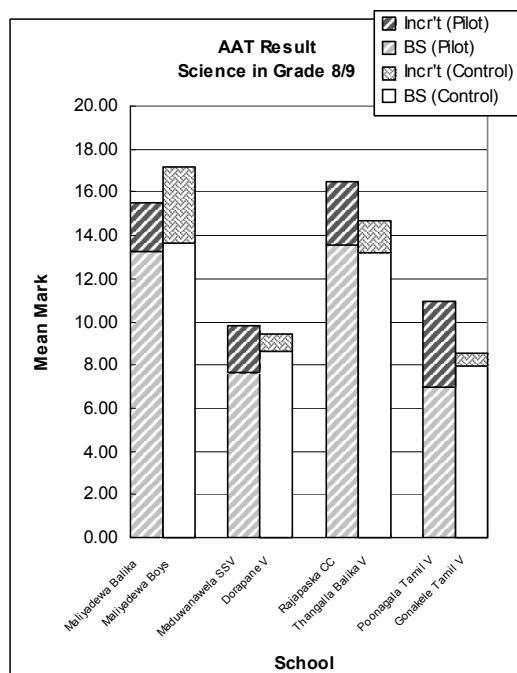
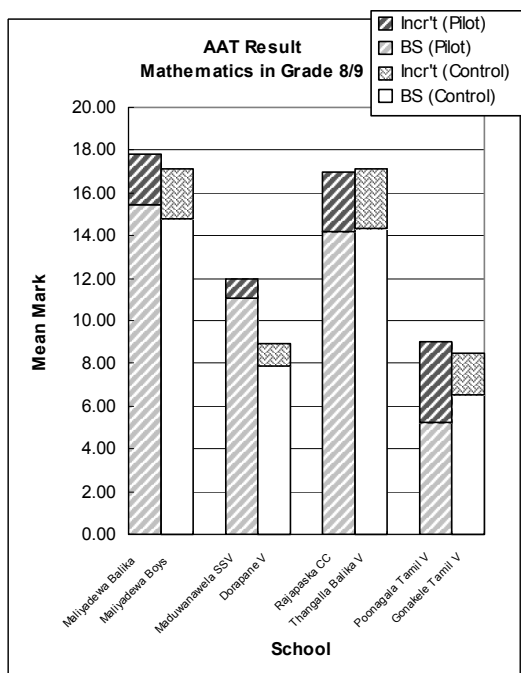
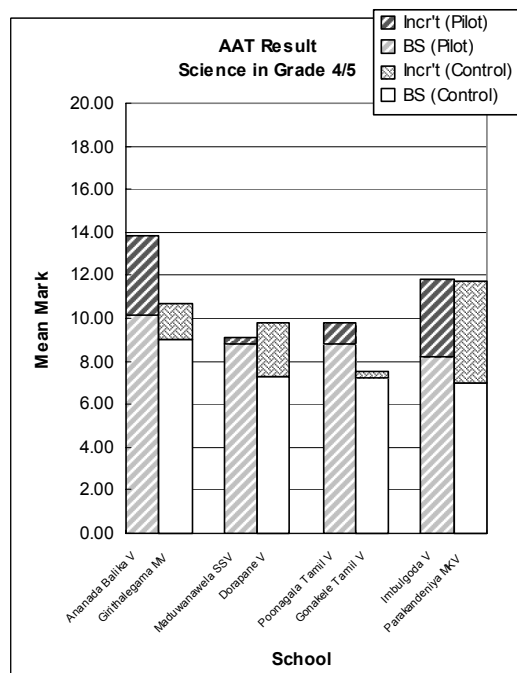
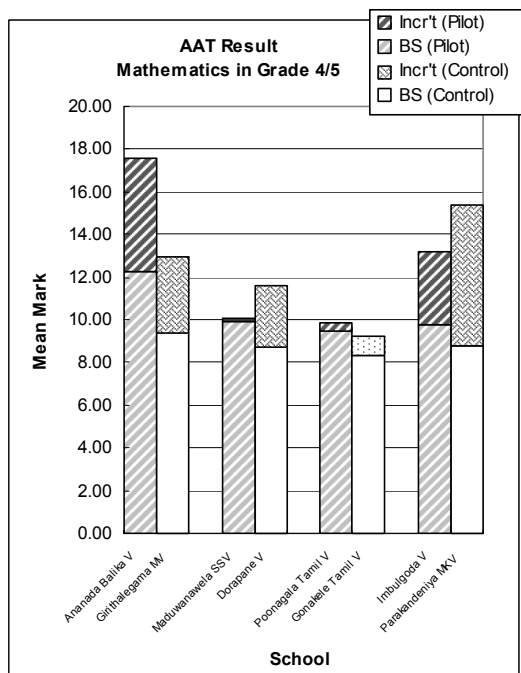
- $\text{Increment} = (\text{Mark in PPS}) - (\text{Mark in BS})$

Intention of calculating the increment is to assess the impact of intervention by the Pilot Project. For actual marks in AAT varies from school to school reflecting the fact that in general academic ability of students differ in accordance with capacity of students of the schools.

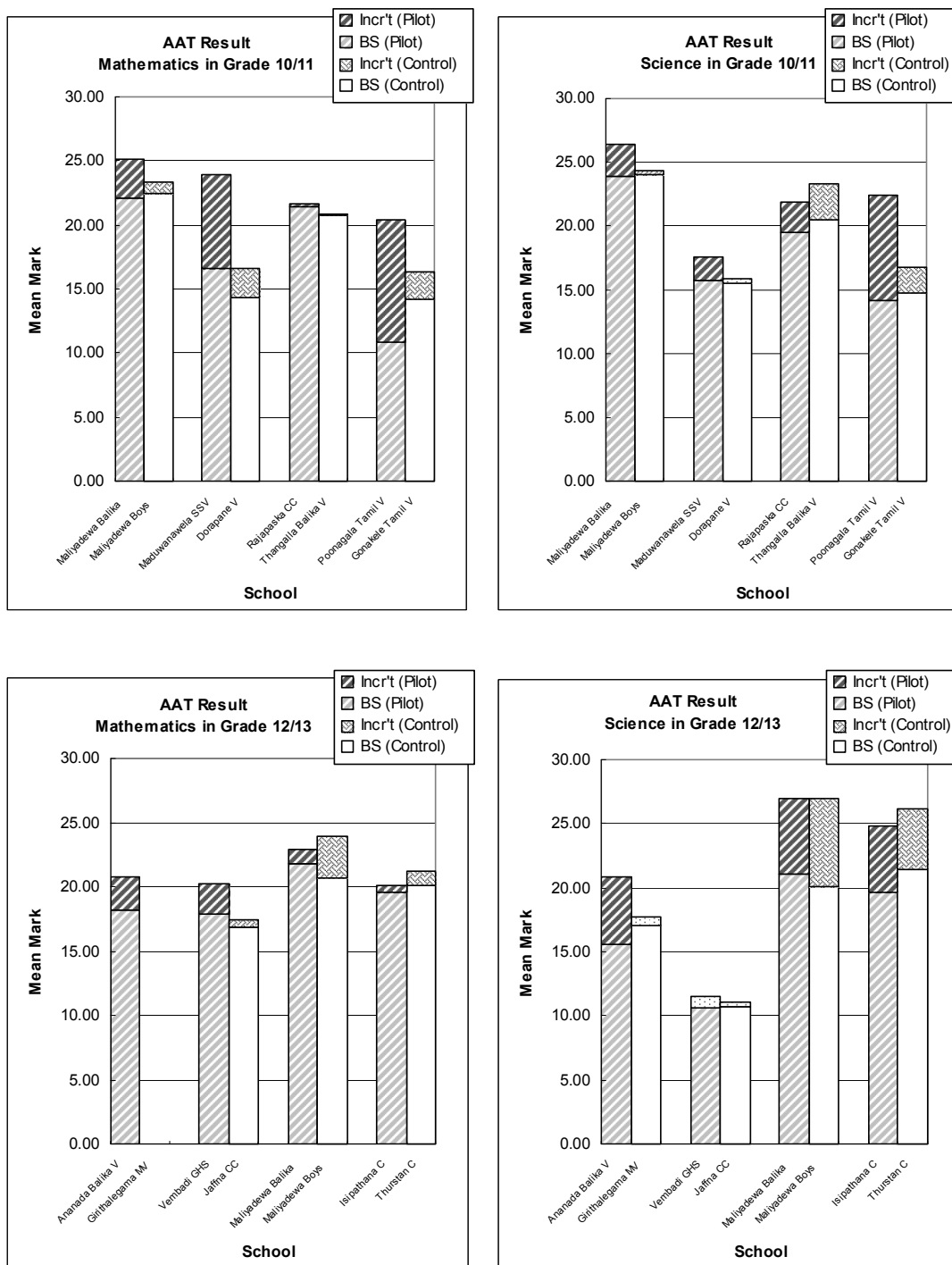
Table 1.3.4 Mean Marks in BS, PPS, and Increment of AAT

Grade 4/5		Mathematics				Science			
School	P/C	Sample	BS	PPS	Incr't	Sample	BS	PPS	Incr't
Ananada Balika V	P	48	12.25	17.56	5.31	48	10.15	13.85	3.71
Girithalegama MV	C	49	9.39	12.92	3.53	49	9.00	10.71	1.71
Maduwanawela SSV	P	36	9.94	10.06	0.11	36	8.78	9.08	0.31
Dorapane V	C	24	8.75	11.58	2.83	26	7.27	9.81	2.54
Poonagala Tamil V	P	33	9.48	9.85	0.36	33	8.82	9.79	0.97
Gonakele Tamil V	C	35	9.26	8.31	-0.94	35	7.51	7.23	-0.29
Imbulgoda V	P	25	9.80	13.16	3.36	25	8.16	11.80	3.64
Parakandeniya MKV	C	24	8.79	15.38	6.58	24	7.00	11.75	4.75
Full mark = 25	P: Pilot School, C: Control School								
Grade 8/9		Mathematics				Science			
School		Sample	BS	PPS	Incr't	Sample	BS	PPS	Incr't
Maliyadewa Balika	P	49	15.49	17.84	2.35	49	13.22	15.53	2.31
Maliyadewa Boys	C	47	14.74	17.13	2.38	47	13.62	17.15	3.53
Maduwanawela SSV	P	45	11.09	11.93	0.84	45	7.67	9.78	2.11
Dorapane V	C	43	7.88	8.98	1.09	43	8.63	9.47	0.84
Rajapaska CC	P	41	14.15	16.98	2.83	41	13.59	16.46	2.88
Thangalla Balika V	C	48	14.29	17.13	2.83	48	13.21	14.67	1.46
Poonagala Tamil V	P	40	5.25	9.05	3.80	40	6.98	10.95	3.98
Gonakele Tamil V	C	42	6.55	8.45	1.90	42	7.93	8.52	0.60
Full mark = 25	P: Pilot School, C: Control School								
Grade 10/11		Mathematics				Science			
School		Sample	BS	PPS	Incr't	Sample	BS	PPS	Incr't
Maliyadewa Balika	P	49	22.10	25.14	3.04	49	23.92	26.41	2.49
Maliyadewa Boys	C	36	22.50	23.31	0.81	36	23.94	24.31	0.36
Maduwanawela SSV	P	41	16.63	23.93	7.29	41	15.78	17.54	1.76
Dorapane V	C	35	14.29	16.63	2.34	33	15.88	15.52	-0.36
Rajapaska CC	P	35	21.63	21.40	-0.23	34	19.50	21.82	2.32
Thangalla Balika V	C	76	20.76	20.82	0.05	76	20.49	23.37	2.88
Poonagala Tamil V	P	39	10.79	20.46	9.67	39	14.18	22.41	8.23
Gonakele Tamil V	C	40	14.20	16.35	2.15	40	14.68	16.73	2.05
Full mark = 50	P: Pilot School, C: Control School								
Grade 12/13		Mathematics				Science			
School		Sample	BS	PPS	Incr't	Sample	BS	PPS	Incr't
Ananada Balika V	P	4	18.25	20.75	2.50	13	15.62	20.85	5.23
Girithalegama MV	C	0	N/A	N/A	N/A	3	17.67	17.00	-0.67
Vembadi GHS	P	28	17.86	20.21	2.36	25	11.56	10.56	-1.00
Jaffna CC	C	29	16.83	17.41	0.59	29	11.00	10.72	-0.28
Maliyadewa Balika	P	24	21.83	22.96	1.13	51	21.12	26.94	5.82
Maliyadewa Boys	C	35	20.66	23.91	3.26	31	20.13	26.90	6.77
Isipathana C	P	49	19.55	20.08	0.53	43	19.60	24.84	5.23
Thurstan C	C	39	20.13	21.21	1.08	38	21.42	26.16	4.74
Full mark = 50	P: Pilot School, C: Control School								

Source: JICA Study Team



Note:  indicates negative increment (decrease)



Note: indicates negative increment (decrease)

Figure 1.3.1 Results of AAT

It is observed that most of sample groups improved after one year of schooling whether or not implemented the Pilot Project, i.e. 56 sample groups (30 pilot and 26 control) out of 64 groups improved in their mean marks (positive value of increment) while 7 groups (2 pilot and 5 control) did not (negative value of

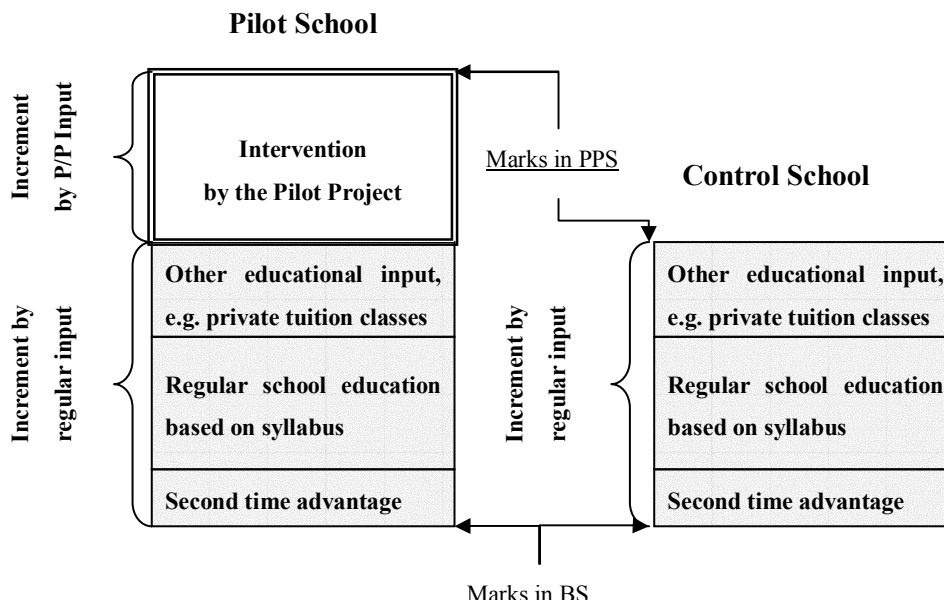
increment). In those 7 schools, the decreases in mean marks are less than 1.00, while increments in the 56 groups varies up to 9.67 (Note that grade 4/5 and 8/9 had only 25 full marks while grade 10/11 and 12/13 had 50).

One sample group, mathematics in grade 12/13 of Girithalegama, did have only 3 sample students in BS and none of them were present in examination in PPS so that there is no data in this result. This means that there is no corresponding sample group for mathematics in grade 12/13 of Ananda Balika. Therefore this pair is excluded from the comparison between pilot schools and control schools.

(2) Comparison between Pilot and Control Schools

The increments in the pilot schools are results of intervention by the Pilot Project as well as non-pilot regular educational activities inside and outside of the schools, while those in the control schools are purely due to the non-pilot educational activities. (Although there is possible “spillover effect”⁴.) The increments may also be partially due to the design of AAT in which exactly same set of question items were given both in BS and PPS. It is reasonable to assume that sample students answer more items correctly in the second time sitting same test papers.

Considering the above, comparison of increments between Pilot and Control should be the most reliable way to assess the impact of the Pilot Project, since even control schools should get better marks in the second sitting in PPS due to the above mentioned reasons. The following figure shows logical composition model of increment comparing pilot with control.



Source: JICA Study Team

Figure 1.3.2 Logical Composition of Increment in AAT

⁴ Some control schools have had influence from their corresponding pilot schools through participating as school-based workshops.

For the purpose of comparison and analysis of the increments of each individual all together, increment of grade 10/11 and 12/13 are halved to get even weight (equivalent to give 0.5 marks for each of 50 questions to make full mark of 25).

Means of increments of samples are calculated for the comparison between Pilot and Control schools. To test the significance level of differences of the mean of increments, student t-Test is used. This comparison is considered as valid since sample distribution of pilot and control in terms of schools, grades, and subjects are similar.

1) Overall Comparison (Total increment of 4 grades x 4 schools x 2 subjects)

Means of all the increments using each individual data of sample students are calculated. Mean of pilot school (2.19) is larger than that of control school (1.51) by more than 0.6 with more than 1,000 samples for each group. P-value is 0.000002 indicating extremely strong significant difference between the two means.

Table 1.3.5 Overall Comparison between Pilot Schools and Control Schools

	Pilot	Control
Test Samples	1194	1202
Mean of increments	2.19	1.51
Larger in mean	⊙	
p-value (t-Test)		0.00000
Significance level		0.1%

Note: Mean of increment of all schools, all grades, all subjects

Source: JICA Study Team

This result indicates that there was a certain impact on academic ability by the Pilot Project overall.

2) Comparison by Subject (Total increment of 4 grades x 4 schools)

Means of increments of each subject using each individual data of sample students are calculated. In both mathematics and science, means of pilot school are larger than that of control school. P-values are 0.004 for mathematics and 0.00004 still indicating strong significant differences of the two means.

Table 1.3.6 Comparison by Subject between Pilot Schools and Control Schools

	Mathenatics		Science	
	Pilot	Control	Pilot	Control
Test Samples	582	602	612	600
Mean of increments	2.14	1.54	2.25	1.49
Larger in mean	⊙		⊙	
p-value (t-Test)		0.00400		0.00004
Significance level		1.0%		0.1%

Note: Mean of increment of all schools, all grade

Source: JICA Study Team

This result indicates that impact on academic ability was observed in both subjects. The large difference of the two p-values may imply more impact in science subjects.

3) Comparison by Grade (Total increment of 4 schools x 2 subject)

Means of increments of each grade using each individual data of sample students are calculated. In all four different grades, means of pilot schools are larger than those of control schools. The differences of the means are significant with significance level of 0.01 in grade 8/9 and 10/11 while not significant in grade 4/5 and 12/13.

Table 1.3.7 Comparison by Grade between Pilot Schools and Control Schools

	Gr4/5		Gr8/9		Gr10/11		Gr12/13	
	Pilot	Control	Pilot	Control	Pilot	Control	Pilot	Control
Test Samples	284	266	350	360	327	372	233	204
Mean of increments	2.35	2.33	2.59	1.87	2.16	0.68	1.47	1.36
Larger in mean	⊙		⊙		⊙		⊙	
p-value (t-Test)		0.48273		0.00324		0.00000		0.34258
Significance level	not significant			1.0%		0.1%	not significant	

Note: Mean of increment of all schools, all subjects

Source: JICA Study Team

4) Comparison by School (Total increment of 4 grades x 2 subjects)

Means of increments of each school using each individual data of sample students are calculated. The means of pilot schools are larger than those of control schools in five paired schools out of eight. The differences of the means are significant with significance level of 0.01 only in two paired schools, namely Ananda Balika and Poonagala Tamil.

Table 1.3.8 Comparison by School between Pilot Schools and Control Schools

	Pilot vs. Control by School									
	Ananada Balithalegama		Vembadi G		Jaffna CC		Maliyadewaliyadewa Bc		Maduwanaw Dorapane V	
	Pilot	Control	Pilot	Control	Pilot	Control	Pilot	Control	Pilot	Control
Samples	109	101	53	58	271	232	244	204		
Mean of increments	4.28	2.53	0.39	0.08	1.94	1.99	1.37	1.24		
Larger in mean	⊙		⊙			⊙	⊙			
p-value (t-Test)		0.00222		0.23247		0.42809		0.36375		
Significance level		1%	Not significant		Control is larger		Not significant			
	Rajapaska G		Ingalla Balik		Poonagala T		nakele Tamil		Imbulgoda V	
	Pilot	Control	Pilot	Control	Pilot	Control	Pilot	Control	Pilot	Control
Samples	151	248	224	234	50	48	92	77		
Mean of increments	1.78	1.28	3.14	0.62	3.50	5.67	1.36	1.44		
Larger in mean	⊙		⊙			⊙		⊙		
p-value (t-Test)		0.05311		0.00000		0.00837		0.43434		
Significance level	Not significant			0.1%	Control is larger		Control is larger			

Note: Mean of increment of all grades, all subjects

Source: JICA Study Team

Further comparisons with all the possible combination of three criteria, namely school, grade, and subject are attached in Appendix 3-1. The combination of criteria is listed below.

- Comparison by Grade and Subject (Total increment of 4 schools)
- Comparison by Grade and School (Total increment of 2 subject)
- Comparison by Subject and School (Total increment of all grades)
- Comparison by Grade, Subject, and School

(3) Comparison among Pilot Schools

Comparison among eight sample pilot schools was tried to identify differences in impact in terms of jurisdiction (national or provincial) as well as grades.

1) Comparison between national and provincial

Among 8 sample pilot schools, 5 are national schools while 3 are provincial schools. All the five national schools are Type 1AB schools and all the three provincial schools are not, i.e. Type 1C, 2, or 3. There is no significant difference.

Table 1.3.9 Comparison between National and Provincial Schools among Pilot Schools

	National	Provincial
Samples	680	518
Mean of increments	2.08	2.34
Larger in mean		⊙
p-value (t-Test)		0.24001
Significance level	Not significant	

Note: Mean of increment of all schools, all grades, all subjects

Source: JICA Study Team

2) Comparison by grade

Mean of increment of each grade against other three grades as a whole. Mean of grade 12/13 is smaller than that of other three grades with 0.1% of significance level. This result indicates impact by the Pilot Project in this grade may have been small, if any.

Table 1.3.10 Comparison by Grade among Pilot Schools

	Gr4/5	Others	Gr8/9	Others	Gr10/11	Others	Gr12/13	Others
Samples	284	914	350	848	327	871	237	961
Mean of increments	2.35	2.14	2.59	2.03	2.16	2.20	1.46	2.37
Larger in mean	⊙		⊙			⊙		⊙
p-value (t-Test)		0.47960		0.01834		0.83454		0.00003
Significance level	Not significant			5%	Not significant			0.1%

Note: Mean of increment of all schools, all subjects

Source: JICA Study Team

(4) Interpretation of Result

Although the Pilot Project did not target directly to raise students' academic ability nor train them to be equipped with skills to obtain better marks in paper tests, the overall result shows that there was significant improvement in academic

ability in the pilot schools comparing to the control schools, with very high statistical significance of 99.999%, after the implementation of Pilot Project. This difference could be reasonably attributed to the intervention by the Pilot Project.

This impact has been observed both in mathematics and science. There may have been impact on academic ability in other subjects than mathematics and science that were not measured in AAT. That is reasonable because the Pilot Project aimed to improve school management and school culture that of course should affect learning all the subjects, even all the education activities practiced in school.

However, comparison by grade shows that in grade 12/13 the Pilot Project did not show significant impact in academic ability, i.e. mean of increment for grade 12/13 was 1.47 while those of all three other grades are over 2.00. This may be due to design of the Pilot Project focusing on activity-based teaching and learning process. Further discussion on this result will be beneficial for future implementation of Educational Kaizen activities in the country.

(5) International Comparison

As described earlier, AAT items for grade 4 and 8 were chosen from TIMSS 1995 conducted by IEA. Based on this, international comparison was attempted to simulate Sri Lanka's place among countries participating TIMSS 1995 applying available data released by IEA. However, since test design for AAT does not meet TIMSS standard in terms of item selection, sample students selections, translation procedure, and etc., this simulation should be considered as a trial assessment.

Facility values of students participated AAT are calculated for the first sitting of the AAT, i.e. BS, for all 25 items in each test. Since IEA has released facility values by country on limited items, comparisons using only those released items are possible. Averages of facility values are calculated for both mathematics and science in grade 4 and 8 to place Sri Lanka's AAT results.

As for grade 4, facility values by country of 11 mathematics items out of 25 items used in AAT are available, while only 5 science items out of 25 items used in AAT are available. The following table shows simulated Sri Lanka's place among other countries applying data on these 11 mathematics items and 5 science items. In this simulation, Sri Lanka came 22nd in grade 4 mathematics and 21st in grade 4 science among 25 countries.

Table 1.3.11 Simulated Places by Country in Grade 4

Simulated Order	Mathematics		Science	
	Country	Simulated Average Score on 11 items	Country	Simulated Average Score on 5 items
1	Korea	7.66	Korea	3.11
2	Singapore	7.28	Czech Republic	2.71
3	<i>Japan</i>	7.21	United States	2.66
4	Hong Kong	6.68	Australia	2.56
5	Hungary	5.72	Netherlands	2.53
6	Austria	5.66	Japan	2.52
7	United States	5.64	Hong Kong	2.51
8	Netherlands	5.60	England	2.48
9	Slovenia	5.55	Singapore	2.46
10	Czech Republic	5.53	Slovenia	2.43
11	Ireland	5.47	Austria	2.42
12	Australia	5.44	Canada	2.40
13	Canada	5.21	New Zealand	2.33
14	Latvia	5.16	Scotland	2.32
15	Cyprus	4.96	Latvia	2.22
16	Scotland	4.96	Norway	2.16
17	Thailand	4.79	Ireland	2.12
18	England	4.76	Hungary	2.07
19	New Zealand	4.57	Thailand	2.06
20	Portugal	4.23	Iceland	2.02
21	Greece	4.15	Sri Lanka	1.76
22	Sri Lanka	4.07	Cyprus	1.71
23	Iceland	3.99	Portugal	1.64
24	Iran, Islamic Rep.	3.91	Greece	1.59
25	Norway	3.73	Iran, Islamic Rep.	1.52

Source: JICA Study Team, IEA

As for grade 8, facility values by country of 8 mathematics items out of 25 items used in AAT are available, while 7 science items out of 25 items used in AAT are available. The following table shows simulated Sri Lanka's place among other countries applying data on these 8 mathematics items and 7 science items. In this simulation, Sri Lanka came 38th in grade 8 mathematics and 29th in grade 8 science among 40 countries.

Table 1.3.12 Simulated Places by Country in Grade 8

Simulated Order	Mathematics		Science	
	Country	Simulated Average Score on 8 items	Country	Simulated Average Score on 7 items
1	Singapore	6.80	Singapore	5.12
2	Belgium(Fl)	6.70	Korea	4.96
3	Japan	6.70	Slovenia	4.39
4	Czech Republic	6.66	Hong Kong	4.32
5	Hong Kong	6.57	Czech Republic	4.28
6	Slovak Republic	6.51	Netherlands	4.27
7	Hungary	6.33	Japan	4.21
8	Korea	6.32	Belgium(Fl)	4.11
9	Russian Federation	6.31	England	4.05
10	Belgium(Fr)	6.28	Australia	3.98
11	France	6.26	Canada	3.97
12	Bulgaria	6.23	Slovak Republic	3.94
13	Slovenia	6.19	United States	3.91
14	Thailand	6.16	Sweden	3.89
15	Austria	6.08	Bulgaria	3.81
16	Ireland	6.07	Hungary	3.69
17	Switzerland	6.07	New Zealand	3.69
18	Netherlands	6.07	Scotland	3.62
19	Germany	5.87	Thailand	3.62
20	Canada	5.86	France	3.60
21	Australia	5.85	Austria	3.60
22	Latvia	5.77	Norway	3.55
23	Spain	5.67	Belgium(Fr)	3.51
24	United States	5.54	Germany	3.41
25	Denmark	5.53	Ireland	3.40
26	Iceland	5.51	Greece	3.39
27	New Zealand	5.46	Russian Federation	3.32
28	Sweden	5.45	Switzerland	3.21
29	Lithuania	5.44	Sri Lanka	3.19
30	England	5.44	Denmark	3.17
31	Scotland	5.38	Spain	3.15
32	Romania	5.36	Iceland	3.12
33	Portugal	5.28	Cyprus	3.07

Simulated Order	Mathematics		Science	
	Country	Simulated Average Score on 8 items	Country	Simulated Average Score on 7 items
34	Greece	5.23	Latvia	3.07
35	Norway	5.11	Romania	3.05
36	Cyprus	5.02	Lithuania	2.64
37	Iran, Islamic Rep.	4.80	Portugal	2.62
38	Sri Lanka	4.36	Iran, Islamic Rep.	2.59
39	Colombia	3.58	Colombia	2.31
40	South Africa	3.06	South Africa	2.11

Source: JICA Study Team, IEA

These simulations may have caught a glimpse of an aspect of achievement level of students in Sri Lanka in mathematics and science. However, the above simulation must be treated carefully since number of items may be too small to determine this simulation reflects true achievement level of students in Sri Lanka.

1.4 Questionnaire Survey

1.4.1 Objectives

The main objective of the Questionnaire Survey (QS) was to measure the impact of the Pilot Project by comparing the results of BS with PPS. While AAT measures Academic Achievement, which is one of the output indicators, the QS focuses on more qualitative impacts on the process and output/outcome of the Pilot Project.

1.4.2 Survey Method and Procedures

(1) Designing of Questionnaires

Based on the input-process-output model, separate questionnaires were developed for school principals, teachers, students, and students' parents. Major question categories in questionnaires are shown in Figure 1.4.1. Questionnaires were developed first in English, then translated into Sinhala and Tamil language. Sinhala and Tamil versions of questionnaires were pre-tested in three schools around Colombo prior to the BS, and based on the result of this pre-test questionnaires were slightly modified.

Many of the questions relate to the respondents' observations and opinions on certain aspects of school life, and their responses are to be given using a 5 point Likert scale where 1 to 5 is given to degree of frequency or degree of accordance depending on the type of statement. For example, students are asked to choose from 1 (never) to 5 (always) on a statement such as "Teacher provides students with small quiz and test for mathematics" or from 1 (not at all) to 5 (very much

so) on “I feel my parents are generally satisfied with my school”. Several questions are grouped together to produce an indicator. Some questions are simple yes/no question such as “Do you like mathematics?” Principal’s Questionnaire includes school information such as enrolment, pass rate of national examinations, number of working computers, etc.

In principle, the same questionnaires were used for the BS and PPS, though some modifications were made to the PPS questionnaires by deleting from BS questionnaires inadequate or ambiguous questions and questions regarding the information which would not be affected by the Pilot Project such as parents’ educational background and teachers’ academic and professional qualifications. A set of additional questions, which enquire comparative difference in the school between the current situation and the situation one year before, were also included in the PPS questionnaires. It was a precaution against the possibility that responses to the same questions at BS and PPS may not reflect the true differences. When answering the question at PPS the respondents have most likely no recollection on their answers at BS, thus their rating may not be sensitive to their perceived changes. Another possibility is that in schools where improvements did occur the expectations would also rise and they may judge by a higher standard at PPS, which would distort the comparison. Questions which directly ask for the degree of change between the current situation and the situation one year before may capture more realistic changes. The additional questions (except 2 questions to principals) are asking respondents to rate selected factors on a five point scale ranging from “much worse than last year” to “much better than last year”. Further, in order to minimize the possibility of a positive picture being falsely presented, the teachers and principals had to write a short explanation as to why they gave that particular rating.

The English version of questionnaires used in PPS is attached in the Appendix 3-2.



Source: JICA Study Team

Figure 1.4.1 Major Question Categories in Questionnaires

(2) Sampling

Sampling for the BS was designed in the following way:

- Principals: - All 33 principals (sampling rate: 100%)
- Teachers: - 2 primary teachers in grade 4 of each school (sampling rate for all primary teachers: approx. 10%)
 - 2-4 science and mathematics teachers in each of grades 8, 10, and 12 of each school (sampling rate for all science and mathematics teachers: approx. 30-40%)
- Students: - One class of students (approx. 30-50 students) in grades 4, 8, 10 and 12 of each school (sampling rate for all students in the same grade: approx. 30%)
- Parents: - Parents of a half of the students sampled in the above (sampling rate for all parents in the same students' grade: approx. 15%)

Grades 4, 8, 10, and 12 students were selected for the BS as they would normally remain in the same school in the following year and the majority of them would be able to take part in the PPS at the completion of the Pilot Project. Only grades for which the Pilot Project was to target in each school were included in the sampling. The actual sample numbers at the BS were 33 school principals, 233 teachers, 3,438 students and 1,664 parents (a total of 5,368 samples).

At the completion of the Pilot Project the same sampled individuals were asked to take part in the PPS. As anticipated, several principals and teachers were transferred and some students dropped out or changed the school in the course of Pilot Project implementation, thus not available for the PPS. Further more, on the day of actual PPS at each school some teachers and students were absent with various reasons and some parents were not able to come to the school. The actual sample numbers at PPS were 33 principals, 186 teachers, 2,988 students and 1,343 parents (a total of 4,550 samples), which represents around 85% of the BS sample size. The details of the sample numbers at the BS and PPS and the percentage of PPS sample numbers compared with BS sample numbers are shown in Table 1.4.1.

(3) Survey Procedures

For the BS, preparation and implementation of the Survey was assisted by National Education Research and Evaluation Centre (NEREC). The original English version of questionnaires were prepared by the JICA Study Team, discussed with the Counterparts, then translated into Sinhala and Tamil languages by NEREC. Actual implementation of QS took place between 14th and 18th July 2003 in 33 schools. Data entry and compilation was completed by mid August 2003.

For PPS, implementation of PPS was sub-contracted to Foundation for Health Promotion (FHP), an NGO involved in the monitoring of the Pilot Project. FHP recruited several research assistants to form 5 teams to carry out the AAT and QS in 33 schools. A three-day training session was organized to train the research assistants and FHP staff in the contents and procedures of conducting AAT and QS. The implementation of AAT and QS took place between 27th July and 14th August 2004. Data entry and compilation was completed by the end of August 2004.

1.4.3 Results and Analysis

The following analyses try to identify whether there was a significant difference between defined two groups in relation to the selected indicators. Each indicator was based on a number of items. In most cases, the individual items were scored in a scale ranging from 1 to 5. For the purpose of comparing an indicator, the overall mean of scores given to respective items was considered as a composite score. The change of the composite score of each indicator, from BS to PPS stages, was compared between two groups. Student t test was used as the significant test of above comparisons (all derived overall means distributions were found to be normally distributed; confirming Central Limit Theorem). For the category of School Facilities and Infrastructure, the total score, instead of overall mean score, was considered as the indicator, as the scale (1 No facility, 2 Poor, 4 Average, 5 Good) may not be assumed equally distributed. There were 3 other variables that were measured in nominal scale (e.g. student interest in science and mathematics, students' education goals, parents' satisfaction with science and mathematics education). Comparisons based on these variables were carried out using either McNemars chi square test or Pearson chi square test depending on the nature of data (independent or paired). Mann Whitney U test is also used in 2 occasions where the distribution assumptions were not clear (e.g. in the comparison of SDS activities, and duration of extra classes).

(1) Comparison between Pilot Schools and Control Schools

The analysis here tries to identify whether there was a significant difference between pilot schools and control schools in relation to the 25 indicators (8 input, 14 process, and 3 output indicators).

The mean scores or percentages of counts by school were summarised in BS/PPS Results Summary Sheet in Appendix 3-3. All the graphs were also found in Appendix

3-4, and when applicable the test value, degree of freedom (df), and significance level (p) were noted next to the graph.

Table 1.4.2 shows the summary of results of comparison between BS and PPS. It contains the data source and the mean difference of the score or rate at BS and PPS (PPS score minus BS score) in pilot schools and control schools for each indicator. The last 2 columns show in which group the improvement was greater (> if the improvement was greater in pilot schools, < if it was greater in control schools) and the significance level (- means not significant, * for at 5% and ** for at 1%) of the test result.

Table 1.4.2 Summary of Questionnaire Survey Results

Indicators	Data source	PPS-BS		Pilot vs. Control	Significance	
		Pilot	Control			
Input Indicators (8 indicators)						
(1) School Facilities and Infrastructure						
1	School Facilities	Pr	4.60	1.00	>	-
2	Infrastructure	Pr	3.72	-0.38	>	**
3	Teaching Facilities	Pr	10.22	2.57	>	*
4	Science Lab, Math and PC Room	Pr	6.80	2.75	>	-
(2) Parents' Support and SDS Activities						
5/1	Parents' Support	S	0.22	0.14	>	*
5/2	Parents' Support	Pa	0.10	0.10	>	-
5/3	Parents' Support	T	0.34	0.20	>	-
5/4	Parents' Support	Pr	0.32	0.00	>	-
6	SDS Activities	Pr	0.60	-0.13	>	-
7	Parents' Communication with School	Pa	0.12	0.11	>	-
(3) Government Support						
8	Government Support	Pr	0.13	0.00	>	-
Process Indicators (14 indicators)						
(1) Classroom Climate and School Climate						
1/1	Classroom Climate	S	0.29	0.23	>	-
1/1	Classroom Climate	T	0.23	0.06	>	-
1/1	Classroom Climate	Pr	0.61	0.46	>	-
2/1	School Climate	S	0.19	0.06	>	**
2/1	School Climate	T	0.19	0.03	>	-
2/1	School Climate	Pr	0.18	0.16	>	-
(2) School Management and School Activities						
3/1	School Based Management	T	0.20	-0.02	>	-
3/2	School Based Management	Pr	0.13	0.09	>	-

4	School Based Assessment	T	0.33	0.11	>	-
5	Extra Class	Pr	10.48	6.50	>	-
6	Special Class	T	0.46	0.33	>	-
7	Use of Computer	Pr	0.81	0.06	>	-
(3) Science and Maths Teaching and Learning						
8/1	Teaching Method in Maths	S	0.13	0.11	>	-
8/2	Teaching Method in Science	S	0.06	0.01	>	-
8/3	Teaching Method	T	0.14	-0.10	>	**
9/1	Use of Teaching Aids in Maths	S	0.31	0.15	>	**
9/2	Use of Teaching Aids in Science	S	0.21	0.23	<	-
9/3	Use of Teaching Aids	T	0.34	-0.02	>	**
10/1	Evaluation of Maths Class	S	0.12	0.01	>	**
10/2	Evaluation of Science Class	S	0.13	0.05	>	*
11	Evaluation of Science and Maths Teachers	P	0.45	0.28	>	-
(4) Teachers' Satisfaction						
12	Teachers' Motivation and Satisfaction	T	0.10	-0.04	>	-
(5) Parents' Satisfaction						
13/1	Parents' Satisfaction with School	S	0.15	0.00	>	**
13/2	Parents' Satisfaction with School	Pa	0.21	0.09	>	**
14/1	Parents' Satisfaction with Math Education (a)	Pa	+11.1%	-3.1%	>	**
14/2	Parents' Satisfaction with Science Education (a)	Pa	+9.2%	-10.1%	>	**
Output/Outcome Indicators (4 indicators)						
(1) Students' Academic Achievement						
1	AAT	Results are shown in AAT section				
2	National Exam Results	Not applicable to analyse				
(2) Students' Interest and Education Goal						
3/1	Students' Interest in Maths (a)	S	+4.7%	+1.9%	>	**
3/2	Students' Interest in Science (a)	S	+2.4%	-1.1%	>	**
3/3	Students' Interest in Science and Maths	T	0.40	0.12	>	**
4	Students' Education Goal (a)	S	+3.6%	-0.1%	>	**

Resp.: Respondents (Pr for Principal, T for teachers, S for students, Pa for parents)

PPS-BS: Mean difference between PPS result and Baseline Survey

P>C: If the mean (or rate) from Pilot Schools is greater than that from Control Schools.

Significance: If the test result is significant at 1% ** and at 5% * is noted.

(a): The difference between upwards change and downward change

From the above table it is clear that for all the indicators but one (*Use of Teaching Aids in Science*) the improvement was greater in pilot schools than in control schools. Especially, for the indicators in the categories of *Science and Maths Teaching and Learning*, *Parents' Satisfaction*, and *Students' Interest in Science and Maths* and

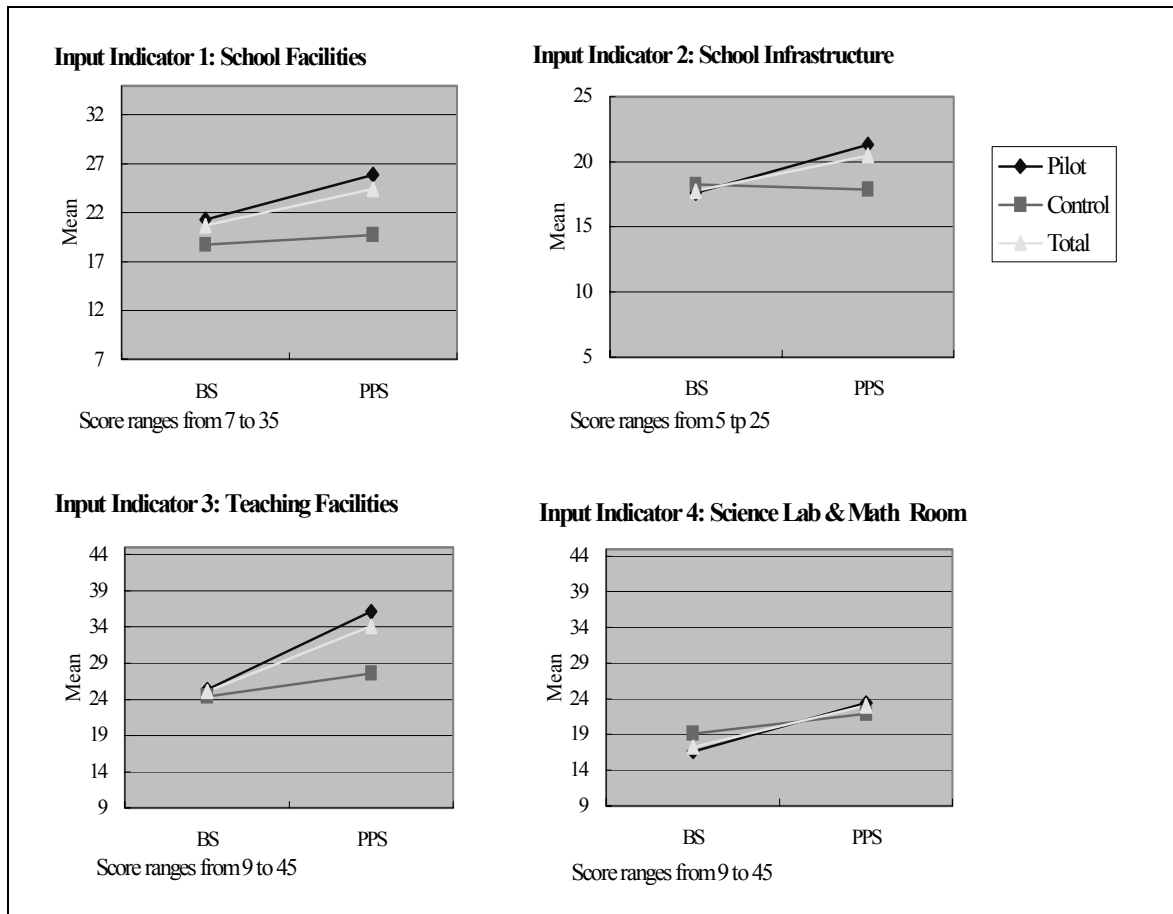
Education Goal, the improvement in pilot schools was significantly larger than that in control schools. The following are the results for each indicator:

1) Input Indicators

a) School Facilities and Infrastructures

The information on the 4 indicators reflecting school facilities and infrastructure were obtained from principals only. Therefore, it is to be noted that the conclusions related to these indicators are based on the opinion of a smaller number of subjects (i.e. 25 pilot schools vs. 8 control schools).

The principal was asked to rate the condition of several items, for example, classroom, toilet for staff, toilet for students, library, teachers' quarters, staff room, and principal's office. These items were considered as the proxies of the *School Facilities*. Each item was scored using the scale ranging from 1 to 5. The total score of all the items were used as the composite score reflecting the indicator⁵ for *School Facilities*.



Source: BS/PPS Survey, JICA Study Team

Figure 1.4.2 Basic Infrastructure and Facility

As shown in the graphs above, the mean total score for each indicator increased at

⁵ Please refer to the Questionnaire (Appendix 3-2) for individual items in each indicator.

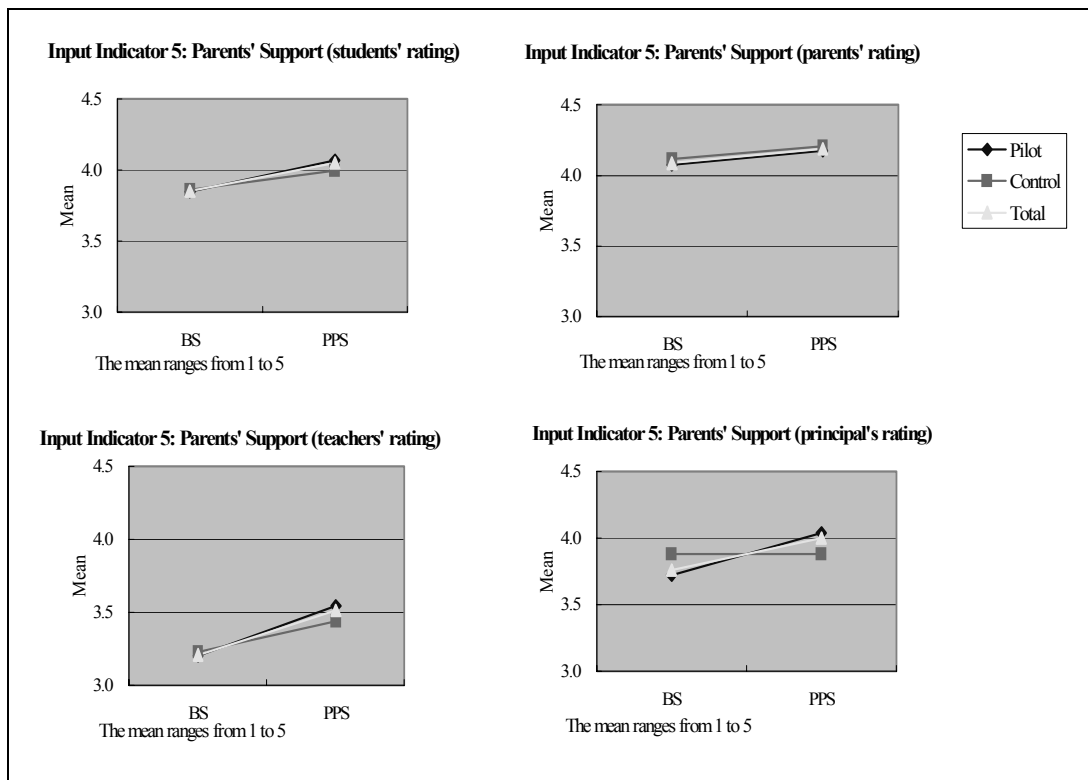
PPS compared with at BS in both pilot and control schools. The mean improvement, however, was greater in pilot schools than control schools for all the 4 indicators. For example, *School Facilities* increased from 21.32 at BS to 25.92 at PPS (+4.60) in pilot schools while the increase was from 18.75 to 19.75 (+1.00) in control schools.

A significantly higher improvement of indicator levels (between BS and PPS) in pilot schools, when compared to control schools, were seen only with indicators for *School Infrastructure* ($p=0.004$) and *Teaching Facilities* ($p=0.027$).

b) Parents' Support and SDS Activities

Parents' Support

Information on the *Parents' Support* was obtained from 4 sources: principals, teachers, students and parents. Respondents were asked to rate several statements concerning parents' support to children and school, using a scale of 1 to 5. The overall mean score of the respective statements was considered as the composite score reflecting the indicator as described in the above sections.



Source: BS/PPS Survey, JICA Study Team

Figure 1.4.3 Parents' Support

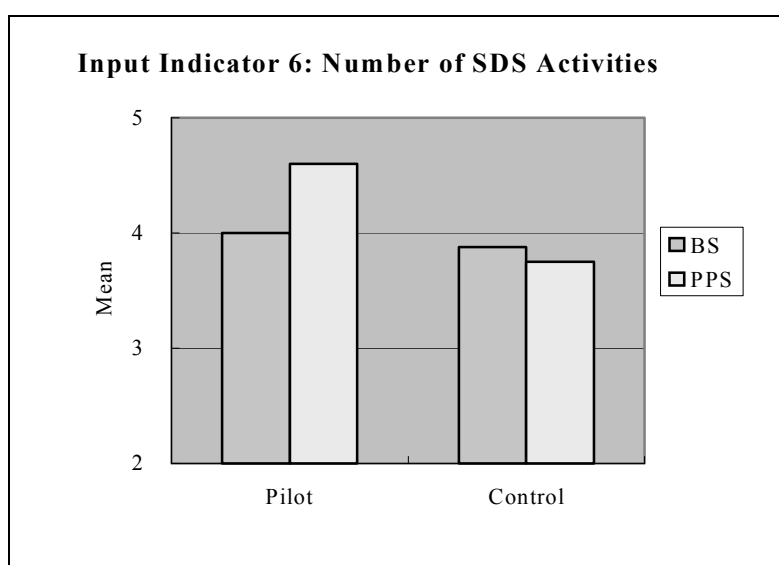
As shown above, all 4 sources confirmed the greater improvement in pilot schools than in control schools. The overall mean score from students showed the increase from 3.85 to 4.07 (+0.22) in pilot schools and from 3.86 to 4.00 (+0.14) in control schools. Though the mean improvement is fairly small in both cases, the difference

of changes between BS and PPS was found to be significant ($p= 0.011$).

Naturally, the parents themselves rated their support at the highest level followed by the students and principals. The teachers rated the parents' support at the lowest level. However, the largest increase was indicated by teachers (+0.34 in pilot schools and +0.20 in control schools).

SDS Activities

Principals were asked whether the SDS was involved in the following 5 activities: 1 school planning; 2 problem solving; 3 cleaning work; 4 improvements of school facilities through community participation; and 5 fund raising. The number of activities was used for the indicator.



Source: BS/PPS Survey, JICA Study Team

Figure 1.4.4 SDS Activities

The mean number of SDS activities increased from 4.0 to 4.6 (+0.6) in the pilot schools and decreased from 3.9 to 3.8 (-0.1) in control schools. The difference, however, was found not significant ($p=0.073$) using Mann-Whitney U Test.

Parents' Communication with School

To develop an indicator reflecting *Parents' Communication with School*, parents were asked to rate some statements concerning their communication with the school using a scale ranging from 1 to 5. The mean score was considered as the proxy indicator for the *Parents' Communication with School*.

There was a slight increase of parents' communication with school in both pilot (+0.12) and control schools (+0.11), whose difference was not significant.

c) Government Support

Each principal was asked to rate the support of ISA, Teacher Centre, Divisional Education Office, Zonal Education Office, Provincial Education Office, and Central

Ministry of Education, using a scale from 1 to 5. These statements were considered as the proxies for the indicator for *Government Support*. As in the above indicators, the overall mean score was used as the measure of *Government Support*.

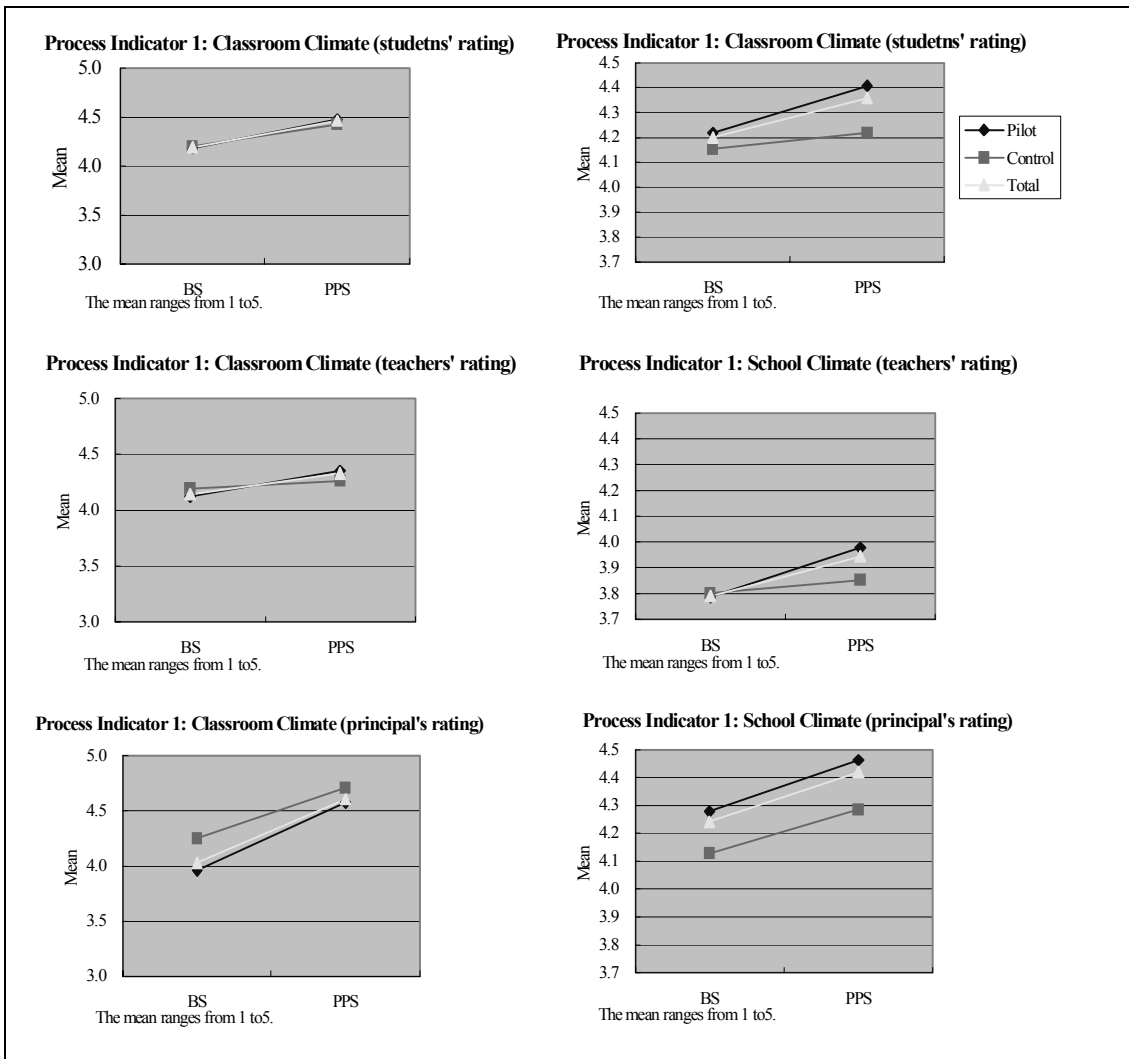
The Government Support increased slightly from 3.70 to 3.83 (+0.13) in pilot schools and it remained the same at 3.19 in control schools. The difference however was not significant ($p=0.715$).

2) Process Indicator

a) Classroom Climate and School Climate

Information on the *Classroom Climate* and *School Climate Indicators* were obtained from 3 sources; principals, teachers and students, respectively. Respondents were asked to rate several statements concerning classroom situation and school situation using a scale from 1 to 5. The statements under *Classroom Climate* include “Students are well disciplined (for principal)”, “Students are eager to attend your class (for teachers)”, “I feel that our teachers treat us fairly and honestly (for students)”, etc. The statements under *School Climate* include “All teachers have good opportunities to develop their professional activities (for principal)”, “All staff are happy to work in your school (for teachers)”, “I like this school (for students)”, etc. The overall mean score were used as the final proxies for the respective indicator.

Only marginal increases were observed in both pilot and control schools according to the reporting of all 3 sources. The increase was higher in pilot schools from all three sources. The change of the indicator reflecting school climate was significantly higher in the pilot schools when compared to control schools ($p<0.0005$).



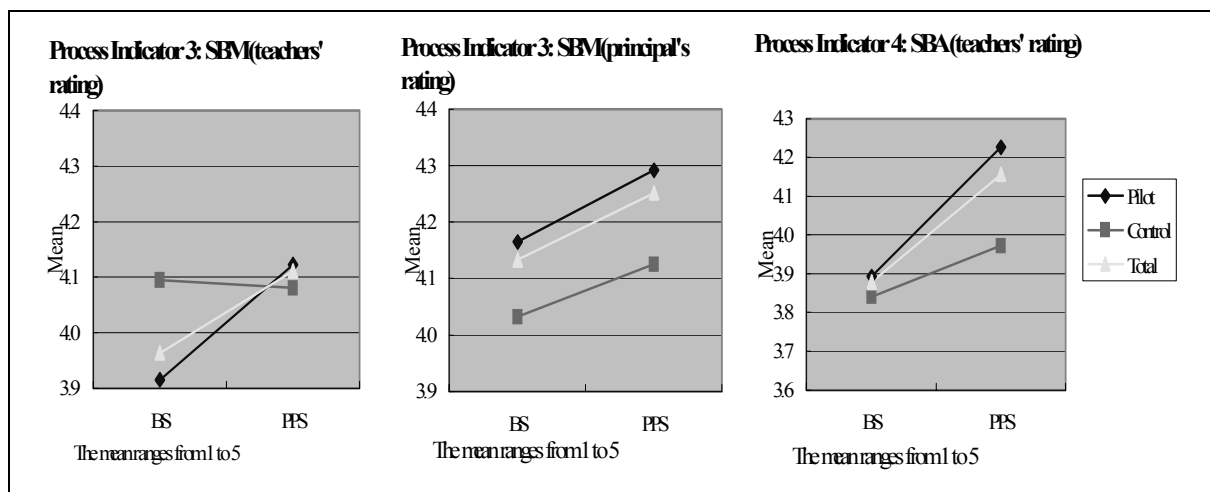
Source: BS/PPS Survey, JICA Study Team

Figure 1.4.5 Classroom Climate and School Climate

b) School Management and School Activities

SBM (School Based Management) and SBA (School Based Assessment)

Information on the *SBM Indicator* was obtained from principals and teachers while that on the *SBA Indicator* was obtained only from teachers. Respondents were asked to rate several statements concerning practice of school management and school-based assessment, using a scale from 1 to 5. The overall mean score was used in the comparisons.



Source: BS/PPS Survey, JICA Study Team

Figure 1.4.6 SBM and SBA

SBM Indicator, rated by teachers, increased from 3.92 to 4.12 (+0.20) in pilot schools and it decreased from 4.10 to 4.08 (-0.02) in control schools. However, according to the principal, the indicator increased slightly both in pilot schools (+0.13) and control schools (+0.09). The pilot schools' greater improvement was, however, not significant in both cases.

SBA Indicator increased slightly in both pilot and control schools; +0.33 in pilot schools and +0.11 in control schools. Greater improvement by pilot schools was not significant ($p=0.064$).

Extra Class



Source: BS/PPS Survey, JICA Study Team

Figure 1.4.7 Extra Class

Some schools organize extra class outside their normal school hours to supplement their study, especially for the preparation of national examinations. The weekly hours that school is conducting extra class for grade 5, 11 and 13 was obtained by principals. It increased from 13.40 to 23.88 hours (+10.44 hours) in pilot schools

while the increase in control schools was from 11.00 to 17.50 hours (+4.10 hours), though no significant difference was found using Mann-Whitney U Test.

Special Class

To develop an indicator of *Special Class*, teachers were asked to rate their special activities such as special class for slow-learners and fast-learners and extra class, using a scale from 1 to 5. The overall mean score was used as the proxy of the indicator. The indicator increased in both pilot and control schools. The increase was slightly greater in pilot schools (+0.46) than control schools (+0.33).

Use of Computer

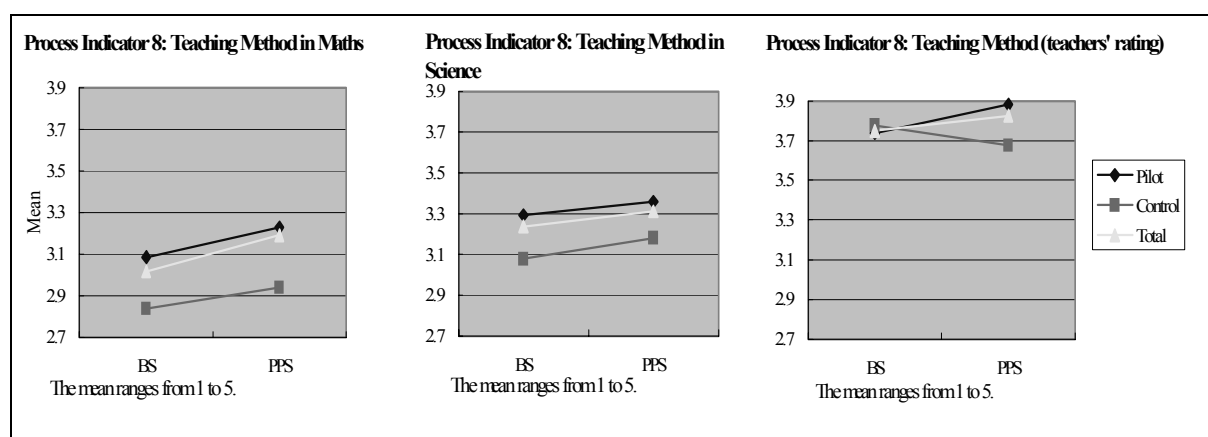
Principals were asked to rate the use of computer in the field of school management, teaching maths, teaching science, teaching English, and internet and e-mail, using a scale from 1 to 5. The mean score was used for the indicator.

The number of schools with at least one working computer increased from 14 to 25 in pilot schools and it remained 4 (out of 8) in control schools. The indicator for the use of computer improved +0.81 in the 14 pilot schools and +0.07 in 4 control schools.

c) Science and Maths Teaching and Learning

Teaching Method and Use of Teaching Aids in Science and Mathematics

Information related to the Indicators of *Teaching Method* and *Use of Teaching Aids* were obtained from students and teachers. Students were asked to rate the practice of teaching method and use of teaching aids in science and maths class separately while teachers were asked to rate the teaching method and the use of teaching aids of their own class (primary school subject, science or math), using the scale from 1 to 5. The mean score was used for the indicator.



Source: BS/PPS Survey, JICA Study Team

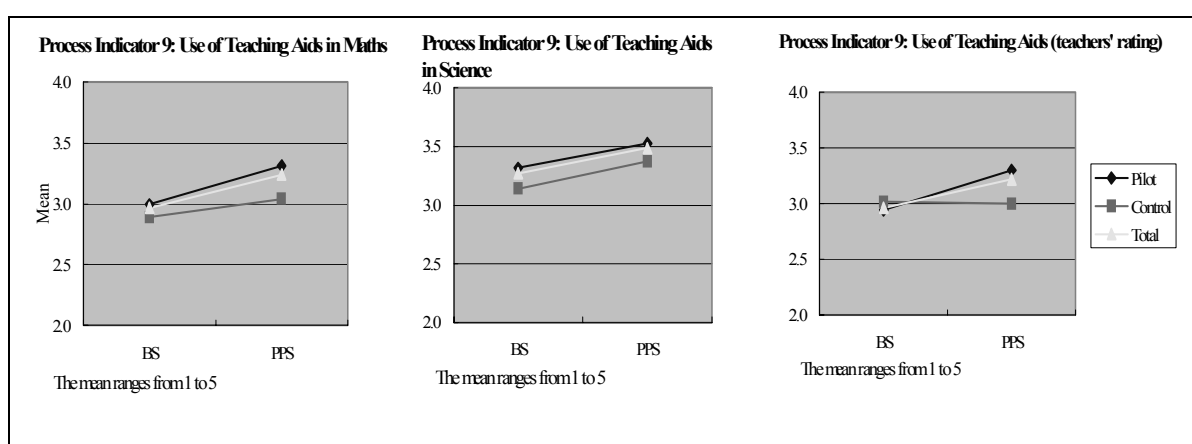
Figure 1.4.8 Teaching Method in Science and Maths

Both in science and maths subjects the students' value of the indicator of *Teaching Method* increased slightly more in pilot schools than control schools. The change of

the mean score was higher in science than in maths both in pilot schools and control schools.

The same indicator based on teachers increased slightly in pilot schools (+0.14) and decreased slightly in control schools (-0.10). Improvement in pilot schools was found significantly greater ($p=0.001$).

The Indicator reflecting the *Use of Teaching Aids* increased in science and math both in pilot and control schools. The increase was higher for maths in pilot schools whereas science was higher in control schools. For maths the pilot schools' increase was higher than control ($p<0.0005$). The control schools' increase in science was not significant ($p=0.408$).

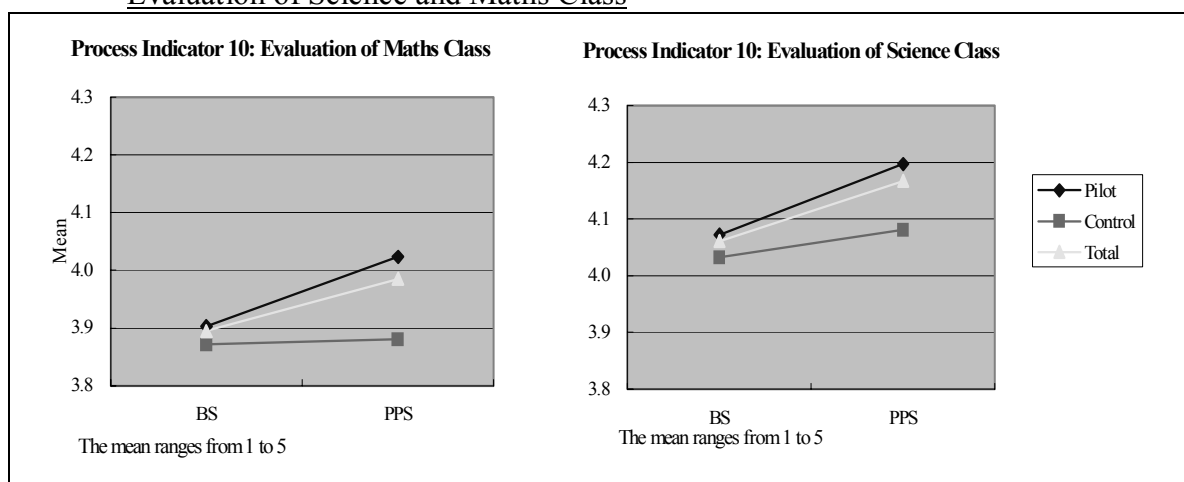


Source: BS/PPS Survey, JICA Study Team

Figure 1.4.9 Use of Teaching Aids in Science and Maths

The same indicator rated by teachers improved in pilot schools (+0.36) while it decreased in control schools (-0.02). The difference was significant ($p<0.0005$).

Evaluation of Science and Maths Class



Source: BS/PPS Survey, JICA Study Team

Figure 1.4.10 Evaluation of Science and Maths Class

Students were asked to evaluate their science and maths class on different aspects such as clarity of teacher's explanation, teachers' effort to make the class interesting, etc. using a scale from 1 to 5. The overall mean score was used as the proxies of the evaluation of maths and science.

The Indicator reflecting the *Use of Teaching Aids* increased in science and math both in pilot and control schools. The increase was higher for maths in pilot schools whereas science was higher in control schools. For maths the pilot schools' increase was higher than control ($p < 0.0005$). The control schools' increase in science was not significant ($p = 0.408$).

The Indicator reflecting the *Use of Teaching Aids* increased in science and math both in pilot and control schools. The increase was higher for maths in pilot schools whereas science was higher in control schools. For maths the pilot schools' increase was higher than control ($p < 0.0005$). The control schools' increase in science was not significant ($p = 0.408$).

The mean score for evaluation of maths class increased from 3.9 to 4.0 (+0.1) in pilot schools and from 3.87 to 3.88 (+0.01) in control schools. The greater improvement in pilot schools was found significant ($p = 0.002$). For the science class, the increase was from 4.07 to 4.20 (+0.13) in pilot schools and from 4.03 to 4.08 (+0.03) in control schools. The greater improvement in pilot schools was found significant ($p = 0.011$).

Evaluation of Science and Math Teachers

Principals were asked to evaluate science and maths teachers on different aspects using a scale from 1 to 5. The overall mean score was considered as the indicator. The mean score increased from 4.03 to 4.48 (+0.45) in pilot schools and from 3.64 to 3.92 (+0.28) in control schools though the difference was not significant ($p = 0.496$).

d) Teachers' Satisfaction

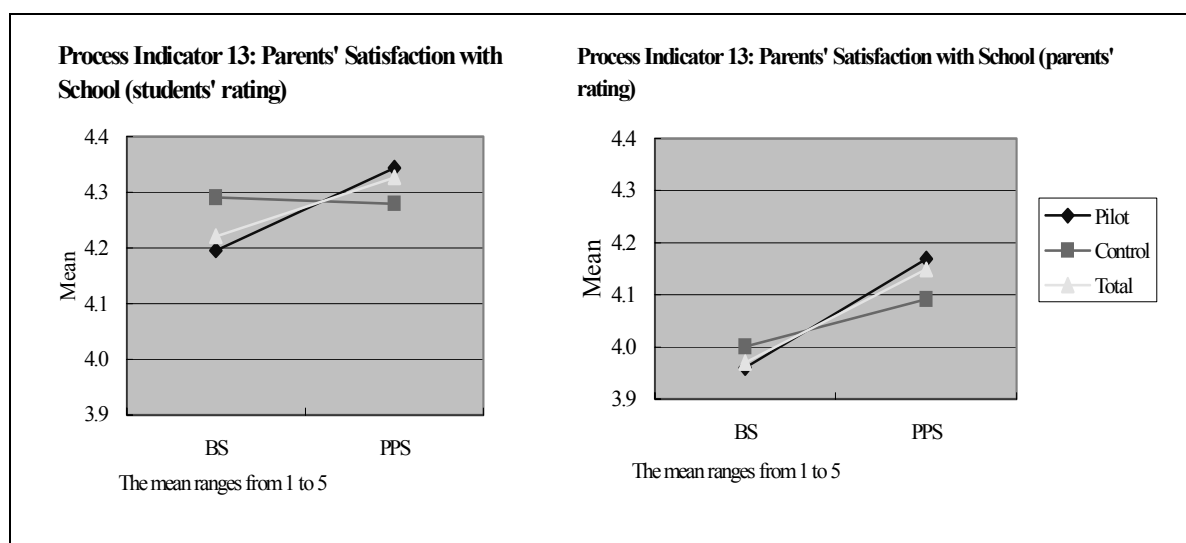
Teachers were asked to rate 9 statements regarding their enthusiasm and satisfaction in teaching and with the school, using a scale from 1 to 5. The overall mean score was used for the indicator.

The mean score increased slightly in pilot schools (+0.09) while decreased slightly in control schools (-0.04). The improvement, however, was not found significant ($p = 0.107$).

e) Parents' Satisfaction

Parents' Satisfaction with School

Information for the indicator of the Parents' Satisfaction with School was obtained from students and parents' themselves. Respondents were asked to rate parents' satisfaction on different aspects on school and their children using a scale from 1 to 5. The overall mean score was used for the indicator.



Source: BS/PPS Survey, JICA Study Team

Figure 1.4.11 Parents' Satisfaction with School

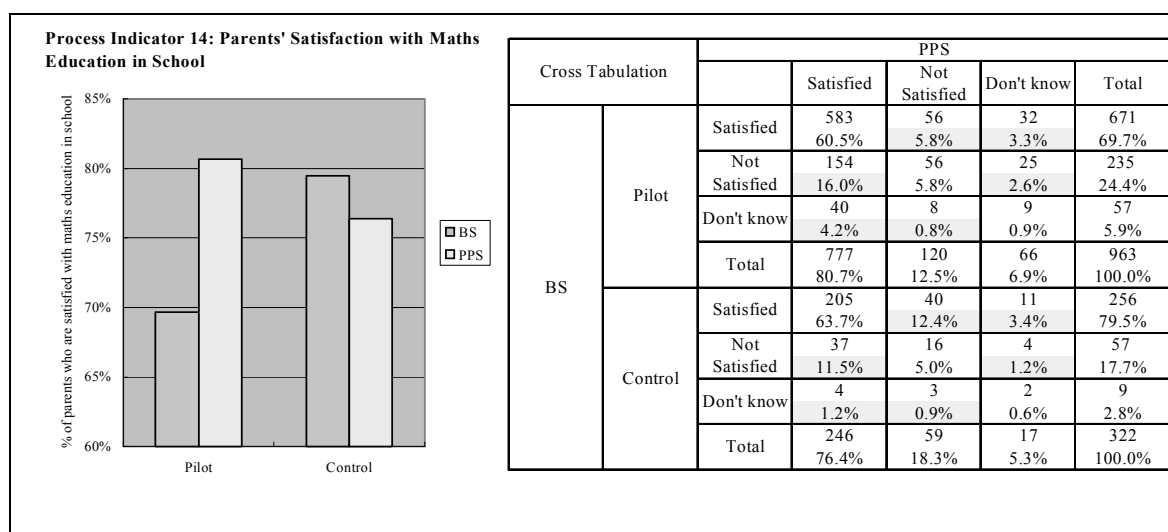
The mean score by students increased from 4.20 to 4.34 (+0.15) in pilot schools and decreased slightly from 4.29 to 4.28 (-0.01) in control schools. The mean score by parents increased from 3.96 to 4.17 (+0.21) in pilot schools and from 4.00 to 4.09 (+0.09) in control schools. These differences were found significant in both cases, $p < 0.0005$ and $p = 0.002$, respectively. The mean score was higher by the students than parents both at BS and PPS.

Parents' Satisfaction with Maths and Science Education in School

Parents were also asked if they were satisfied with science and maths education in the school. The response was selected from “satisfied”, “not satisfied”, and “don’t know”. These responses were assumed to reflect an arbitrary ordinal rating. If one rates as “satisfied” it was considered as the most desirable response followed by the rating “not satisfied”. The rating “don’t know” was considered as the worst response as those who selected this response was assumed as those who were not aware of the situation to form their opinion.

As shown in the graph below, the percentage of parents who were satisfied with the maths education increased from 69.7% at BS to 80.7% at PPS in pilot schools, while in control schools the percentage decreased from 79.5% to 76.4%.

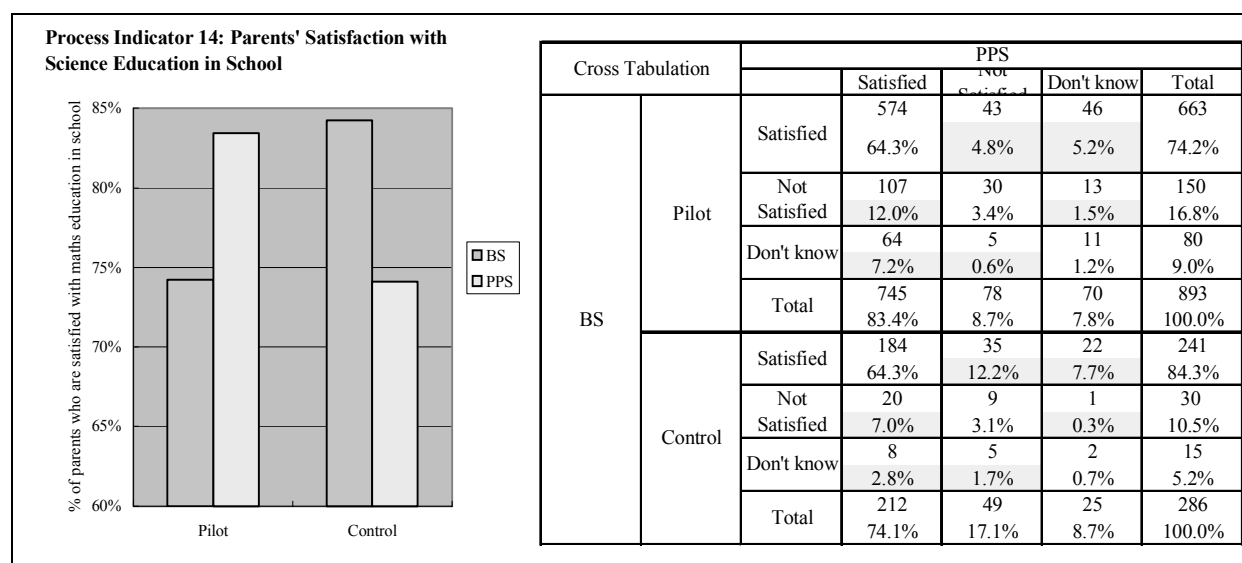
In pilot schools the parents who answered as “not satisfied” or “don’t know” at BS and who answered satisfied at PPS (upward change) accounts for 20.2% while those who answered as “satisfied” at BS but answered as “not satisfied” or “don’t know” at PPS (downwards change) were 9.1%. In control school the upward change was 12.7% and the downwards change was 15.8%. In pilot schools more parents changed their opinion upwards than downwards while in control schools the change was reverse.



Source: BS/PPS Survey, JICA Study Team

Figure 1.4.12 Parents' Satisfaction with Maths Education in School

The changes of these discordant pairs were tested using Wilcoxon Signed Rank Test (assuming the responses reflect an ordinal scale as described above). In pilot schools the upward change was found significantly greater than downwards change ($p < 0.0005$) while the downward change in control schools were not significant ($p = 0.123$).



Source: BS/PPS Survey, JICA Study Team

Figure 1.4.13 Parents' Satisfaction with Science Class in School

The percentage of parents who were satisfied with science education was increased from 74.2% at BS to 83.4% at PPS in pilot schools while it decreased from 84.3% to 74.1% in control schools.

For the discordant pairs, upward change was 19.2% and downward change was 10.0% in pilot schools. In control schools the upward change was 9.8% and

downward change was 19.9%. Thus more upward change in pilot schools and more downward change in control schools just like for maths education.

The changes of these discordant pairs were tested using Wilcoxon Signed Rank Test (assuming the responses reflect an ordinal scale as described above). The upward change in pilot schools was found significantly greater than downward change in pilot schools ($p=0.001$) while the downward change in control schools were also significantly larger than the upwards change ($p=0.004$).

3) Output/Outcome Indicators

a) Student Academic Achievement Test⁶

Pass Rate of National Examination (Grade 5 Scholarship, O-Level and A-Level Examinations) were collected from principals. As the Pilot Project took place from August 2003 to August 2004, the period covered by the Project before the examination (whose results were available at the time of PPS, August 2004) was only 4 months till Grade 5 Scholarship⁷ and O-Level Examinations, which were held in December 2003. The A-Level Examination was held in April, 2004, thus the Project covered about 8 months⁸.

The pass rate of Grade 5 scholarship examination (2000-2003), O-Level *science* and *mathematics* examination (2001-2003), and A-Level *physics*, *chemistry*, *biology* and '*combined mathematics*' examinations (2001-2004) were shown in the BS/PPS Survey Result Summary Sheet in Appendix 3-3 The comparison of the results before and during (or after) the Pilot Project did not indicate improvement.

b) Students' Interest and Education Goal

Students' Interest in Maths and Science:

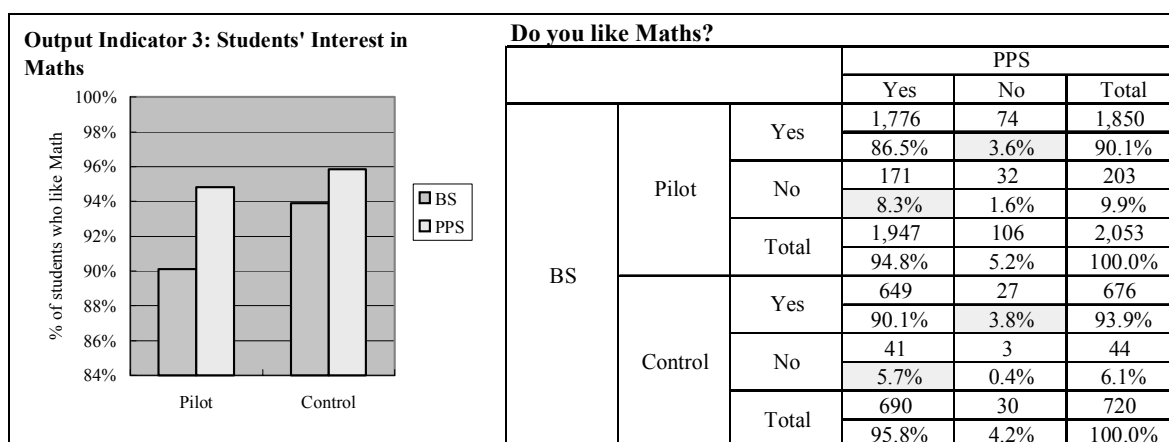
Students were asked if they like Mathematics. The percentage of students who answered that they liked mathematics was 90.1% at BS and 94.8% at PPS in pilot schools. The percentage in control schools was 93.9% at BS and 95.8% at PPS. The increase was 3.7% in pilot schools and 1.9% in control schools.

In pilot schools, the proportion of students who answered that they did not like Mathematics at BS and answered they liked Mathematics at PPS (upward change) was 8.3%, and the downwards change was 3.6% in pilot schools. In the control schools the upward change was 5.7% and downward change was 3.8%.

⁶ The results of AAT was discussed in the previous section.

⁷ G5 Scholarship Examination normally takes place in August. However, due to flood disaster in 2003 the exam was postponed till December 2003.

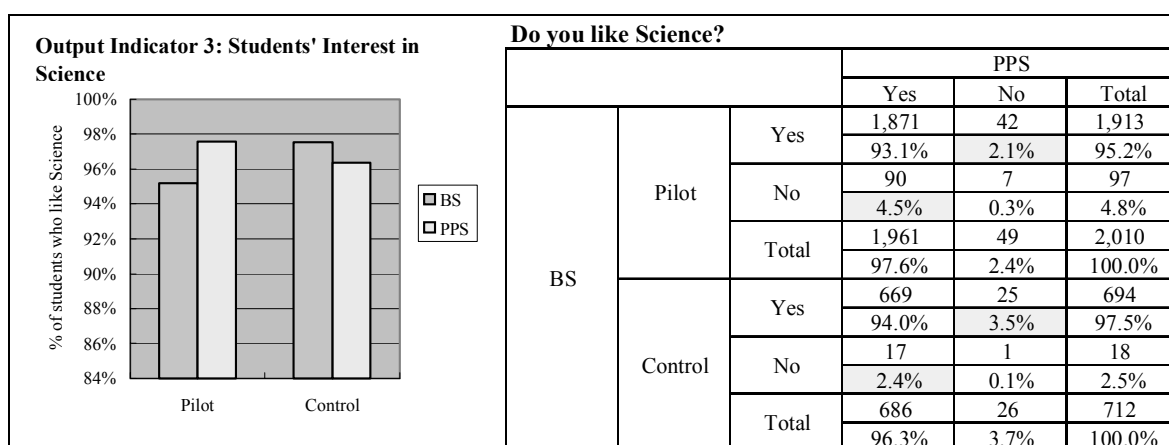
⁸ The first 4 months of the Pilot Project focused more on infrastructure and facility improvement and improvement of school management than science and mathematics. After the Model Experiment Workshop at NIE in January 2004, more emphasis was given to science and mathematics improvement. Thus, the project naturally cannot influence the results of Grade 5 Scholarship Exam and O-level Exam. The results of Grade 5 Scholarship Examination conducted in August 2004 and O-Level Examination which will be conducted in December 2004, needs to be analysed to assess the impact of Pilot Project.



Source: BS/PPS Survey, JICA Study Team

Figure 1.4.14 Students' Interest in Maths

A stratified analysis was carried out between responses of the students from pilot and control schools using McNemar chi square test. The difference in the pilot schools was found statistically significant (pilot $p < 0.0005$) though that in control schools was not ($p = 0.114$).



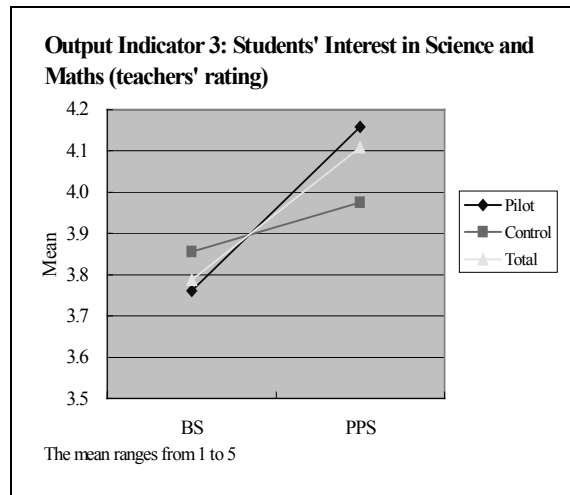
Source: BS/PPS Survey, JICA Study Team

Figure 1.4.15 Students' Interest in Science

Students were also asked if they liked Science. The percentage of students who liked Science increased from 95.2% to 97.6% (+2.4%) in pilot schools though it decreased from 97.5% to 96.3% (-1.2%) in control schools. The upward change was 4.5% and downward change was 2.1% in pilot schools. In the control schools the upward change was 2.4% and downward change was 3.5%.

From the McNemar chi square test, the difference seen in pilot school was found significant ($p < 0.0005$) while that in control schools was not significant ($p = 0.280$).

Teachers were also asked to rate several statements relating students' interest in mathematics and science using a scale from 1 to 5. The mean score was used for the indicator.



Source: BS/PPS Survey, JICA Study Team

Figure 1.4.16 Students' Interest in Science and Maths

The mean score increased from 3.76 to 4.16 (+0.40) in pilot schools and from 3.86 to 3.98 (+0.11) in pilot schools. Greater improvement in pilot schools was found significant at $p=0.005$.

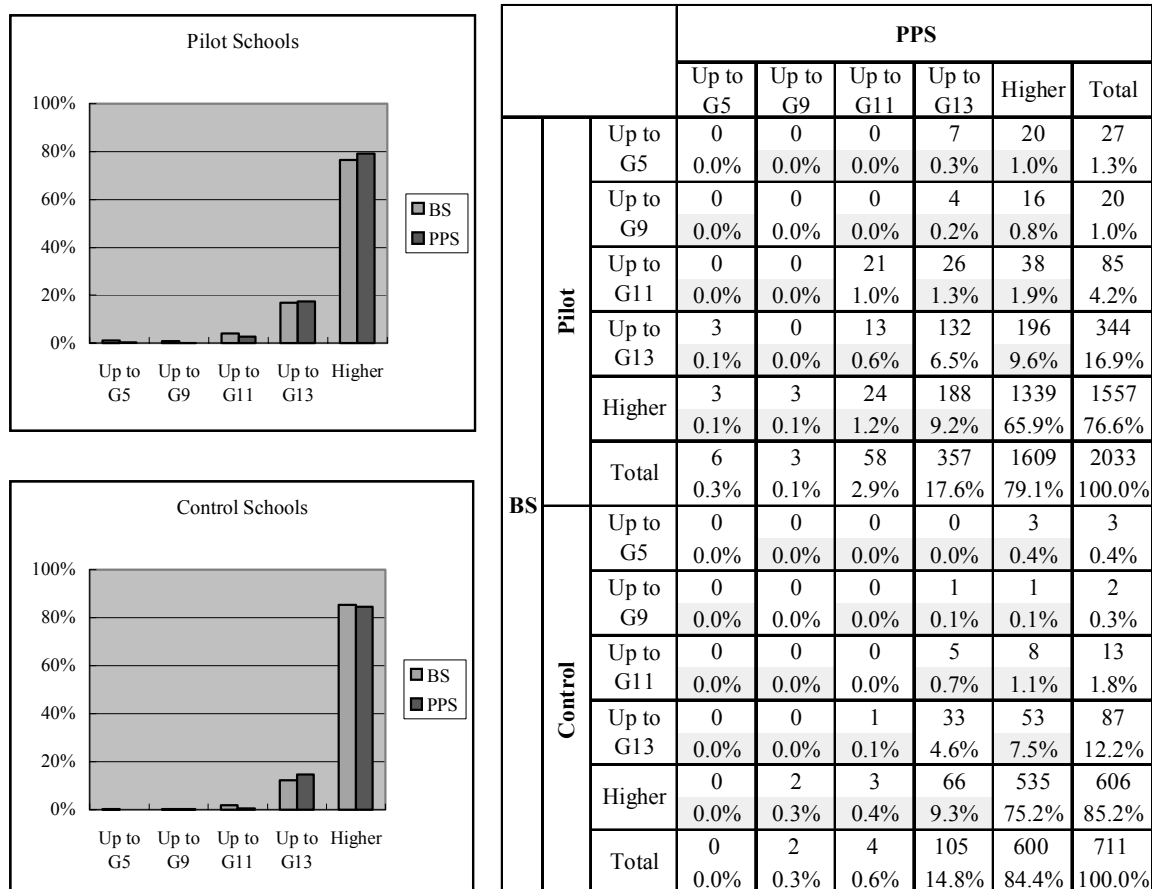
Students' Education Goal:

Students were asked up to which level they would like to study; up to grade 5, up to grade 9, up to grade 11, up to grade 13, and higher. In pilot schools the percentage of students who wanted to study higher level was 71.6% at BS and 78.8% at PPS (+6.2%). In the control schools it was 78.5% at BS and 83.5% at PPS (+5%).

When looking at the individual change given at BS and at PPS it shows that the majority of the students in both pilot schools (73%) and control schools (80%) had not changed their goals. Those who set goals at a higher level (upward change) and at lower level (downward change) at PPS than at BS are found in both groups. The proportion of these upward change and downward change was tested between pilot and control groups and found their distributions were different ($p=0.001$).

There was not much difference between pilot and control groups with respect to the proportion of students with downward change (11.5% for pilot and 10.1% for control groups). However, a larger proportion of students in the pilot schools (15%) had upward change than in control schools (10%). Therefore, the Pilot Project seems to have small but distinctive positive impact on the students' education goals.

Output Indicator 4: Students' Education Goal (Students' rating)



Source: BS/PPS Survey, JICA Study Team

Figure 1.4.17 Students' Educational Goal

4) Additional Questions

Additional questions try to assess the effect of the Pilot Project by comparing ratings obtained from pilot and control schools. Similar questions were given to principals, teachers, students and parents. The responses are measured on an ordinal rating scale and the comparison is between two sets of ratings given by two groups, i.e. pilot schools and control schools, not the difference between BS and PPS ratings in pilot and control schools. Therefore, a non-parametric test (Pearson chi-square test) was used to determine whether there was a significant difference between the two groups.

a) Results

Table 1.4.3 shows the summary results of the additional questions.

Table 1.4.3 Summary Results of Additional Questions

Questions	No. of Valid Cases	Test Value	df	Asymp. Sig	Significance
(1) Students' liking to attend school					
1 Principal's rating	33	4.595	2	0.100	-
2 Teachers' rating	186	34.738	4	<0.0005	**
3 Students' rating on their personal liking	2,982	14.041	4	0.007	**
4 Students' rating for classmates' liking	2,981	56.675	4	<0.0005	**
5 Parents' rating	1,341	1.740	5	0.884	-
(2) Principal's enthusiasm and commitment					
1 Principal's own rating	33	5.192	2	0.075	-
2 Teachers' rating	185	20.976	3	<0.0005	**
3 Student's rating	2,979	83.966	4	<0.0005	**
4 Parents' rating	1,335	1.280	5	0.937	-
(3) Teachers' enthusiasm and commitment					
1 Principal's rating	33	10.341	3	0.016	*
2 Teachers' rating on their personal enthusiasm	186	26.981	3	<0.0005	**
3 Teachers' rating on teachers' enthusiasm in general	186	48.716	3	<0.0005	**
4 Student's rating on teachers' interest in improving school	2,978	190.574	4	<0.0005	**
5 Parents' rating on teachers' enthusiasm or commitment in general	1,341	2.124	5	0.832	-
(4) Parents' enthusiasm in school					
1 Parents' own rating	1,330	3.150	5	0.677	-
(5) Students' liking for science and mathematics					
1 Principal's rating on students' liking for science and maths	33	9.339	2	0.009	**
2 Teachers' rating on students' liking for science and maths	186	39.335	3	<0.0005	**
3 Students' rating on their liking for science	2,975	11.315	4	0.023	*
4 Students' rating on their liking for maths	2,961	5.995	4	0.200	-
5 Parents' rating on students' liking for science and maths	1,339	6.770	5	0.238	-
(6) Students' understanding in science and mathematics					
1 Principal's rating on students' ability and competence in science and maths	33	8.311	2	0.016	*
2 Teachers' rating on students' ability and competence in science and maths	186	10.058	4	0.039	*
3 Students' rating on their understanding in science	2,975	45.976	4	<0.0005	**
4 Students' rating on their understanding in maths	2,959	31.064	4	<0.0005	**
5 Parents' rating on students' ability and competence in science and maths	1,339	9.093	5	0.105	-
(7) Teachers' teaching ability					
1 Principal's rating on teachers' general teaching ability or skills	33	10.333	2	0.006	**

	Questions	No. of Valid Cases	Test Value	df	Asymp. Sig.	Significance
2	Teachers' rating on their general teaching ability or skills	186	38.615	2	<0.0005	**
3	Principal's rating on teachers' ability in teaching science	33	8.242	2	0.016	*
4	Teachers' rating on teachers' ability in teaching science	185	50.320	2	<0.0005	**
5	Students' rating on teachers' skills in teaching science	2,973	94.260	4	<0.0005	**
6	Principal's rating on teachers' ability in teaching maths	33	10.529	2	0.005	**
7	Teachers' rating on teachers' ability in teaching maths	183	59.199	2	<0.0005	**
8	Students' rating on teachers' skills in teaching maths	2,966	79.386	4	<0.0005	**
(8) Use of teaching facilities						
1	Principal's rating	33	22.981	3	<0.0005	**
2	Teachers' rating	186	70.480	4	<0.0005	**
3	Students' rating	2,418	313.422	4	<0.0005	**
4	Parents' rating	1,331	186.087	5	<0.0005	**
(9) Contribution to quality education from a changed school environment						
1	Principal's rating	33	6.502	2	0.039	*
2	Teachers' rating	185	75.081	3	<0.0005	**
3	Students' rating	2,408	258.471	4	<0.0005	**
4	Parents' rating	1,331	60.308	5	<0.0005	**
(10) Contribution to quality education from good school management						
1	Principal's rating	33	5.818	2	0.055	-
2	Teachers' rating	185	51.423	4	<0.0005	**
3	Students' rating	2,407	224.767	4	<0.0005	**
4	Parents' rating	1,329	49.789	5	<0.0005	**
(11) Contribution to quality education from good teaching materials						
1	Principal's rating	33	5.825	2	0.054	-
2	Teachers' rating	185	74.991	3	<0.0005	**
3	Students' rating	2,418	309.794	4	<0.0005	**
4	Parents' rating	1,336	112.571	5	<0.0005	**

Test Value: Test value of Pearson Chi-square test

df: degree of freedom

Asymp. Sig.: Asymptotic Significance

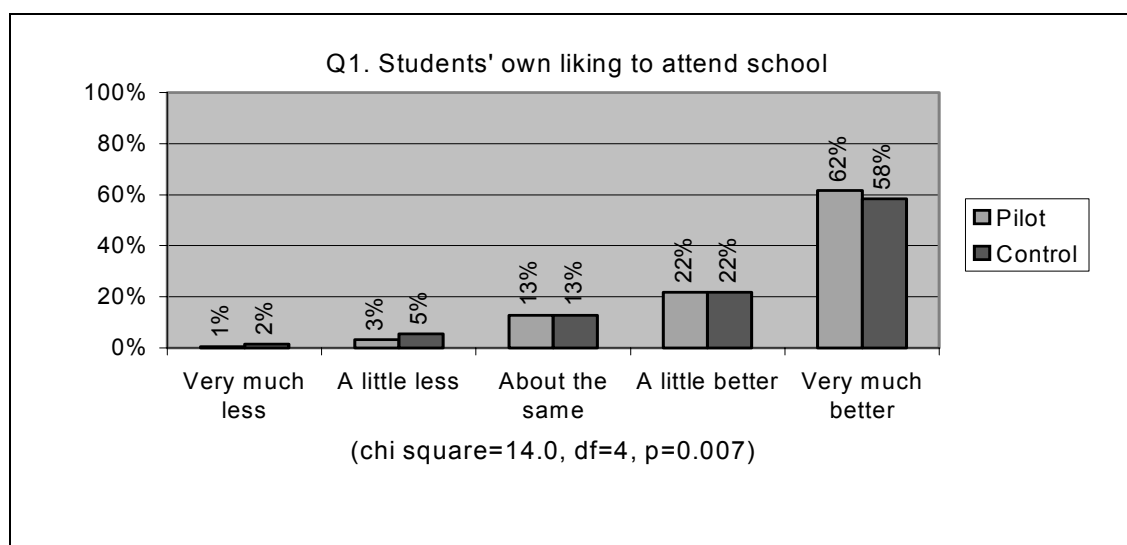
Significance: If the test result is significant at 1% ** and at 5% * is noted.

From the above table, it is clear that in most cases (38 out of 49 questions) there is a significant difference between pilot and control schools. Especially, the difference on the questions on teachers' teaching ability, use of teaching facilities, and contribution to quality education from a changed school environment was confirmed by all sources. It is also seen that the degree of correspondence between relative improvements reported by teachers and students is very high. There is less

consistency with the rating given by parents. It is assumed that parents are less aware of what happens in the school and classroom. Principals are too few in number for statistical test to demonstrate significance.

Since the students' responses are the most relevant, in the sense that they are the primary beneficiaries of the Pilot Project, the result of each question reported by students is analysed below. The responses of other groups are used to validate or to clarify the opinions expressed by students. The results of all additional questions are included in Appendix 3-5.

Question 1: Students' own enthusiasm and liking to attend school



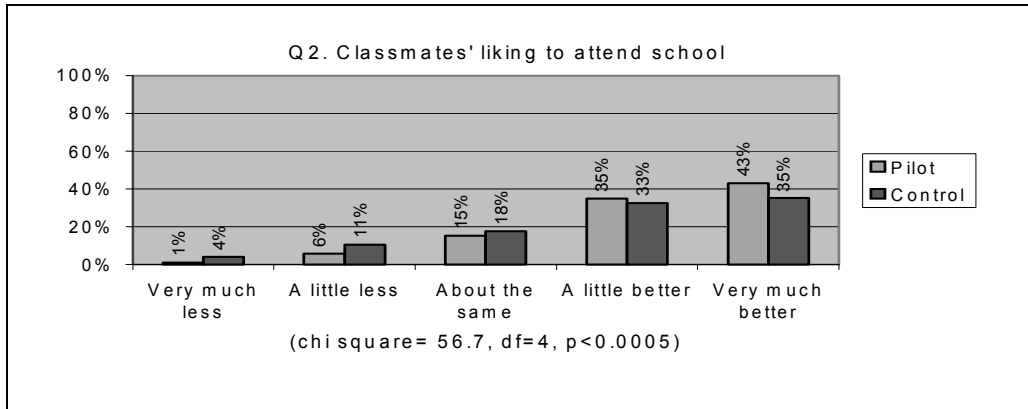
Source: BS/PPS Survey, JICA Study Team

Figure 1.4.18 Students' Own Liking to Attend School

Both in pilot and control schools, the majority of students responded positively. There was a slightly larger ratio of students with positive response and a smaller ratio of negative response in pilot schools than in controls schools. Though the difference seems marginal from the graphs, the two groups are found significantly different (p=0.007).

The tendency for respondents to give a 'desirable' response, especially when asked about themselves, is well recognised. Thus, it was felt that the first question may not show even a real difference that existed in the two groups because students would want to give what they guessed was a good image of themselves. A second question of asking them how their classmates liked school, was included as it was more likely to give an accurate picture of the reality.

Question 2: Classmates' enthusiasm and liking to attend school

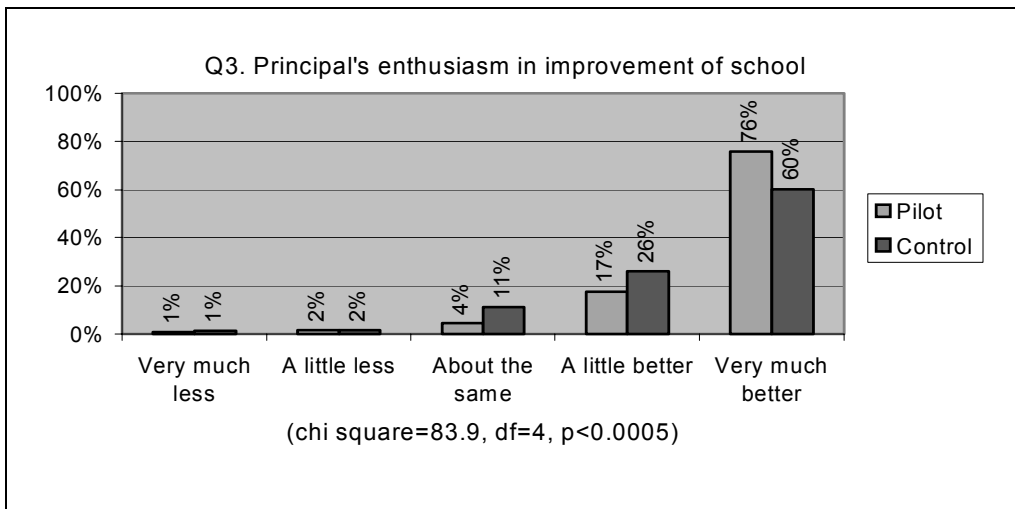


Source: BS/PPS Survey, JICA Study Team

Figure 1.4.19 Classmates' Liking to Attend School

When reporting the liking or enthusiasm of others, the tendency to present what they believe to be the most desirable response is less. Question 2 shows a clear difference between the two groups, at a high level of significance ($p < 0.0005$). Students in the pilot schools seem to have clearly improved in their level of enthusiasm and liking for the school. Teachers reporting confirms, by a large margin ($p < 0.0005$), the increase of students' liking and enthusiasm for the school.

Question 3: Principal's enthusiasm and liking for improvement of school



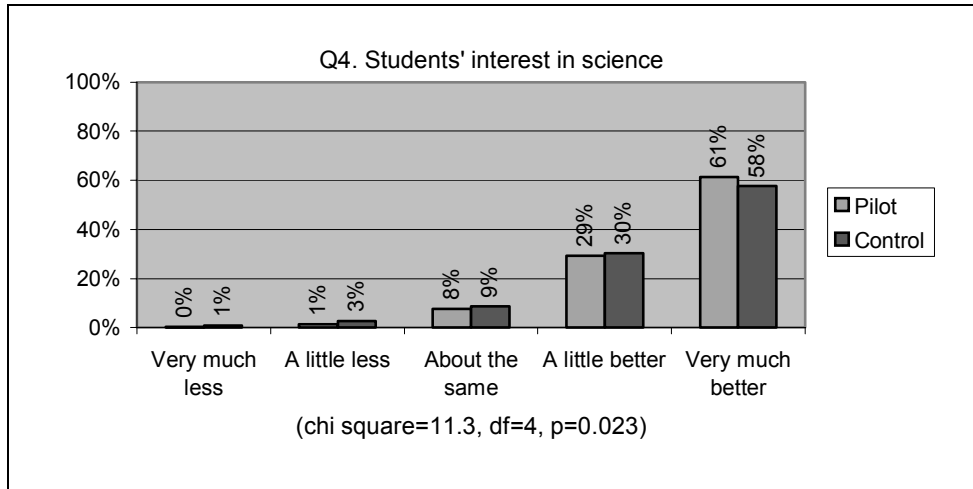
Source: BS/PPS Survey, JICA Study Team

Figure 1.4.20 Principal's Enthusiasm in Improvement of School

An important factor to the development of the school is the principal's interest and enthusiasm. The difference was found at high level of significance ($p < 0.0005$). The ratio of students who reported positively was larger in pilot schools. Principals also reported their own enthusiasm. The sample number of principals is too small (33 in total) to meaningfully apply tests of significance. Parents do not report a significant increase but a significantly large number of teachers report an increase in the

principal's level of interest and enthusiasm ($p < 0.0005$).

Question 4: Students' interest or liking for science

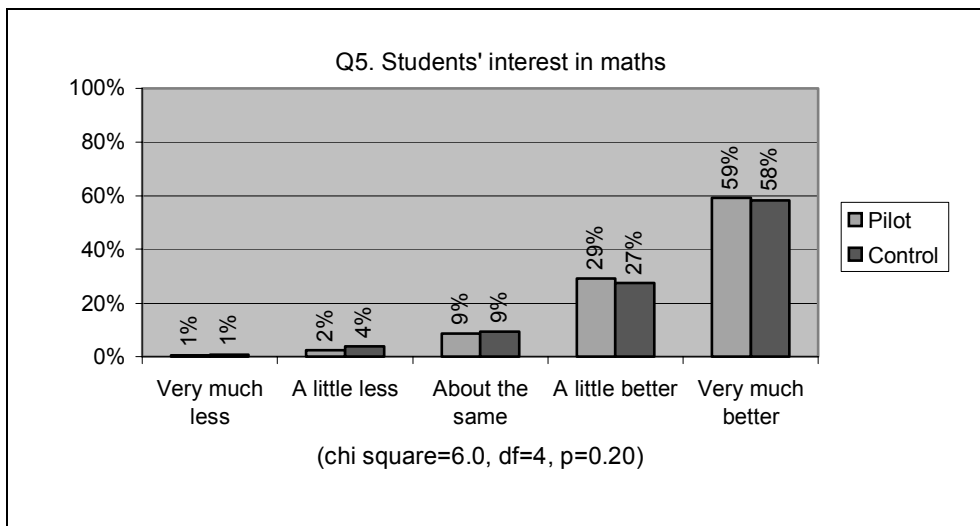


Source: BS/PPS Survey, JICA Study Team

Figure 1.4.21 Students' Interest in Science

A large increase in interest in science is reported in both pilot and control schools (90% and 88%, respectively). The pilot schools show larger ratio of students with positive response and smaller ratio of students with negative response compared with the control schools. The difference between the two groups was found significant ($p = 0.023$).

Question 5: Students' interest and liking for maths



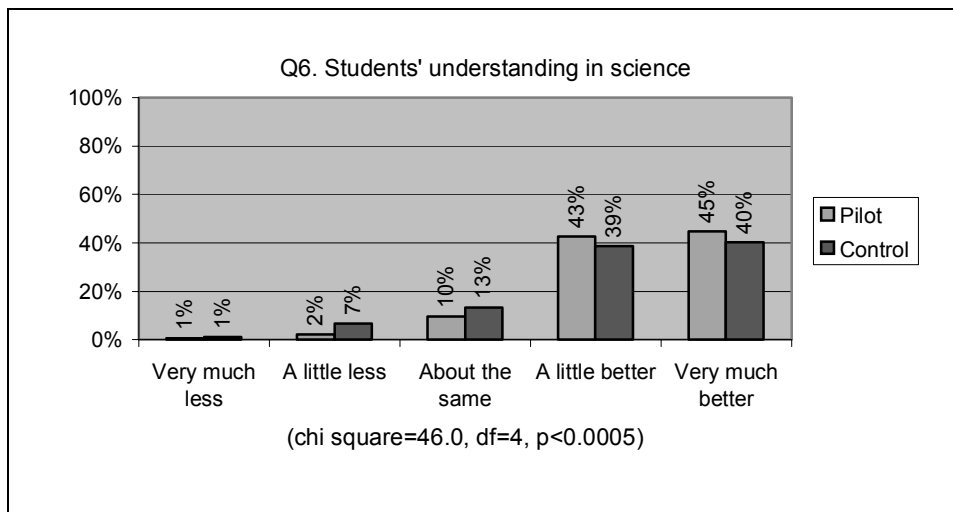
Source: BS/PPS Survey, JICA Study Team

Figure 1.4.22 Students' Interest in Maths

As with science, the improvement in interest in mathematics reported by students is high in both pilot and control schools (88% and 85%, respectively). The difference is not significant.

Improvement in students' interest in science and mathematics, reported by teachers, shows a huge increase, and the difference from control schools is highly significant ($p < 0.0005$).

Question 6: Students' understanding in science

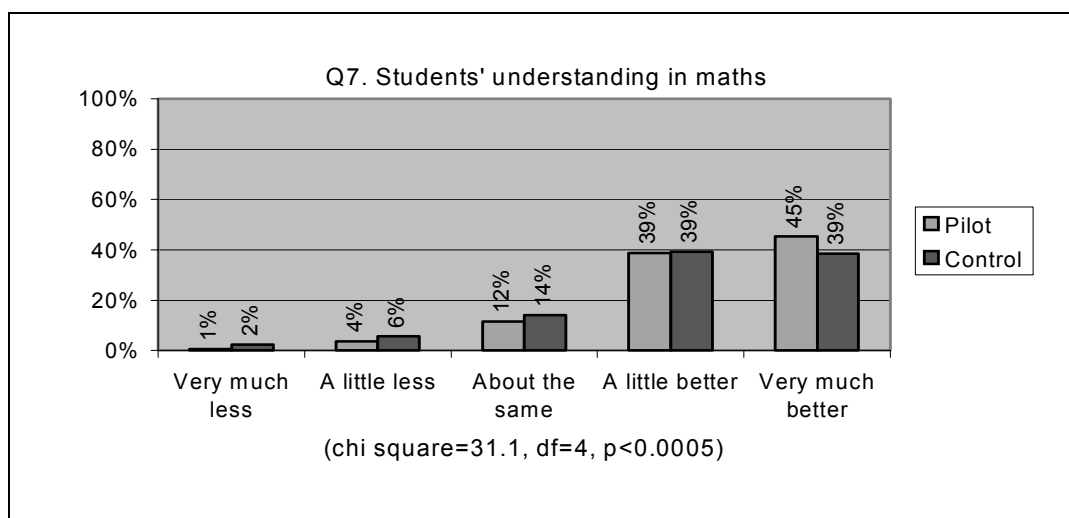


Source: BS/PPS Survey, JICA Study Team

Figure 1.4.23 Students' Understanding in Science

In both pilot and control, the improvement in understanding science is reported. The ratio of students with positive response is larger and that with negative response is smaller in pilot schools. The difference between the two groups was found significant ($p < 0.0005$).

Question 7: Students' understanding in maths



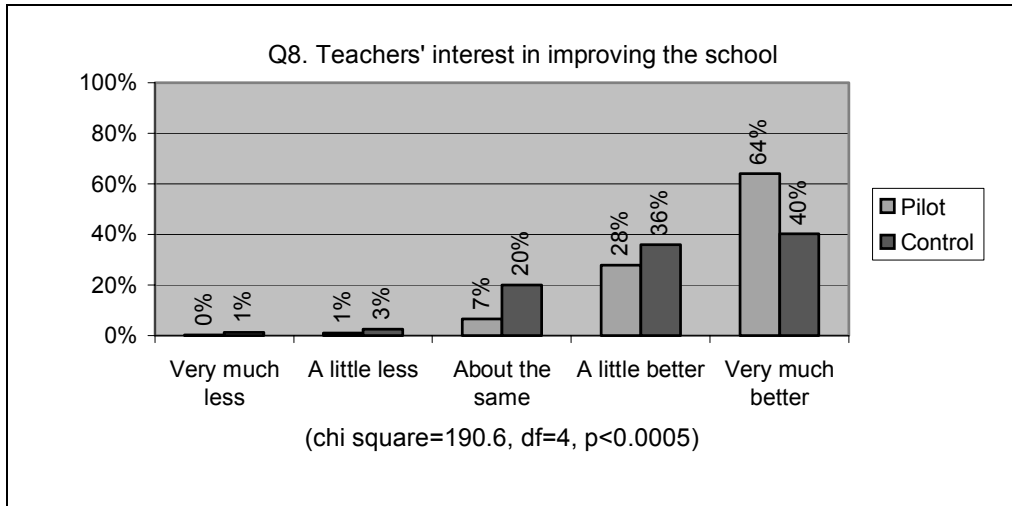
Source: BS/PPS Survey, JICA Study Team

Figure 1.4.24 Students' Understanding in Maths

The difference between the two groups was found significant ($p < 0.0005$). From the

graph it is clear that the pilot schools have a larger ratio of students with positive response and a smaller ratio of students with negative responses compared with the control schools. Reports of principals and teachers in pilot schools show also a significantly higher score for students' ability in science and mathematics compared to control schools. Thus the students' responses are confirmed by corroborative reports from others.

Question 8: Teachers' interest in improving the school

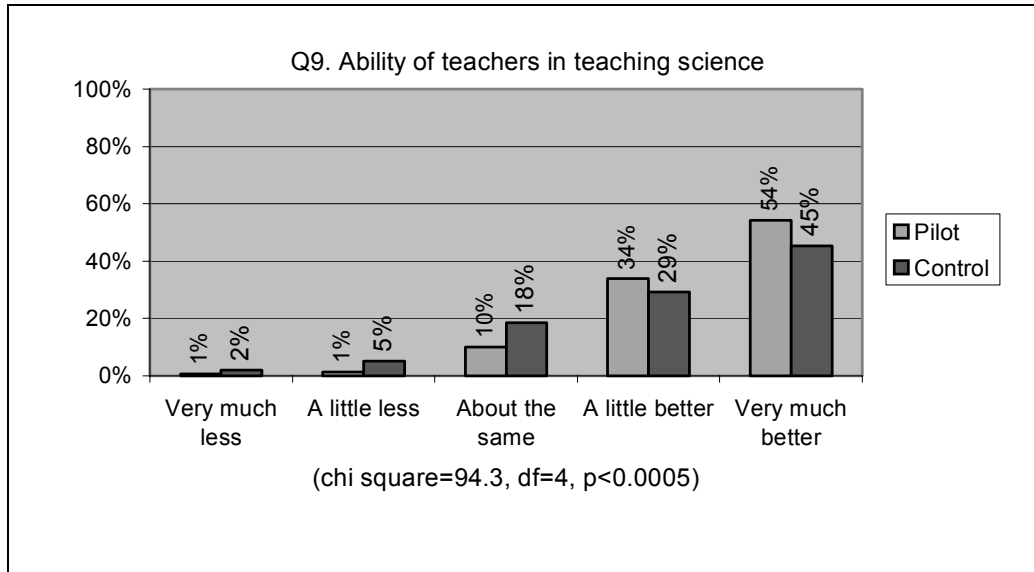


Source: BS/PPS Survey, JICA Study Team

Figure 1.4.25 Teachers' Interest in Improving School

The difference here, on the interest of teachers in improving the school, is very large and highly significant. Large differences on teachers' enthusiasm are reported by teachers too, relating to both the interest and enthusiasm of the teaching staff generally, and their own personal improvement.

Question 9: Ability of teachers in teaching science

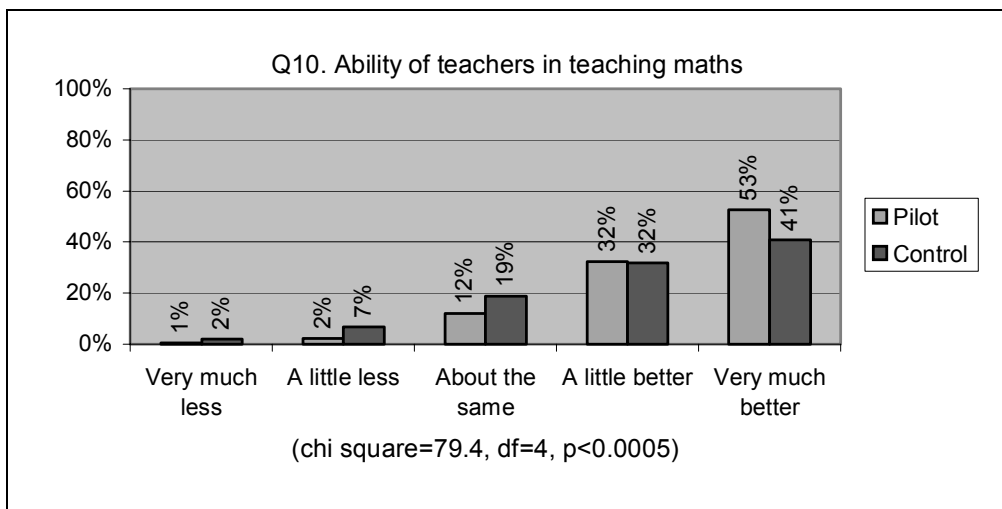


Source: BS/PPS Survey, JICA Study Team

Figure 1.4.26 Teachers’ Ability in Teaching Science

The difference in the two groups was found significant ($p < 0.0005$). From the graph, it is clear that the ratio of positive response is much larger and that of negative response is smaller in the pilot schools compared with the control schools. It is assumed that there was a significant improvement in teachers’ ability in teaching mathematics. It is also confirmed by teachers’ reporting.

Question 10: Ability of teachers in teaching mathematics

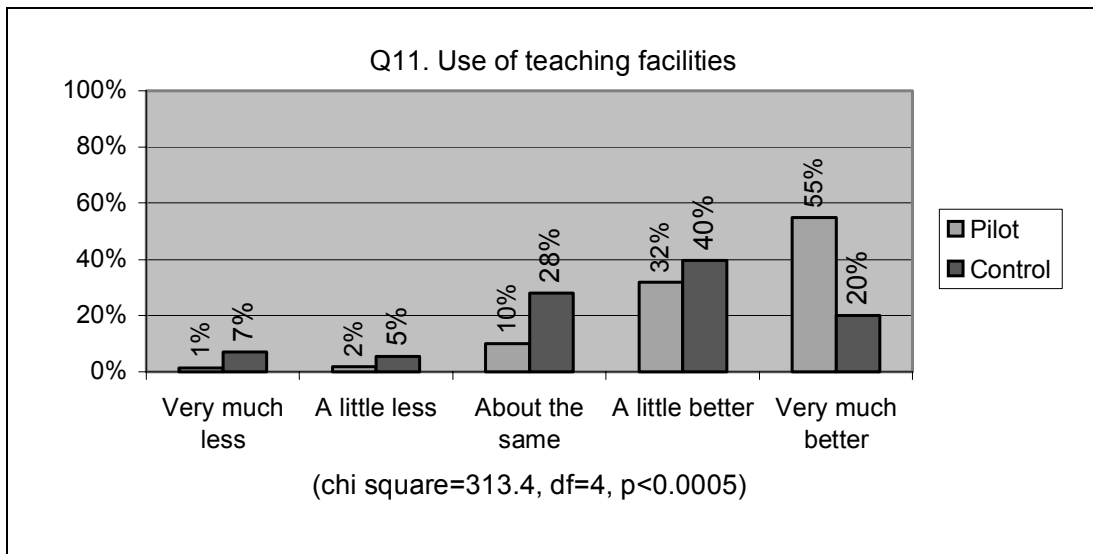


Source: BS/PPS Survey, JICA Study Team

Figure 1.4.27 Teachers’ Ability in Teaching Maths

As in the previous question, there is a significant difference between the two groups ($p < 0.0005$). In pilot schools there was a substantial improvement in teachers’ ability in teaching mathematics. It is also confirmed by teachers’ reporting.

Question 11: Use of teaching facilities

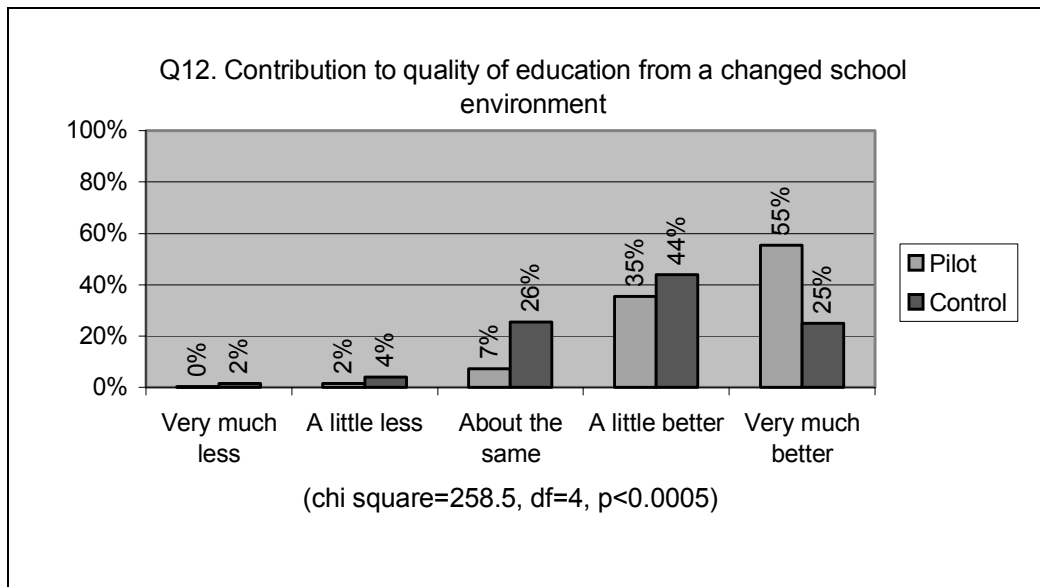


Source: BS/PPS Survey, JICA Study Team

Figure 1.4.28 Use of Teaching Facilities

There is a large difference between pilot schools and control schools. The improvement in use of teaching facilities is significant in pilot schools.

Question 12: Contribution to quality education from a changed school environment



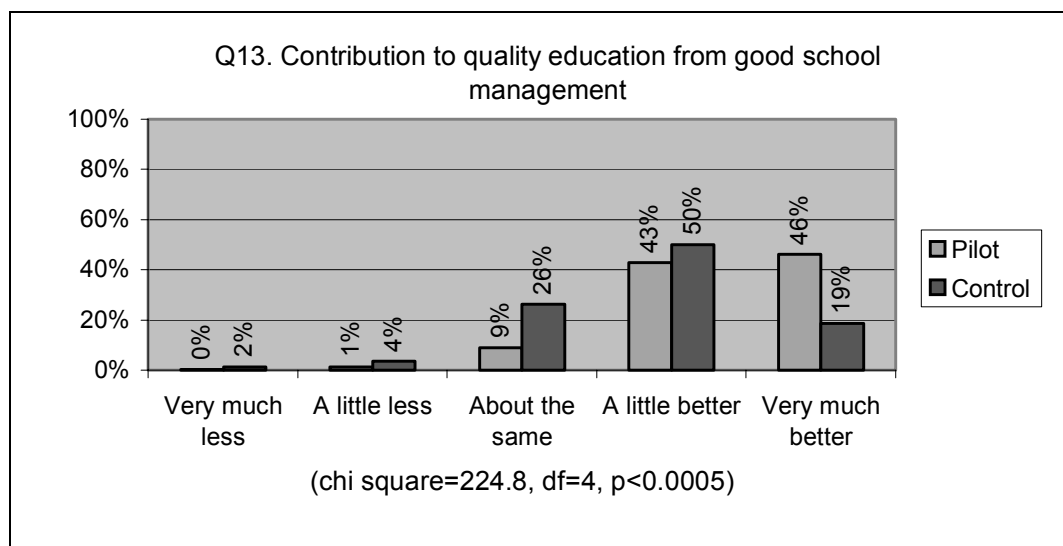
Source: BS/PPS Survey, JICA Study Team

Figure 1.4.29 Contribution to Quality Education from a Changed School Environment

A change of the overarching ‘culture’ of the school is a fundamental underlying contributor to progress. The reported difference on such a happening is much greater in the pilot schools. This factor, along with the next two, comes through as among the

biggest reported comparative improvements. All other categories of respondents also confirm this finding.

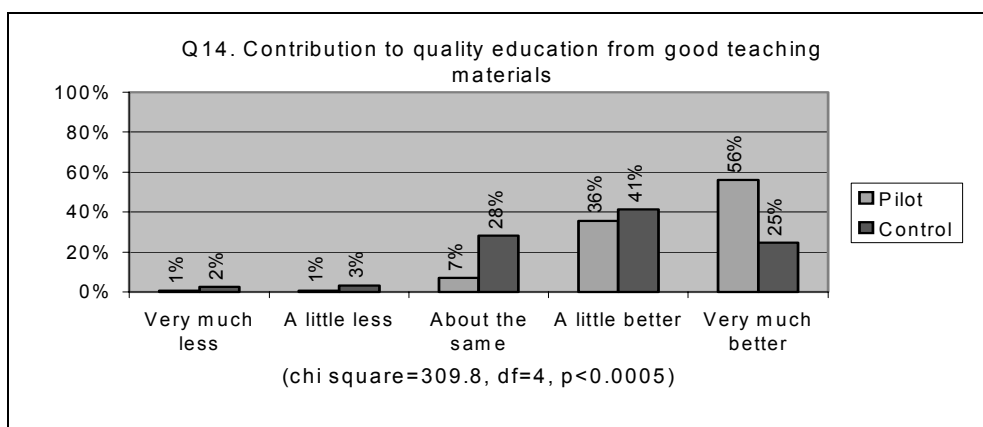
Question 13: Contribution to quality education from a changed school management system



Source: BS/PPS Survey, JICA Study Team

Figure 1.4.30 Contribution to Quality Education from a Changed School Management

Question 14: Contribution to quality education from good teaching materials



Source: BS/PPS Survey, JICA Study Team

Figure 1.4.31 Contribution to Quality Education from Good Teaching Materials

Improvement because of the provision of good education materials is in the same order of magnitude as the previous two items. The reported differences are again very large, and are similar in the responses by teachers and parents.

b) Findings

- The differences between pilot and control schools are statistically significant in all but one item, i.e. interest in mathematics. Among the significant items, all but one, i.e. interest in science, are significant at less than 0.0005 probability of

chance variation. Interest in science too is significantly higher in pilot schools, at a chance probability of less than 0.05.

- In most cases, reported improvements in pilot schools are much higher than that in control schools. Thus, they demonstrate not only statistically significant impact but a meaningful impact on quality of education.
- Three questions stand out as showing an enormous difference in responses from pilot and control schools. The questions ask about the contribution to a better quality of education from: (a) a change in the school environment; (b) a change in the school management system; and (c) a change in better educational materials. These relate to the underlying or structural factors addressed through this project. And the responses show that these have changed more than other less fundamental matters.
- The next highest differences are in enthusiasm and interest of teachers and principal and then in the ability of teachers or their skill in teaching. The greatest changes being in the fundamental contributors to better teaching/learning augurs well for sustained benefits from the project.

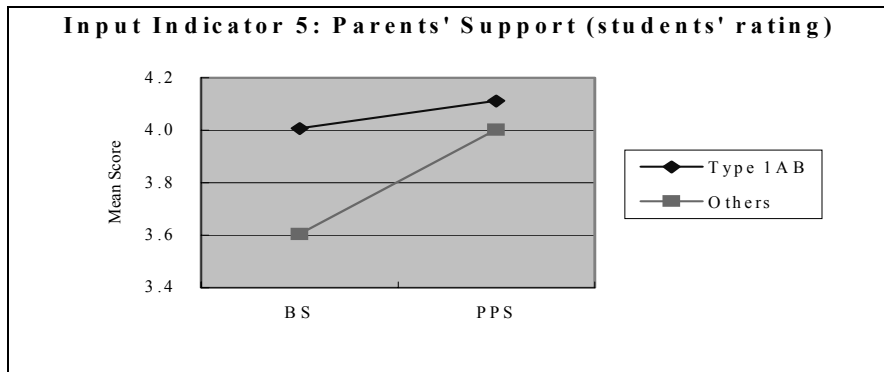
(2) Comparisons among Pilot Schools

1) Comparison by School Type

Among the 25 pilot schools, 11 schools are Type 1AB schools, of which 9 schools are National Schools. The rest are 4 Type 1C schools, 7 Type 2 schools, and 3 Type 3 schools. In general, Type 1AB schools, which have science and mathematics stream for A-level students, are better equipped in terms of human and physical resources and attract more academically oriented students. Thus, the impact of the Pilot Project may be different in Type 1AB schools (11) and non-Type 1AB schools (14). The following are the comparisons of indicators, which are derived from students' questionnaires, between these two groups.

a) Input Indicators

The only input indicator which derived from student's questionnaire was *Parents' Support*. As shown below, though the mean score was higher in Type 1AB schools both at BS and PPS, the increase of mean score was larger in non-1AB schools (+0.398) than in Type 1AB schools (+0.105).



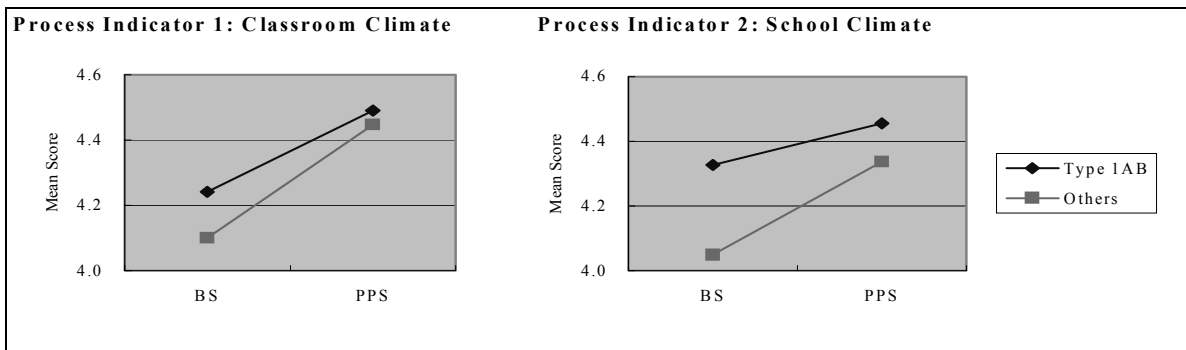
Source: BS/PPS Survey, JICA Study Team

Figure 1.4.32 Parents' Support by School Type

The mean of individual changes between BS and PPS was significantly larger in non-1AB schools ($p < 0.0005$).

b) Process Indicators

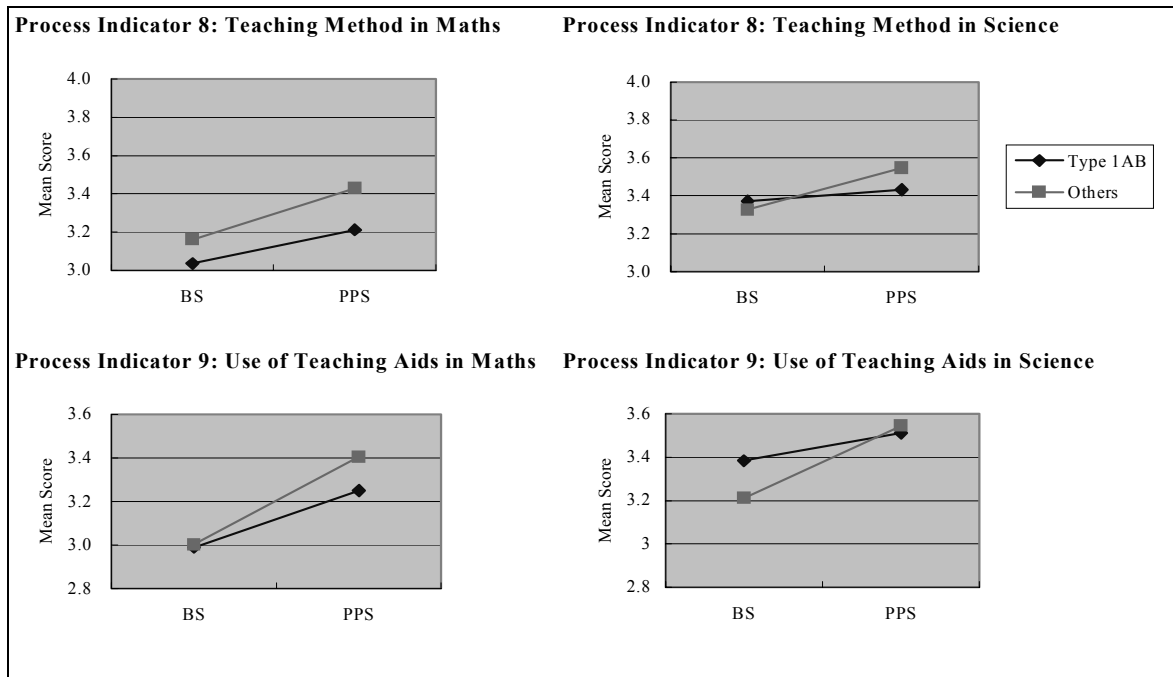
As shown below, the mean score for *Classroom Climate* and *School Climate* increased more in non-Type 1AB schools, though the mean score is higher in Type 1AB schools. The mean of individual changes in non-Type 1AB schools was significantly larger than that in Type 1 AB schools ($p = 0.004$ and $p < 0.0005$, respectively).



Source: BS/PPS Survey, JICA Study Team

Figure 1.4.33 Classroom Climate and School Climate by School Type

Similarly the increases of mean score for *Teaching Method in Maths and Science* and *Use of Teaching Aids in Maths and Science* were all higher in non-Type 1AB schools, as shown below. Further the mean score at PPS was higher in non-Type 1AB schools in all 4 indicators.

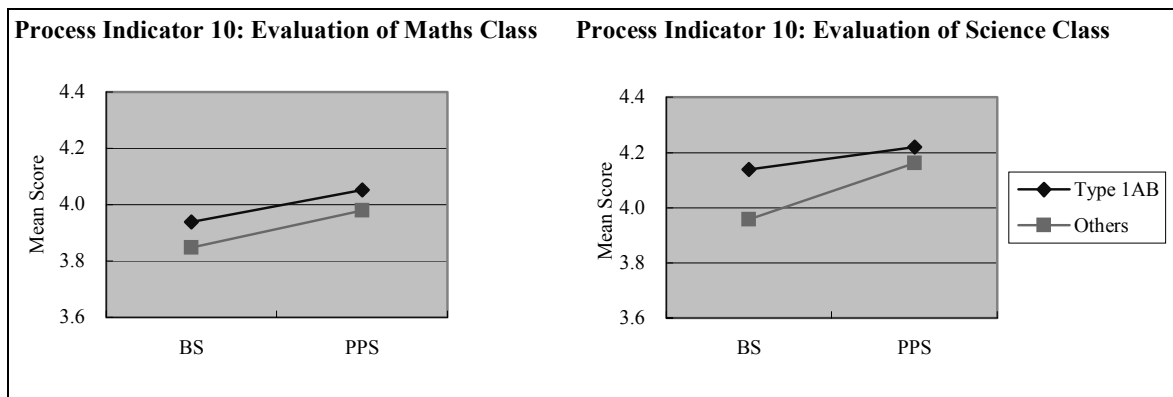


Source: BS/PPS Survey, JICA Study Team

Figure 1.4.34 Teaching Method and Use of Teaching Aids in Science and Maths by School Type

For the latter three indicators, the mean increase was significantly larger in non-Type 1AB schools ($p < 0.0005$) while *Teaching Method in Maths* was not ($p = 0.077$).

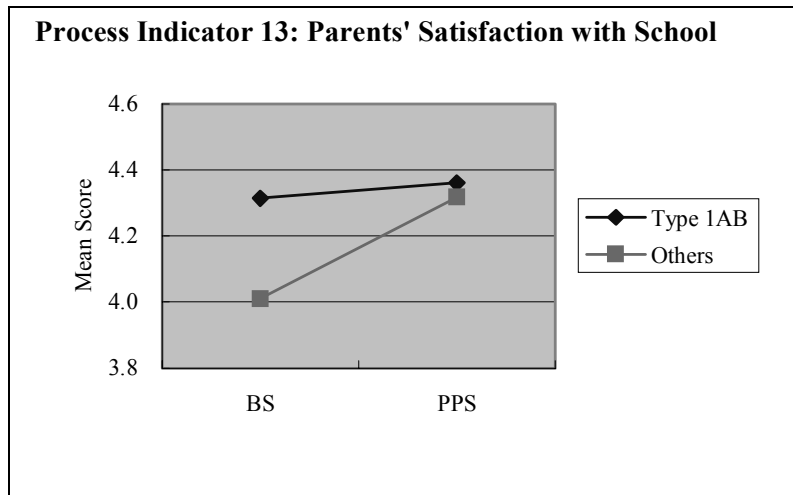
The mean scores of *Evaluation of Maths Class* and *Science Class* increased also larger in non-Type 1AB schools. The mean increase in non-Type 1AB was significant in *Evaluation of Science Class* ($p < 0.0005$) and not significant in that of *Maths Class* ($p = 0.51$).



Source: BS/PPS Survey, JICA Study Team

Figure 1.4.35 Evaluation of Maths and Science Class by School Type

The last process indicator by students is Parents' Satisfaction with School. As shown below, the increase of mean score was greater in non-Type 1AB schools ($p < 0.0005$).

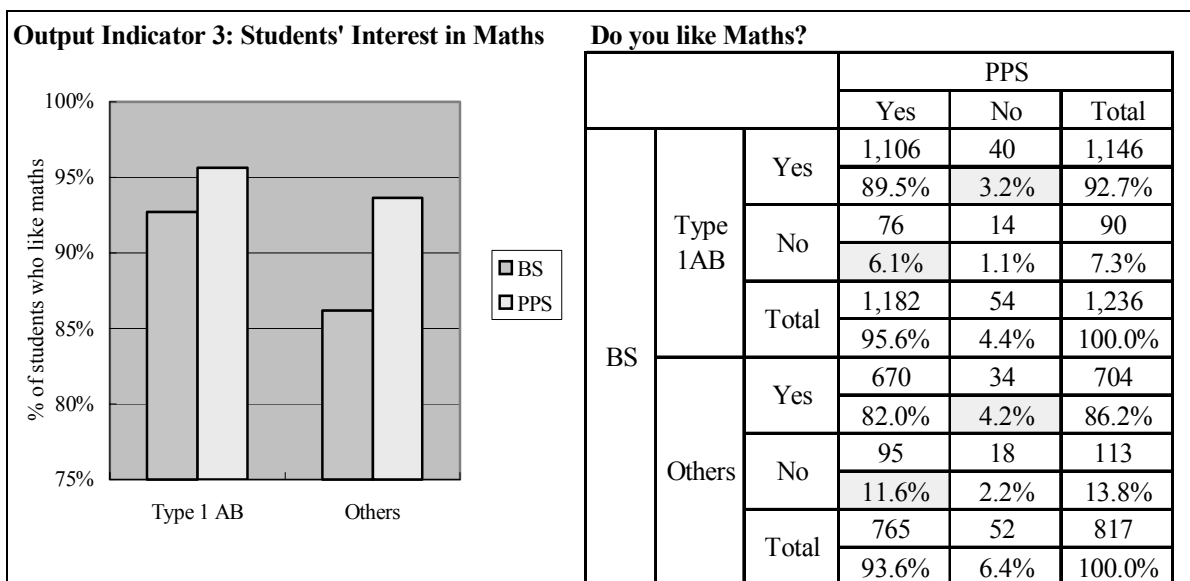


Source: BS/PPS Survey, JICA Study Team

Figure 1.4.36 Parents' Satisfaction with School by School Type

c) Output Indicator

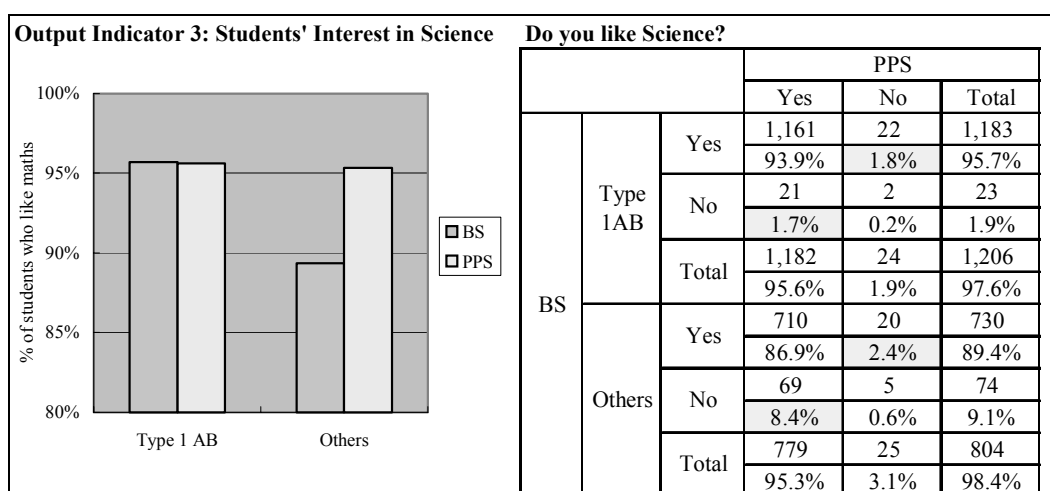
The changes in *Students' Interest in Maths and Science* were tested in Type 1AB schools and non-Type 1AB schools. As shown below, the % of students who like mathematics increased from 92.7% to 95.6% (+2.9%) in Type 1AB schools and from 86.2% to 93.6% (+7.4%). In Type 1AB schools the portion of students who did not like mathematics at BS and became to like the subject at PPS (upward change) was 6.1% while the downward change (liked mathematics at BS and did not like the subject at PPS) was 3.2%. In the non-Type 1AB schools, upward change was 11.6% and downward change was 4.2%. A stratified analysis was carried out for Type 1AB schools and non-Type 1AB schools using McNemar chi square test. Both differences were found statistically significant ($p=0.001$ for Type 1AB schools and $p<0.0005$ for non-Type 1AB schools).



Source: BS/PPS Survey, JICA Study Team

Figure 1.4.37 Students' Interest in Maths by School Type

As shown below, for students' interest in science, the percentage of students who like science increased both in Type 1AB and non-Type 1AB schools (+2.9% and +7.4%, respectively). However, the proportion of upward and downward changes was not significant in Type 1AB schools ($P=1.000$) while it was significant in non-Type 1AB schools ($p<0.0005$).



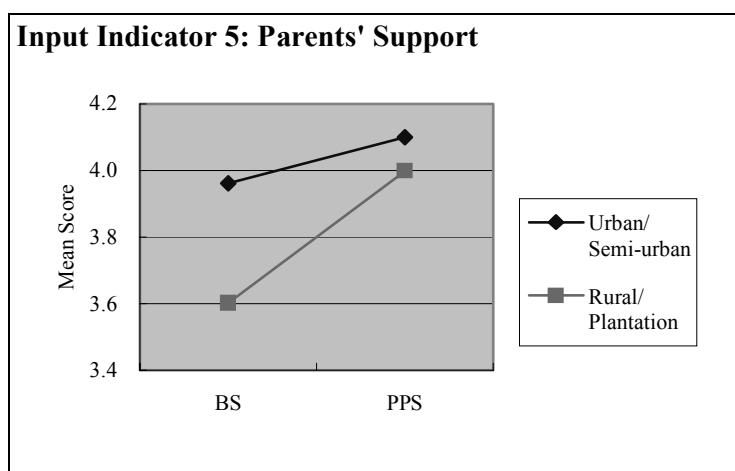
Source: BS/PPS Survey, JICA Study Team

Figure 1.4.38 Students' Interest in Science by School Type

2) Comparison by Location

Out of 25 pilot schools, 6 schools are located in urban areas, 7 schools in semi-urban areas, 9 schools in rural areas and 3 schools in plantation areas. In general, schools located in rural and plantation areas have disadvantages such as shortages of teachers, poor infrastructure and facilities, lack of interest and financial support from parents and communities, lack of government support, etc. Thus the impact of Pilot Project may be felt differently in schools in urban and semi-urban areas (13) and those in rural and plantation schools (12). For the convenience, in this section the former is called “urban group” and the latter “rural group”. The following are the comparison of the indicators derived from students between these two groups.⁹

⁹ When divided into two groups (urban/semi-urban vs. rural/plantation), 10 out of 11 Type 1AB schools, 2 out of 4 Type 1C school, 1 out of 7 Type 2 schools and 0 out of 3 Type 3 schools are classified into the urban group. The rural group comprises of 1 Type 1AB, 2 Type 1C, 6 Type 2 and 3 Type 3 schools. Thus, it is assumed that the urban group is influenced by the characteristics of Type 1AB schools and the rural is influenced by the Type 2 and 3 schools. As 25 pilot schools are not equally distributed by school type and location, there are serious limitations of interpreting the results by school type and location.



Source: BS/PPS Survey, JICA Study Team

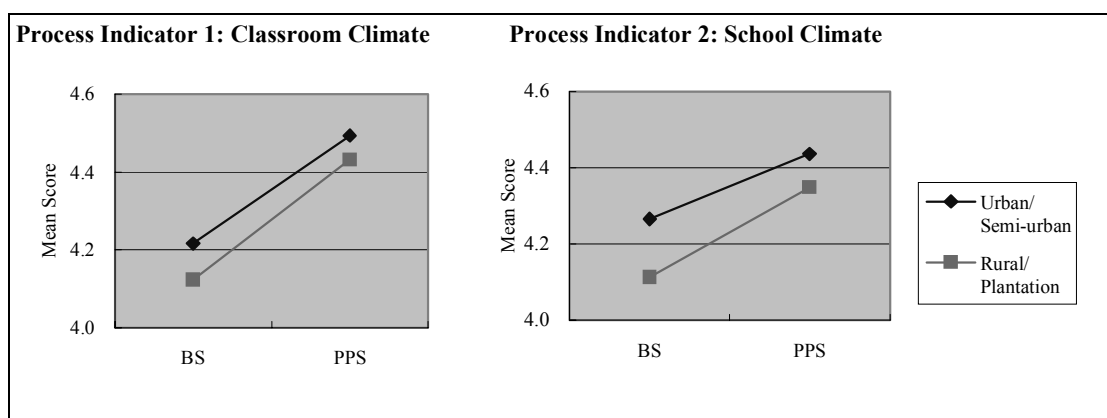
Figure 1.4.39 Parents' Support by Location

a) Input Indicators

The mean score of *Parents' Support* was higher among the urban group both at BS and PPS, though the increase was much larger in the rural group. The mean increase of the score in the rural group was found significant ($p < 0.0005$) compared with that in the urban group.

b) Process Indicators

The mean score for Classroom Climate and School Climate increased from BS to PPS in both urban and rural groups as shown below. The mean change was slightly larger in the rural group than in the urban group, though in both cases the difference was not significant ($p = 0.39$ and $p = 0.05$, respectively).

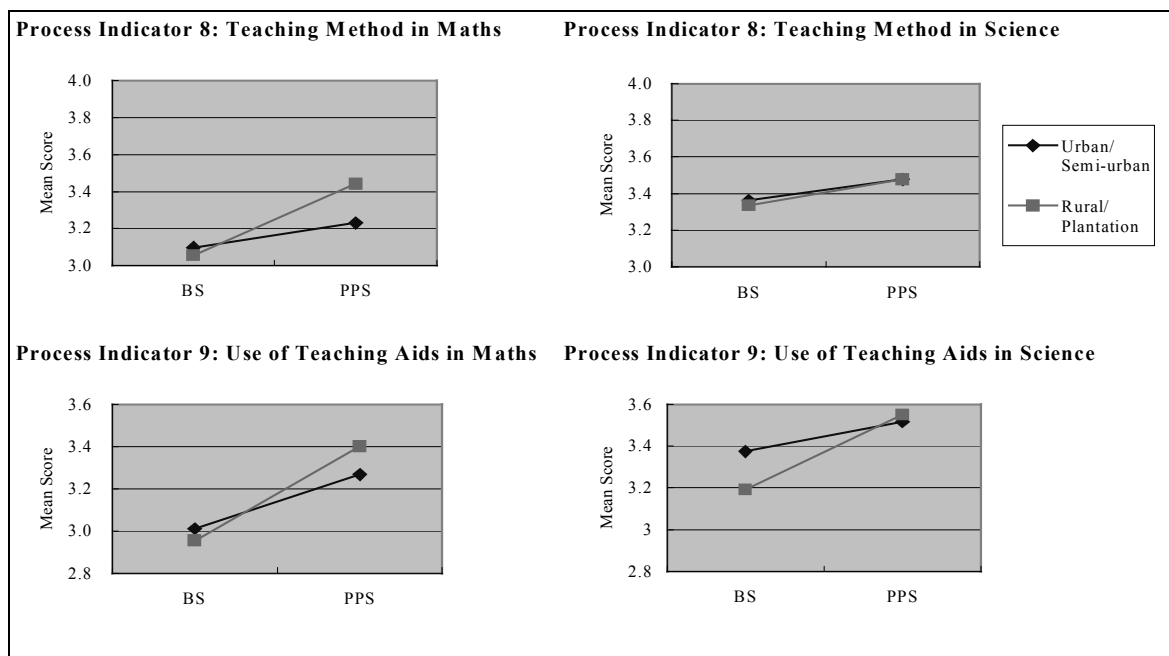


Source: BS/PPS Survey, JICA Study Team

Figure 1.4.40 Students' Interest in Maths by Location

As shown below the mean score of Teaching Method in Maths and Science and Use of Teaching Aids in Maths and Science were higher in urban group at BS. However, at PPS the mean score was higher in rural groups with three indicators and equal with one indicator.

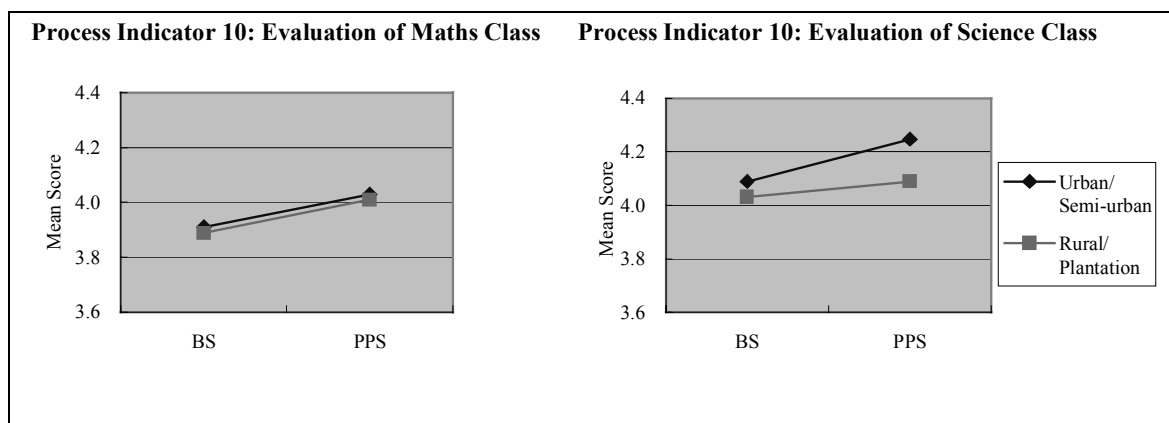
The mean increase was significantly larger in the rural group for *Teaching Method in Maths*, *Use of Teaching Aids in Maths*, and *Use of Teaching Aids in Science* ($p < 0.0005$) while *Teaching Method in Science* was not ($p = 0.95$).



Source: BS/PPS Survey, JICA Study Team

Figure 1.4.41 Students' Interest in Maths by Location

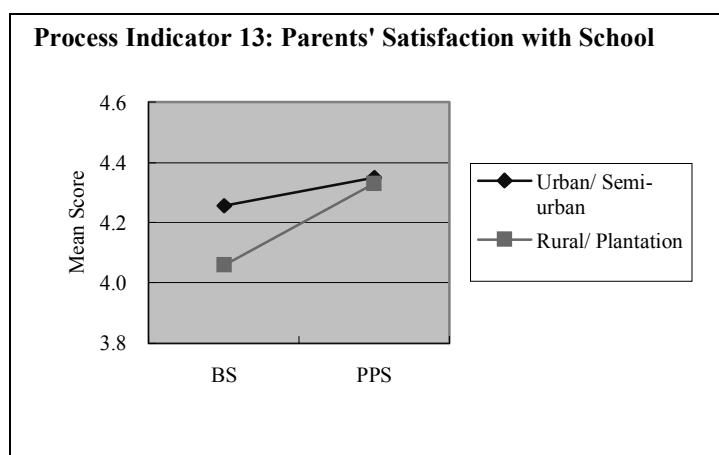
As shown below, for *Evaluation of Science Class* the change in mean score was larger in urban group ($P = 0.013$), though there was not significant difference between two groups for the increase of mean score for *Evaluation of Maths Class*.



Source: BS/PPS Survey, JICA Study Team

Figure 1.4.42 Evaluation of Science and Maths Class by Location

For Parents' Satisfaction with School, the mean score was higher in the urban group at BS though that in urban group and rural group was almost the same at PPS. The change in the mean score was significantly larger in the rural group compared with the urban group ($p < 0.0005$).

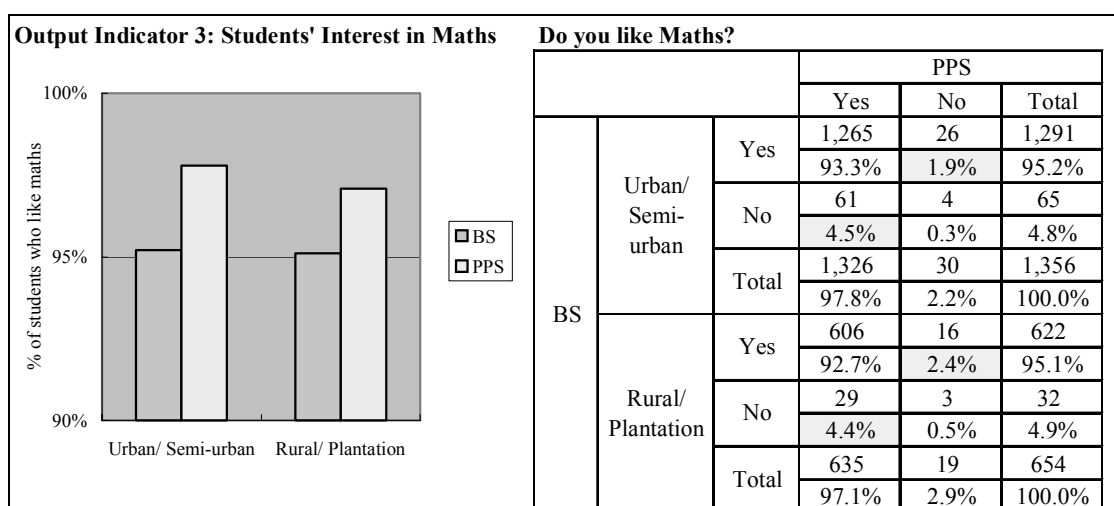


Source: BS/PPS Survey, JICA Study Team

Figure 1.4.43 Parents' Satisfaction with School by Location

c) Output Indicators

As shown below, the increase of the ratio of students who like mathematics was similar in urban and rural groups (+2.6% in the urban group and +2.0% in the rural group). In urban schools the portion of students who did not like mathematics at BS and became to like the subject at PPS (upward change) was 4.5% while the downward change (liked mathematics at BS and did not like the subject at PPS) was 1.9%. In the rural schools, upward change was 4.4% and downward change was 2.4%. A stratified analysis was carried out for urban schools and rural schools using McNemar chi square test. The differences were found statistically significant in urban schools while the difference in rural schools was not ($p < 0.0005$ for urban schools and $p = 0.07$ for rural schools).

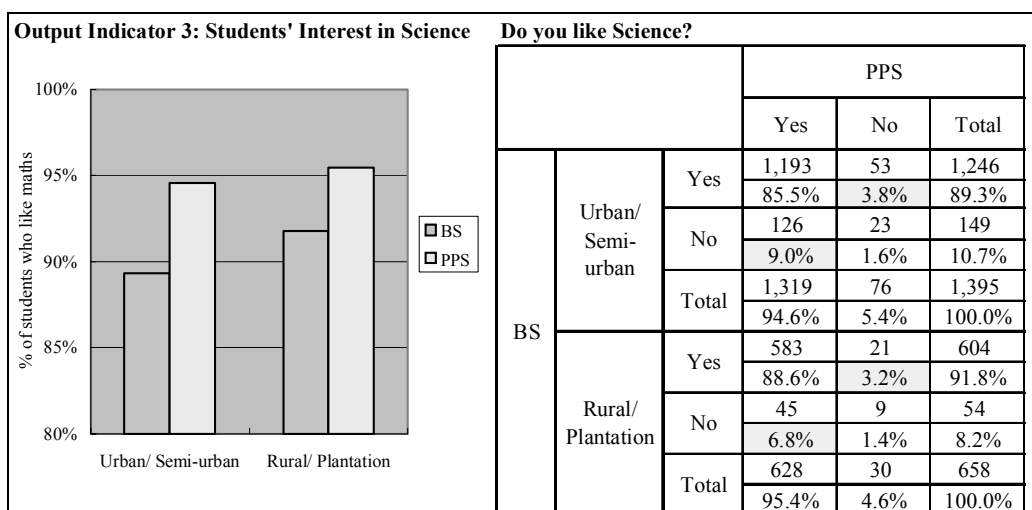


Source: BS/PPS Survey, JICA Study Team

Figure 1.4.44 Students' Interest in Maths by Location

For Students' Interest in Science, the ratio of students who like science increased in both groups (+5.3% in urban schools and +3.6% in rural schools). In urban schools the ratio of upward change was 9.0% and downward change was 3.8% and this

difference was found significant ($p < 0.0005$). In rural schools the upward change was 6.8% and the downward change was 3.2% and the difference was also found significant ($p = 0.004$).



Source: BS/PPS Survey, JICA Study Team

Figure 1.4.45 Students' Interest in Science by School Type

(3) Summary of Findings

QS tried to measure qualitative impact of Pilot Project, which included various activities to achieve: 1) improvement of school culture and school management; 2) improvement in science and mathematics teaching and learning; and 3) improvement of basic infrastructure and school facilities.

The following are the brief summary of findings from the above results:

1) Improvement in School Culture and School Management

When compared between pilot and control schools the improvement was larger in pilot schools in all the indicators related to school culture and school management. The improvement in pilot schools was found significantly larger in the indicators of *School Climate* (students' rating), *Parents' Satisfaction with School* (both students' and parents' rating), and *Parents' Support* (students' rating).

Further from the additional questions, pilot schools rated higher improvement in many related items such as "*students' liking to attend school*", and "*principal's enthusiasm in improving school*", and "*teachers' enthusiasm in improving school*".

Although it is not possible to determine which activity in Pilot Project has brought such improvements, it is probably reasonable to assume that Pilot Project as a whole has benefited in improving school culture and parents' support to and satisfaction with school.

From the comparison among pilot schools, though the initial score was normally much higher in Type 1AB schools and schools in urban/semi-urban areas before the Project (at BS), after the Project (at PPS) the difference in score was very small

because the change was much greater in non-Type 1AB schools and schools in rural/ plantation areas. Small rural schools, which are in general less exposed in modern or more advanced methods and follow traditional way of life, seemed to have been benefited from the Project more than those larger urban schools.

2) Improvement in Science and Mathematics Teaching and Learning

Improvement was greater in pilot schools in all but one indicators related to this category.¹⁰ There was a significantly greater improvement in pilot schools for *Science/Maths Teaching Method* (teachers' rating), *Use of Teaching Aids in Maths* (students' rating), *Use of Teaching Aids* (teachers' rating), *Evaluation of Science and Maths Class* (students' rating), and *Parents' Satisfaction with Science and Maths Education in School* (parents' rating).

Additional questions further confirmed significantly greater improvement in pilot schools for Use of Teaching Facilities and Teachers' General Teaching Ability as well as Teachers' Teaching Ability in Science and Maths. Students' Understanding in Science and Maths (principal, teacher and students rating) was also significantly positive in pilot schools. Rating of Contribution to Quality Education from Good Teaching Materials was also significantly positive in pilot schools.

From the above it is assumed that the Pilot Project has succeeded in improving teaching and learning process in science and mathematics. Significant improvement in *Teachers' General Teaching Ability* may be interpreted that the impact of the Project was not limited to science and mathematics but it has contributed to improvement in teaching and learning process in other subjects.

The improvement was seen not only in the process indicators but also in output indicators.¹¹ The fact that the ratio of *Students who like Science and Maths* increased significantly in pilot schools is a remarkable achievement. It was further confirmed by the result of additional questions.

3) Improvement in Basic Infrastructure and School Facilities

Improvement rated for *School Facilities*, *Infrastructure*, *Teaching Facilities*, and *Science Lab, Maths and PC Room* was greater in pilot schools than control schools. Improvement in pilot schools was found significant in case of *Infrastructure* and *Teaching Facilities*. The question was included only in Principal's Questionnaire, thus the sample number is too small to further analyse the results.

Contribution to Quality Education from a Changed School Environment in additional question also showed significantly positive rating by pilot schools by all categories of respondents. It is thus assumed that the benefit of the project in this component was also appreciated by wide range of people in pilot schools as a factor to improve quality education.

¹⁰ The improvement was slightly greater in control schools only for *Use of Teaching Aids in Science*.

¹¹ Result of Academic Ability Test was discussed in the previous section.

1.5 Evaluation Workshop

1.5.1 Objectives

Evaluation Workshop was designed to complement the findings from AAT and QS. The objectives of the Evaluation Workshop were to elicit and document the processes of change that resulted from the Pilot Project and to determine perceived factors which brought improvements to the school as well as factors which hindered the progress.

1.5.2 Survey Method and Procedures

(1) Selection of Schools

Due to the time constraint, four schools were selected for this case study. They are not necessarily representative of the 25 pilot schools, but they were selected from those not in the extremes of greatest or least improvement, according to the reports of the monitoring visits. Distance and convenience of reaching them was also considered when choosing between similar schools. The representation was obtained of the biggest schools, estate sector schools and schools from near Colombo and those physically and culturally distant from the capital. One Tamil medium and three Sinhala medium schools were included.

The following are the 4 schools where Evaluation Workshop was carried out: Katuwellegama Maha Vidyalaya, Hindagala Maha Vidyalaya, Devi Balika Vidyalaya, and Poonagala Tamil Maha Vidyalaya.

(2) Survey Procedures

Evaluation workshop was conducted by Dr. Diyanath Samarasinghe¹² and his team. Prior to the workshop Evaluation Team and JICA Study Team prepared a set of issues to be explored at each school.

A modified focus group discussion was first held in each school. Although the participants were varied, they shared the common factor that they were all recipients of benefits from the JICA Pilot Project. In each school the principal and co-ordinator of the project and one to two representatives from each QE circle participated the group discussion. Additional members were invited, when necessary, to ensure that there were at least 4 students, 4 teachers and 2 parents. The discussion was guided to clarify, through a qualitative exploration, the processes of improvement that began in the schools, how and when a process of change was initiated, the stimuli responsible for progress and factors that helped to maintain, or interfered with, progress.

The group discussion was followed by in-depth exploratory individual interviews with five or six selected persons. These always included the principal or the acting principal. Two teachers, two students and at least one parent were also interviewed for twenty to forty minutes each.

¹² Associate Professor, Faculty of Medicine, Colombo University.

1.5.3 Results and Findings

(1) Results

The results of Evaluation Workshop at each school are attached in the Appendix 3-7. The following are the summary results of evaluation workshop at 4 schools.

1) Katuwellegama Maha Vidyalaya

Katuwellegama Maha Vidyalaya is a Type 1C school situated in a rural area about 50 km north of Colombo. Children are from the local area and parents are not particularly well to do. Only a few students remain up to A-Level, with many failing to qualify and the better performers moving to other schools. Principal's lack of leadership and weak team work among teachers was noted at the beginning. A rather weak progress was reported from monitoring visits for most of the project period though there was a gradual change in school culture and for the last few months of the project improvements were seen in different areas.

a) Main Accomplishment

- Academic performance in science and maths has improved, which the principal is sure to be reflected on the results of next national examinations.
- Teachers' general attitude has become more positive and students more interested in studies.
- Students' enthusiasm to come to school has improved and problem of discipline has decreased.
- Perception of the school has improved, and the demand for admissions has gone up.

b) Key Factors for Progress

- The change in the culture among teachers is the single most important factor for progress.
- Gradual change in school culture occurred due to combined activities. Among others regular participation in SEIKA and QEC meetings and the process of consultation and sharing as well as regular feedback from the monthly monitoring by the monitoring team were important.
- Mutual assessment and teacher assessment by students have triggered the change in teachers' attitude.
- School-based workshop provided opportunities for most staff and students to participate and display their progress, which contributed to team-work and improved self-esteem.
- Improvement in mathematics performance is attributed to the chance for all to show individual progress through the 100 box calculations.
- The progress in science (which is not reported as so dramatic) came about due to better facilities, and change in teaching-learning style towards exploring and doing.

c) Constraints

- The project objectives and direction was felt not clear at the beginning.
- The culture among the staff was highly resistant to progress at start but a noteworthy level of progress has occurred later in the project.

2) Hindagala Maha Vidyalaya

Hindagala Maha Vidyalaya is a medium sized Type 1C school in a semi-urban area near Kandy. Parents of children are mostly economically poor or of low income. The school is not a popular school, so children of the area would try to bypass it and go to better schools further away. Principal's absence at the initial stage of the project resulted in ineffective leadership when he returned. However, the mutual assessment system improved the relationship between principal and teachers. There was a gradual improvement in different areas in the course of the project, which was felt everyone who visited the school.

a) Main Accomplishment

- Academic performance, especially in science and mathematics, has improved.
- Students are showing much more interest in study and other school activities.
- Students now take more responsibilities in different activities in school and their conduct and discipline has improved significantly.
- Teachers now work as a team and openness among teachers is visible.

b) Key Factors for Progress

- There are multiple factors which brought changes to school, which include: the change in management style and school culture including attitude of principal and teachers; improved teaching methods and strategies; and the infrastructure development.
- Discussion on different forces in school at the Regional Workshop gave the school a means to address the negative attitude in some teachers and to alter some of them to more positive force.
- Feedback from regular monitoring was found very helpful, especially because consistent advice was give by the same officer (a Project Counterpart at NIE) who visited the school regularly.
- Teaching method has become more student-centred and activity oriented, which improved students' interest in studies. Play ground and improved laboratory facilities facilitated such move.

c) Constraints

- The biggest impediment was that zonal and provincial education officers were not well informed to support the project and have somewhat become somewhat of an obstruction.

3) Devi Balika Vidyalaya

Devi Balika is a large Type 1 AB girls' National School situated in Colombo. The

school has high standard and good results in national exams. There is a high demand for students who get the highest marks at grade 5 scholarship examination. Though the principal and senior teachers were enthusiastic about the project, the benefits of the project appear to have been patchy. Some students were

a) Main Accomplishment

- Many teachers are clearly more active, interested and better at teaching while the response of the students is lukewarm.
- Academically, the school was already one of the higher performers in terms of national exams. Still some improvement was reported mainly from tests conducted within the school.

b) Key Factors for Progress

- The change of culture among staff is especially due to the feedback from students, detailing the profile of strengths and weaknesses of each teacher.

c) Constraints

- The teachers who were active in the project felt that the amount of work created by the project was heavy.
- Project activities sometime interfered classroom teaching time and some students and even a few parents have resented this.

4) Poonagala Tamil Maha Vidyalaya

This school is a Tamil medium Type 1C school in a tea estate in Uva Province. Most students are children of plantation workers in the area where academic matters had less emphasis. The school was involved in some politically motivated problems and the principal and some teachers were replaced at early stage of the project. Despite all these turmoil at the beginning the school made full use of the project and made great improvements in a short period of time. The school showed large improvement in Academic Ability Test.

a) Main Accomplishment

- Principal's attitude and behaviour has changed to more positive and participatory one, which influenced the general tone of the school.
- Students are much more involved in studies and their academic performance in science and mathematics has shown significant improvement (improvement of AAT score is one example). Students are now encouraged to ask questions and find solutions themselves.
- Despite a serious shortage of teachers, teachers have become very enthusiastic in teaching and they have started conducting extra class at 7 a.m. before normal school hour.
- The improvement of facilities and equipment by the Project has benefited the school considerably. Video equipment and books in the library have widened the students' interest.

b) Key Factors for Progress

- A wide-ranging ‘cultural shift’ among staff, students and parents has led to dramatic improvement in many areas in school.
- Principal attributed his personal change to a mutual assessment which was introduced at Regional Workshop.
- Co-operation among teachers has visibly improved through QE circle activities.

c) Constraints

- The political problem at the beginning halted the project for a while.
- There was little support from zonal and provincial education offices.

(2) Findings

The schools selected for this exercise are not the highest performers according to the monitoring reports. Despite this, two of the four schools (Hindagala and Poonagal) show remarkable improvement. The other two also improved significantly though not as dramatically as the other two. If this is the case for schools at the middle-level on a scale of improvement, we can make a rough estimate of what the overall impact is likely to have been.

The following are summary findings from the evaluation workshop at 4 schools:

- The Pilot Project had three components, i.e. 1) Improvement of school culture and management system, 2) Improvement in science and mathematics teaching and learning, and 3) Improvement of basic infrastructure and school facilities. The combined findings from the four schools do not point out to any one component being unimportant. The first two were felt important for sustained progress and the third helped in stimulating improvement.
- All four schools found the introduction of 5S a good initial stimulus, though none report that it made a fundamental impact on the school’s overall culture. Some understood 5S and Kaizen activities as cleanliness and orderliness. The importance of processes that were generated through Kaizen activities was not well understood.
- Process of regular discussions and consultations through SEIKA and QEC activities led to a change in school’s administration and culture. A great deal of openness and sharing in decision making had resulted. The spirit of partnership between parents, students, teachers and the principal has grown.
- In all schools but Devi Balika, an increase in satisfaction with the school and the greater commitment and ownership that the majority began to feel, was probably an important factor for change.
- Introduction of 100-box calculation and model experiment workshop was rated highly. Both of them contributed for teachers to lead students to a more active learning. Students’ interest in science and mathematics has increased and

performance (judged from the internal schools exams) are improving.

- Of the improvement of school facilities provided by the Project, science laboratory facilities, library facilities, and computers were greatly valued. Even the provision of teachers' quarters and a staff room had led to better teaching, through greater interest and enthusiasm of the staff.

CHAPTER 2 SURVEYS ON ATTENDANCE RATES, TEACHING TIME AND TEACHING METHOD

2.1 Survey on Attendance Rates

2.1.1 Objective

The objective of this survey is to assess the impact of the Pilot Project by analyzing the change in attendance rates of students over the period of the project.

2.1.2 Methodology

This survey was conducted by collecting the attendance rates of students in the 25 pilot schools. The grades for this survey are 2, 4, 8, and 10 and the months are March and July in 2003 and 2004. These grades and months were selected in due consideration of minimizing the influence of school activities and vacation periods as well as of national examinations. The attendance rates were expressed as a percentage of the actual student days to the expected student days for the month.

2.1.3 Analysis of Results

(1) Analysis of Attendance Rates by Grades

Average attendance rates were calculated for each grade and compared between March in 2003 and 2004 and also between July in 2003 and 2004. The summary of comparison is shown in the table below.

Table 2.1.1 Analysis of Attendance Rates by Grades

Grade	Number of Sample		Average of Attendance Rates							
			March				July			
	2003 (class)	2004 (class)	2003 (%)	2004 (%)	Difference (%)	t-Test	2003 (%)	2004 (%)	Difference (%)	t-Test
2	46	49	87.10	87.40	0.30	ns	84.67	87.04	2.38	ns
4	46	51	86.71	87.13	0.42	ns	85.70	87.71	2.01	ns
8	68	75	86.33	87.74	1.41	ns	86.26	88.21	1.95	ns
10	68	74	87.23	85.63	-1.59	ns	85.89	85.51	-0.38	ns
2, 4, 8, 10	228	249	86.83	86.92	0.09	ns	85.72	87.08	1.36	*

Note * : Significant at the 0.05 level (two-tailed test)
ns: Not significant

Source: JICA Study Team

An increase can be seen in all grades except for grade 10 in both March and July comparisons. Though the difference in each grade is not statistically significant, the average attendance rate shows a statistically significant increase (at 5% level) in the July comparison when all the grades are combined.

The above results can be interpreted as follows:

Since the pilot schools placed an emphasis on changing the school culture more in the latter part of the Pilot Project, the improvement in student attendance could not come out in the March comparison. However, as the change in school culture was gradually

facilitated toward the end of the Pilot Project Part II, the attendance rates improved, corresponding to a increase in students' liking for school.

Possible reasoning for a decrease in the rates of grade 10 would be that the attendance of higher grade students to school is least influenced by activities at the school or overall culture of the school.

(2) Analysis of Attendance Rates by Location

In order to look further into the impact of the Pilot Project on students' attendance, the attendance rates of grades 2, 4, 8 were analyzed based on the location of the schools (urban, semi-urban, rural, and plantation). The summary of the results are given below.

Table 2.1.2 Analysis of Attendance Rates by Location

Grade	School location	Number of Sample		Average of Attendant Rates							
		2003 (class)	2004 (class)	March				July			
				2003 (%)	2004 (%)	Difference (%)	t-Test	2003 (%)	2004 (%)	Difference (%)	t-Test
2, 4, 8	Urban	61	72	89.45	90.16	0.71	ns	89.81	90.40	0.59	ns
2, 4, 8	Semi-urban	52	54	87.43	88.08	0.65	ns	85.65	88.19	2.54	**
2, 4, 8	Rural	35	37	82.15	83.81	1.66	ns	80.15	84.80	4.65	*
2, 4, 8	Plantation	12	12	82.28	79.80	-2.48	ns	80.44	78.82	-1.62	ns

Note * : Significant at the 0.05 level (two-tailed test)
** : Significant at the 0.01 level (two-tailed test)
ns: Not significant

Source: JICA Study Team

All schools except plantation schools show an increase in attendance rates in both months. Among them, the increase in semi-urban and rural schools is statistically significant at 1% and 5% levels respectively in July 2004 over 2003. This shows that the Educational Kaizen activities of the Pilot Project were effective in improving the attendance of the typically most disadvantaged schools, namely those located in a rural area. On the other hand, urban schools already achieved and maintained relatively high rates of attendance show a smaller increase. Plantation schools showed negative change, which indicates that other factors, such as parents' level of awareness, serious shortage of teachers, etc., might have affected the attendance of students more than the activities of the Project did.

2.2 Survey on Teaching Time

2.2.1 Objective

The objective of this survey is to estimate the actual teaching time for science and mathematics in grades 4, 8 and 10, and to compare with the teaching time recommended by MOE.

2.2.2 Methodology

(1) Data Collection from Schools

Data was collected from the 25 pilot schools regarding: a) the number of days taken for leave during the year 2003 by the selected teachers of science and mathematics in

grades 4, 8 and 10; b) the number of days used for school activities other than regular classes, and; c) the number of days with no classes due to other factors.

(2) Estimate of Recommended Teaching Time

The number of school days expected by MOE was 194 in 2003. Based on this and the number of period hours allotted in a 5-day week, the time prescribed by MOE for the teaching of mathematics and science¹³ was calculated as the recommended teaching time.

2.2.3 Findings and Assessment

(1) Findings

Based on the collected data, actual teaching time was estimated and compared to the recommended time, as summarized in the Table 2.2.1. Detailed results are given in the Appendix 3-8. The total lost time in the two subjects for all the schools surveyed averages at 22.4% of the recommended teaching time, with a disparity of 5.2% (Gonulla K.V., grade 4 ERA) to 51.3% (Rajapaksa Central College, grade 8 mathematics). Teachers' leave is the highest contributing factor, which accounts for 14.5% of the recommended teaching time on average, followed by school activities at 6.7% and other factors at 1.2%.

Table 2.2.1 Recommended Teaching Time vs. Actual Teaching Time

Grade	Subject	Recommended Teaching Time (min.)	Actual Teaching Time (min.)	Actual Teaching Time (%)	Lost Time by Category			Total Lost Time (min.)	Total Lost Time (%)
					a) Teachers' leave (%)	b) School activities (%)	c) Other factors (%)		
4	Mathematics	11,640.0	9,219.3	79.2	14.1	5.3	1.5	2,420.8	20.8
	ERA	13,968.0	11,494.8	82.3	11.7	4.7	1.3	2,473.3	17.7
8	Mathematics	9,312.0	7,047.0	75.7	15.4	7.9	1.1	2,265.0	24.3
	Science & Technology	9,312.0	6,893.8	74.0	16.7	8.1	1.1	2,418.2	26.0
10	Mathematics	9,312.0	7,216.0	77.5	13.8	7.7	1.1	2,096.0	22.5
	Science & Technology	9,312.0	6,942.5	74.6	16.5	7.8	1.2	2,369.5	25.4
Average for Mathematics		10,088.0	7,827.4	77.5	14.4	6.9	1.2	2,260.6	22.5
Average for Science		10,864.0	8,443.7	77.0	14.9	6.9	1.2	2,420.3	23.0
All School Average		10,420.6	8,081.8	77.6	14.5	6.7	1.2	2,338.8	22.4

Source: JICA Study Team

1) Teaching Time Lost due to Teachers' Leave

The proportion of the teaching time lost due to teachers' leave varied between 1.6% (Imbulgoda Sunethradevi K.V., grade 4 ERA) at the lowest and 39.9% (Poonagalla Tamil M.V., grade 10 science) at the highest. Officially, teachers are entitled to 20 days of casual leave and another 21 days of medical leave yearly. Generally they find few incentives not to take their entitled leave. In addition, teachers may take duty leave to attend training seminars and meetings. As a result, considerable amount of teaching time is lost to students when teachers are away from school for

¹³ In Sri Lanka, mathematics is a common subject in all of the three grades, whereas science is taught as a part of Environment Related Activities (ERA) in grade 4 and as 'science and technology' in grades 8 and 10.

various types of leave.

Teaching time lost due to teachers' absence may be even higher if the teachers' delay for the classes were considered.

2) Teaching Time Lost due to School Activities

School activities, such as term tests, sports meet, exhibition, science day, etc., are part of the school curriculum. However, these activities can cause a significant interruption to classroom teaching if they are not planned and organized well. On average, 6.7% of the teaching time is found lost owing to such activities.

3) Teaching Time Lost due to Other Factors

Other factors include unforeseen occurrence such as natural disaster, a collapse of school buildings, suddenly declared public holidays, etc. Nine schools reported such factors, but its percentage was low.

(2) Assessment

The highest percentage of the lost teaching time recorded is as much as half the recommended time. It is vital that measures be taken to ensure the appropriate teaching time in all schools, if the issues of curriculum reform and improvement of teaching methods were to be addressed.

(3) Comparison of Teaching Time among Sri Lanka, Australia, and Japan

A quick comparison was made among the three countries on teaching time. The Australian data was collected from a sample of two government schools, while the data on Japanese schools was obtained from the Courses of Study issued by the Ministry of Education, Culture, Sports, Science and Technology (MEXT).

Table 2.2.2 Comparison of Teaching Time

Country	Grade	Subject	Recommended Teaching Time (min.)	Actual Teaching Time (min.)	Actual Teaching Time (%)	Lost Time by Category (min.)			Total Lost Time (min.)	Lost Time (%)
						a) Teachers' leave	b) School activities	c) Other factors		
Australia	4	Mathematics	10,250	10,148	99.0	0	103	0	103	1.0
		Science	4,100	3,895	95.0	0	205	0	205	5.0
	8	Mathematics	8,800	8,580	97.5	0	220	0	220	2.5
		Science	8,800	8,580	97.5	0	220	0	220	2.5
	10	Mathematics	8,800	8,580	97.5	0	220	0	220	2.5
		Science	8,800	8,580	97.5	0	220	0	220	2.5
Japan	4	Mathematics	6,750	6,750	100.0	0	0	0	0	0.0
		Science	4,050	4,050	100.0	0	0	0	0	0.0
	8	Mathematics	5,250	5,250	100.0	0	0	0	0	0.0
		Science	5,250	5,250	100.0	0	0	0	0	0.0
	10	Mathematics	8,750	8,750	100.0	0	0	0	0	0.0
		Science	8,750	8,750	100.0	0	0	0	0	0.0

Source: JICA Study Team

In both countries with which the Sri Lankan schools were compared, there is no time lost due to any kind of leave of teachers, as there are always substitute teachers to cover the period in place of absent teachers. In Japanese schools in particular, the teaching time is prescribed in such a way that even school activities would not justify the discrepancy between recommended and actual teaching time; therefore, all the schools

are strictly expected to conform to the standard teaching time given by the MEXT. It should be noted however that due to the difference in the domain and components of the subjects taught at schools, recommended teaching time much differs among the three countries.¹⁴

2.3 Survey on Teaching Method

2.3.1 Objective

The objective of this survey is to examine how the classroom teaching is being conducted and to estimate the share of the student-centered teaching methods.

2.3.2 Methodology

(1) Data Collection

Six schools from the 25 pilot schools were selected as the sample schools in this survey as shown in the Table 2.3.1. In selecting the schools, consideration was given to the number of classes in grades 4, 8 and 10 as well as the schools' location (urban, semi-urban and rural).

Table 2.3.1 Particulars of the Sample Schools selected for the Survey

	St. Mary's College	Dankotuwa Girls' C.	Vijaya National C.	Rajapaksa Central C.	Isipathana College	Katuwelle-gama M.V.
Ownership	National	Provincial	National	National	National	Provincial
Province	North Eastern	North Western	Southern	Southern	Western	Western
Type	1 AB	1 AB	1 AB	1 AB	1 AB	1 C
Location	Urban	Semi-urban	Rural	Semi-urban	Urban	Rural
Enrolment (Approx.)	1,700	1,600	700	3,500	4,200	800

Source: JICA Study Team

The survey on teaching method was conducted at the above schools during January to February 2004. For this survey, fourteen teacher educators were sent to the schools to observe a total of 388 lessons (190 for mathematics, 198 for science) by measuring with a stop watch the time used for various teaching methods.

Grades selected for this survey are 4, 8, and 10, as the students in these grades do not face a public examination at the year end. In other words, it is assumed that the teachers in these selected grades are relatively free to conduct classes based on the Teachers Guides provided by the NIE.

¹⁴ For example, in the Sri Lankan education system, the science subject taught in the primary level as ERA include such components as social studies, aesthetic studies, physical education and health science, etc. Likewise in Japan, mathematics and science components are included in other subjects such as Integrated Study and special activities.

(2) Categories of Teaching Methods

The teaching methods were classified into the following eight categories:

- Lecturing by teacher
- Discussion among students
- Question and answer between teacher and students
- Presentation by students
- Exercise by students
- Demonstration of experiment by teacher
- Experiment by students
- Other (to be specified)

Further, the above categories of 2, 4 and 7 are grouped as “student-centered methods,” and the remaining categories (1, 3, 5, 6 and 8) as “teacher-centered methods” in this study.

Question and answer between the teacher and students is a common technique used in teaching. In Sri Lanka, teachers normally do not encourage student-initiated questions but ask the students questions to recall knowledge from memory. Therefore, in grouping the categories, this method was classified as teacher-centered.

2.3.3 Findings

Results of the observation survey are summarized in the tables below. There are variations from one school to another. In general, lecturing by teacher and exercise by students account for a considerable proportion of the teaching time. It is identified that the higher the grade is, the more the teacher-centered method is applied.

Table 2.3.2 Average Time Spent on Teaching Method by Categories (%)

Gr.	School	Mathematics									Science								
		Category								Inactive Time	Category								Inactive Time
		1	2	3	4	5	6	7	8		1	2	3	4	5	6	7	8	
4	St. Mary's College N/NE/0/U/8	30.0	2.3	12.7	4.4	50.6	0.0	0.0	0.0	0.0	9.6	1.8	11.6	7.0	7.3	15.4	47.3	0.0	0.0
	Dankotuwa Girls' College P/NW/0/S/11	20.9	0.0	30.4	2.3	46.4	0.0	0.0	0.0	0.0	20.5	0.0	34.1	5.5	26.4	0.0	7.7	5.7	0.0
	Isipathana College N/WP/0/U/23	29.7	1.8	8.2	2.0	45.3	1.7	6.5	0.2	4.7	31.3	6.5	4.8	2.5	27.8	4.8	13.0	0.0	9.2
	Katuwellegama M.V. P/WP/1/R/24	13.0	4.5	28.8	2.2	39.3	1.2	6.3	0.0	4.7	12.2	3.7	21.3	13.5	18.5	0.0	25.5	2.2	3.2
	Average	23.4	2.2	20.0	2.7	45.4	0.7	3.2	0.0	2.3	18.4	3.0	18.0	7.1	20.0	5.0	23.4	2.0	3.1
8	St. Mary's College N/NE/0/U/8	25.7	8.8	23.0	9.8	28.5	1.2	0.0	0.0	3.0	25.0	6.3	26.9	7.9	19.6	5.0	6.7	0.0	2.5
	Vijaya National College N/SP/0/R/17	25.6	0.0	17.9	1.2	40.8	0.0	0.0	3.1	11.5	40.7	0.0	12.5	0.0	12.1	11.4	11.6	1.3	10.4
	Rajapaksa Central College N/SP/0/S/18	59.8	1.0	8.8	1.5	26.2	0.0	0.0	0.0	2.7	39.8	2.9	13.6	6.6	13.6	10.5	3.4	0.0	9.6
	Isipathana College N/WP/0/U/23	29.6	2.5	18.0	7.9	24.6	8.2	0.0	0.0	9.1	29.8	2.7	19.5	10.4	22.1	2.5	8.0	2.0	3.0
	Katuwellegama M.V. P/WP/1/R/24	32.9	2.5	12.7	4.4	46.2	0.0	0.0	0.0	1.3	32.3	1.1	17.7	10.2	27.3	5.5	4.5	0.0	1.4
Average	34.7	3.0	16.1	5.0	33.2	1.9	0.0	0.6	5.5	33.5	2.6	18.0	7.0	19.0	7.0	6.8	0.6	5.4	
10	St. Mary's College N/NE/0/U/8	16.1	14.6	9.8	6.3	37.3	0.9	0.9	0.0	14.1	14.4	6.5	12.5	11.7	23.1	5.8	16.2	0.0	9.8
	Vijaya National College N/SP/0/R/17	36.9	0.0	3.8	0.0	39.8	0.0	0.0	0.0	19.4	40.7	0.0	5.7	0.0	37.3	2.2	7.5	0.0	6.7
	Rajapaksa Central College N/SP/0/S/18	35.7	10.2	10.9	0.9	36.4	1.1	0.0	0.0	4.8	32.0	2.9	23.9	0.0	15.4	3.2	4.5	0.0	18.2
	Isipathana College N/WP/0/U/23	33.0	0.0	11.8	0.0	42.9	0.0	0.0	0.0	12.3	28.9	1.6	9.6	1.1	26.8	10.7	12.9	0.0	8.4
	Katuwellegama M.V. P/WP/1/R/24	31.0	0.0	3.8	1.3	52.8	0.0	0.0	0.0	11.3	38.7	0.0	12.7	3.7	27.7	1.5	5.7	0.0	10.2
Average	30.5	5.0	8.0	1.7	41.8	0.4	0.2	0.0	12.4	30.9	2.2	12.9	3.3	26.0	4.7	9.3	0.0	10.6	
Overall Average	30.0	3.4	14.3	3.2	39.8	1.0	1.0	0.2	7.1	28.3	2.6	16.2	5.7	21.8	5.6	12.5	0.8	6.6	

Key:

- | | |
|--------------------------------------|---|
| 1 - Lecturing by teacher | 5 - Exercise by students |
| 2 - Discussion among students | 6 - Experiment Demonstration by Teacher |
| 3 - Q & A between teacher & students | 7 - Experiment by Students |
| 4 - Presentation by students | 8 - Other |

Source: JICA Study Team

Table 2.3.3 Average Time Spent on Student-Centered Teaching Methods (%)

School	Mathematics			Science			Average
	Grade 4	Grade 8	Grade 10	Grade 4	Grade 8	Grade 10	
St. Mary's College N/NE/0/U/8	6.7	18.7	21.8	56.1	21.0	34.4	26.4
Dankotuwa Girls' College P/NW/0/S/11	2.3	-	-	13.2	-	-	7.8
Vijaya National College N/SP/0/R/17	-	1.2	0.0	-	11.6	7.5	5.1
Rajapaksa Central College N/SP/0/S/18	-	2.5	11.1	-	12.9	7.3	8.4
Isipathana College N/WP/0/U/23	10.3	10.4	0.0	22.0	21.1	15.5	13.2
Katuwellegama M.V. P/WP/1/R/24	13.0	6.9	1.3	42.7	15.7	9.3	14.8
Average	8.1	7.9	6.8	33.5	16.4	14.8	

Source: JICA Study Team

(1) Teaching of Mathematics

Teaching of mathematics was observed in four schools (two in urban areas, one semi-urban, and one rural) for grade 4 and five schools (two urban, one semi-urban and two rural) for grades 8 and 10. On the whole, much more time was spent on traditional

teaching methods than on activity-based methods. Usually mathematics is taught through repeated exercises to improve the students' mathematical skills. This practice is encouraged by the examination system, even though the curriculum and teachers guides promote more student activities.

In grade 4, the average time spent for teacher-centered methods in urban schools are fairly higher than that in the other schools. This high percentage is probably the influence of Grade 5 Scholarship Exam. There is a lot of pressure from the parents of urban schools on the teachers for coaching the students for the exam.

On the contrary, in grade 8, teachers in the urban schools are seen to do more student activities than in the semi-urban and rural schools. There is no public exam in this grade; hence the teachers may be employing some student-centered methods. Also in grade 10, it was found that the proportion of student activities is higher in the urban schools than in the semi-urban and rural schools.

(2) Teaching of Science

Generally, the percentage time for student activities in science is more than that in mathematics, though it is still not sufficient to achieve the real benefits of studying science as an inquiry oriented discipline. The pattern seen in the schools is a reduction of student activities from grade 4 to 8 and then another reduction up to grade 10.

In grade 10, the urban schools showed a marked difference from the semi-urban and rural schools in student activities. St. Mary's College has the highest percentage of 34.4 and Isipathana 15.5, whereas in the other schools the value is between 7 to 9%. The higher percentage of student activities in the urban schools may be due to better laboratory facilities. In Isipathana College, the laboratories were under repair during the period of observation, and there may be more student activities when the laboratories are functioning.

(3) Inactive Time

The study has found that 6.9% on average (7.1% in mathematics; 6.6% in science) is lost as inactive time, due to the teachers' coming late to the classroom or ending the lesson before the period is over. There will be probably more of such time under normal teaching conditions, because this figure was the one obtained when the teachers knew there would be an observer in the classroom. Teaching time lost as inactive time (6.9%), together with total lost time (22.4%) found in the Survey on Lost Time, amounts to 29.3% of the time allocated for teaching, which is nearly equivalent to 57 days out of the 194 days allocated for the school year of 2003.

2.3.4 Assessment

(1) Teaching Methods Applied

Despite that the Teachers Guides encourage student activities, majority of the teaching time is devoted to teacher-centered methods. Some of the factors contributing to this

trend include teachers' lack of exposure to student-centered methods in practice, which require preparation and adaptation. Also, teachers may not feel confident in employing student-centered methods because of the pressure to complete a heavy syllabus and to satisfy the parents with the amount of written work done in class.

(2) Comparison of Teaching Time among Sri Lanka, Australia, and Japan

The data on teaching methods obtained from the above six schools in Sri Lanka was compared with that of two Australian and four Japanese schools, where a few selected teachers were asked to indicate the proportion for each category of methods by recalling their classroom teaching. The summary is given in the table below.

Table 2.3.4 Comparison of Teaching Methods among Three Countries

	Grade	Mathematics									Environment Science / Science								
		Category								Inactive Time	Category								Inactive Time
		1	2	3	4	5	6	7	8		1	2	3	4	5	6	7	8	
Australia	4	22.0	6.0	11.0	6.0	38.0	11.0	6.0	0.0	0.0	22.0	11.0	11.0	11.0	1.0	12.0	32.0	0.0	0.0
	8	18.0	2.0	15.0	5.0	60.0	0.0	0.0	0.0	0.0	15.0	5.0	15.0	5.0	10.0	10.0	40.0	0.0	0.0
	10	15.0	5.0	15.0	5.0	60.0	0.0	0.0	0.0	0.0	10.0	5.0	15.0	5.0	10.0	10.0	45.0	0.0	0.0
Japan	4	30.0	12.5	10.5	12.5	20.6	7.5	5.1	1.3	0.0	20.0	11.3	11.3	13.8	2.5	7.5	32.5	1.3	0.0
	8	46.7	10.0	3.3	6.7	23.3	3.3	6.7	0.0	0.0	20.7	9.0	11.3	9.7	5.0	15.7	28.7	0.0	0.0
	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Average	Sri Lanka	30.0	3.4	14.3	3.2	41.8	0.4	0.2	0.0	12.4	30.9	2.2	12.9	3.3	26.0	4.7	9.3	0.0	10.6
	Australia	18.3	4.3	13.7	5.3	52.7	3.7	2.0	0.0	0.0	15.7	7.0	13.7	7.0	7.0	10.7	39.0	0.0	0.0
	Japan	38.3	11.3	6.9	9.6	22.0	5.4	5.9	0.6	0.0	20.3	10.1	11.3	11.7	3.8	11.6	30.6	0.6	0.0

* Data on grade 10 in Japanese schools was not available.

Key:

- | | |
|--------------------------------------|---|
| 1 - Lecturing by teacher | 5 - Exercise by students |
| 2 - Discussion among students | 6 - Experiment Demonstration by Teacher |
| 3 - Q & A between teacher & students | 7 - Experiment by Students |
| 4 - Presentation by students | 8 - Other |

Source: JICA Study Team

Though it was mentioned by those who responded that methods vary vastly from lesson to lesson according to the topic being taught, the same trend can be seen in the schools in the two countries. That is, in both Australia and Japan, the majority of teaching time in mathematics is spent for teacher-centered methods such as lecturing by teacher and exercise by students. In the Japanese schools however, exercise by students makes up a lower percentage, which presumably is because students are often given exercise as homework rather than as an in-class assignment. In the science subject in Australia and Japan, on the contrary to the Sri Lankan schools surveyed, much more weight seems to be attached to discussion among students, presentation by students, and experiments by students, which constitute student-centered methods.

Appendix 3-1

Results of Academic Ability Test (AAT)

Appendix 3.1

Table 3.1.1

	Pilot vs. Control by Grade and Subject							
	Gr4/5 Mathenatics		Gr4/5 Science		Gr8/9 Mathematics		Gr8/9 Science	
	Pilot	Control	Pilot	Control	Pilot	Control	Pilot	Control
Samples	142	132	142	134	175	180	175	180
Mean of increments	2.50	2.77	2.20	1.90	2.41	2.08	2.77	1.65
Larger in mean		⊙	⊙		⊙		⊙	
p-value (t-Test)		0.33456		0.27987		0.20590		0.00084
Significance level								0.1%
	Gr10/11 Mathematics		Gr10/11 Science		Gr12/13 Mathematics		Gr12/13 Science	
	Pilot	Control	Pilot	Control	Pilot	Control	Pilot	Control
Samples	164	187	163	185	101	103	132	101
Mean of increments	2.49	0.54	1.82	0.82	0.59	0.84	2.14	1.88
Larger in mean	⊙		⊙			⊙	⊙	
p-value (t-Test)		0.00000		0.00027		0.24623		0.27051
Significance level		0%		0.1%				

Mean of increments of all schools

Source: JICA Study Team

Table 3.1.2

	Pilot vs. Control by Grade and School							
	Gr4/5		Gr4/5		Gr4/5		Gr4/5	
	Ananada Balika V	Girithalegama MV	Maduwanawela SSV	Dorapane V	Poonagala Tamil V	Gonakele Tamil V	Imbulgoda V	Parakandeniya MKV
	Pilot	Control	Pilot	Control	Pilot	Control	Pilot	Control
Samples	96	98	72	50	66	70	50	48
Mean of increments	4.51	2.62	0.21	2.68	0.67	-0.61	3.50	5.67
Larger in mean	☉			☉	☉			☉
p-value (t-Test)		0.00167		0.00537		0.02703		0.00837
Significance level		1%				5.0%		
	Gr8/9		Gr8/9		Gr8/9		Gr8/9	
	Maliyadewa Balika	Maliyadewa Boys	Maduwanawela SSV	Dorapane V	Rajapaska CC	Thangalla Balika V	Poonagala Tamil V	Gonakele Tamil V
	Pilot	Control	Pilot	Control	Pilot	Control	Pilot	Control
Samples	98	94	90	86	82	96	80	84
Mean of increments	2.33	2.96	1.48	0.97	2.85	2.15	3.89	1.25
Larger in mean		☉	☉		☉		☉	
p-value (t-Test)		0.07106		0.18808		0.06155		0.00001
Significance level								0.1%
	Gr10/11		Gr10/11		Gr10/11		Gr10/11	
	Maliyadewa Balika	Maliyadewa Boys	Maduwanawela SSV	Dorapane V	Rajapaska CC	Thangalla Balika V	Poonagala Tamil V	Gonakele Tamil V
	Pilot	Control	Pilot	Control	Pilot	Control	Pilot	Control
Samples	98	72	82	68	69	152	78	80
Mean of increments	1.38	0.29	2.26	0.51	0.51	0.73	4.47	1.05
Larger in mean	☉		☉			☉	☉	
p-value (t-Test)		0.00366		0.00022		0.28596		0.00000
Significance level		1%		0.1%				0.1%
	Gr12/13		Gr12/13		Gr12/13		Gr12/13	
	Ananada Balika V	Girithalegama MV	Vembadi GHS	Jaffna CC	Maliyadewa Balika	Maliyadewa Boys	Isipathana C	Thurstan C
	Pilot	Control	Pilot	Control	Pilot	Control	Pilot	Control
Samples	13	3	53	58	75	66	92	77
Mean of increments	2.62	-0.33	0.39	0.08	2.16	2.45	1.36	1.44
Larger in mean	☉		☉			☉		☉
p-value (t-Test)		0.10706		0.23247		0.27110		0.43434
Significance level								

Mean of increments of all subject

Source: JICA Study Team

Table 3.1.3

	Pilot vs. Control by School and Subject							
	Mathematics		Science		Mathematics		Science	
	Ananada Balika V	Girithalegama MV	Ananada Balika V	Girithalegama MV	Vembadi GHS	Jaffna CC	Vembadi GHS	Jaffna CC
	Pilot	Control	Pilot	Control	Pilot	Control	Pilot	Control
Samples	48	49	61	52	28	29	25	29
Mean of increments	5.31	3.53	3.48	1.60	1.18	0.29	-0.50	-0.14
Larger in mean	⊙		⊙		⊙			⊙
p-value (t-Test)		0.02678		0.01021		0.06968		0.26122
Significance level		5%		1.0%		10.0%		
	Mathematics		Science		Mathematics		Science	
	Maliyadewa Balika	Maliyadewa Boys	Maliyadewa Balika	Maliyadewa Boys	Maduwanawela SSV	Dorapane V	Maduwanawela SSV	Dorapane V
	Pilot	Control	Pilot	Control	Pilot	Control	Pilot	Control
Samples	122	118	149	114	122	102	122	102
Mean of increments	1.66	1.56	2.16	2.43	1.57	1.53	1.16	0.94
Larger in mean	⊙			⊙	⊙		⊙	
p-value (t-Test)		0.38659		0.23500		0.47347		0.31124
Significance level								
	Mathematics		Science		Mathematics		Science	
	Rajapaska CC	Thangalla Balika V	Rajapaska CC	Thangalla Balika V	Poonagala Tamil V	Gonakele Tamil V	Poonagala Tamil V	Gonakele Tamil V
	Pilot	Control	Pilot	Control	Pilot	Control	Pilot	Control
Samples	76	124	75	124	112	117	112	117
Mean of increments	1.47	1.11	2.10	1.45	3.15	0.77	3.14	0.48
Larger in mean	⊙		⊙		⊙		⊙	
p-value (t-Test)		0.22677		0.05030		0.00000		0.00000
Significance level				5.0%		0.1%		0.1%
	Mathematics		Science		Mathematics		Science	
	Imbulgoda V	Parakandeniya MKV	Imbulgoda V	Parakandeniya MKV	Isipathana C	Thurstan C	Isipathana C	Thurstan C
	Pilot	Control	Pilot	Control	Pilot	Control	Pilot	Control
Samples	25	24	25	24	49	39	43	38
Mean of increments	3.36	6.58	3.64	4.75	0.27	0.54	2.62	2.37
Larger in mean		⊙		⊙		⊙	⊙	
p-value (t-Test)		0.00892		0.17968		0.29313		0.36944
Significance level								

Mean of increments of all grades

Source: JICA Study Team

Table 3.1.4

	Pilot vs. Control by Grade, School, and Subject							
	Gr4/5		Gr4/5		Gr4/5		Gr4/5	
	Mathematics		Science		Mathematics		Science	
	Ananada Balika V	Girithalegama MV	Ananada Balika V	Girithalegama MV	Maduwanawela SSV	Dorapane V	Maduwanawela SSV	Dorapane V
	Pilot	Control	Pilot	Control	Pilot	Control	Pilot	Control
Samples	48	49	48	49	36	24	36	26
Mean of increments	5.31	3.53	3.71	1.71	0.11	2.83	0.31	2.54
Larger in mean	⊙		⊙			⊙		⊙
p-value (t-Test)		0.02678		0.01132		0.05156		0.01973
Significance level		5.0%		5.0%				
	Gr4/5		Gr4/5		Gr4/5		Gr4/5	
	Mathematics		Science		Mathematics		Science	
	Poonagala Tamil V	Gonakele Tamil V	Poonagala Tamil V	Gonakele Tamil V	Imbulgoda V	Parakandeniya MKV	Imbulgoda V	Parakandeniya MKV
	Pilot	Control	Pilot	Control	Pilot	Control	Pilot	Control
Samples	33	35	33	35	25	24	25	24
Mean of increments	0.36	-0.94	0.97	-0.29	3.36	6.58	3.64	4.75
Larger in mean	⊙		⊙			⊙		⊙
p-value (t-Test)		0.10181		0.07152		0.00892		0.17968
Significance level		10%		10.0%				
	Gr8/9		Gr8/9		Gr8/9		Gr8/9	
	Mathematics		Science		Mathematics		Science	
	Maliyadewa Balika	Maliyadewa Boys	Maliyadewa Balika	Maliyadewa Boys	Maduwanawela SSV	Dorapane V	Maduwanawela SSV	Dorapane V
	Pilot	Control	Pilot	Control	Pilot	Control	Pilot	Control
Samples	49	47	49	47	45	43	45	43
Mean of increments	2.35	2.38	2.31	3.53	0.84	1.09	2.11	0.84
Larger in mean		⊙		⊙		⊙		⊙
p-value (t-Test)		0.47805		0.01381		0.39256		0.03841
Significance level								5.0%
	Gr8/9		Gr8/9		Gr8/9		Gr8/9	
	Mathematics		Science		Mathematics		Science	
	Rajapaska CC	Thangalla Balika V	Rajapaska CC	Thangalla Balika V	Poonagala Tamil V	Gonakele Tamil V	Poonagala Tamil V	Gonakele Tamil V
	Pilot	Control	Pilot	Control	Pilot	Control	Pilot	Control
Samples	41	48	41	48	40	42	40	42
Mean of increments	2.83	2.83	2.88	1.46	3.80	1.90	3.98	0.60
Larger in mean		⊙		⊙		⊙		⊙
p-value (t-Test)		0.49762		0.01032		0.01405		0.00014
Significance level				1.0%		5.0%		0.1%

Source: JICA Study Team

Table 3.1.4 (continued)

	Pilot vs. Control by Grade, School, and Subject							
	Gr10/11 Mathematics		Gr10/11 Science		Gr10/11 Mathematics		Gr10/11 Science	
	Maliyadewa Balika	Maliyadewa Boys	Maliyadewa Balika	Maliyadewa Boys	Maduwanawela SSV	Dorapane V	Maduwanawela SSV	Dorapane V
	Pilot	Control	Pilot	Control	Pilot	Control	Pilot	Control
Samples	49	36	49	36	41	35	41	33
Mean of increments	1.52	0.40	1.24	0.18	3.65	1.17	0.88	-0.18
Larger in mean	⊙		⊙		⊙		⊙	
p-value (t-Test)		0.02782		0.03215		0.00046		0.03192
Significance level		5%		5.0%		0.1%		5.0%
	Gr10/11 Mathematics		Gr10/11 Science		Gr10/11 Mathematics		Gr10/11 Science	
	Rajapaska CC	Thangalla Balika V	Rajapaska CC	Thangalla Balika V	Poonagala Tamil V	Gonakele Tamil V	Poonagala Tamil V	Gonakele Tamil V
	Pilot	Control	Pilot	Control	Pilot	Control	Pilot	Control
	Samples	35	76	34	76	39	40	39
Mean of increments	-0.11	0.03	1.16	1.44	4.83	1.08	4.12	1.03
Larger in mean		⊙		⊙	⊙		⊙	
p-value (t-Test)		0.39863		0.29694		0.00000		0.00000
Significance level						0.1%		0.1%
	Gr12/13 Mathematics		Gr12/13 Science		Gr12/13 Mathematics		Gr12/13 Science	
	Ananada Balika V	Girithalegama MV	Ananada Balika V	Girithalegama MV	Vembadi GHS	Jaffna CC	Vembadi GHS	Jaffna CC
	Pilot	Control	Pilot	Control	Pilot	Control	Pilot	Control
	Samples	N/A	0	13	3	28	29	25
Mean of increments	N/A		2.62	-0.33	1.18	0.29	-0.50	-0.14
Larger in mean			⊙		⊙		⊙	
p-value (t-Test)		N/A		0.10706		0.06968		0.26122
Significance level						10.0%		
	Gr12/13 Mathematics		Gr12/13 Science		Gr12/13 Mathematics		Gr12/13 Science	
	Maliyadewa Balika	Maliyadewa Boys	Maliyadewa Balika	Maliyadewa Boys	Isipathana C	Thurstan C	Isipathana C	Thurstan C
	Pilot	Control	Pilot	Control	Pilot	Control	Pilot	Control
	Samples	24	35	51	31	49	39	43
Mean of increments	0.56	1.63	2.91	3.39	0.27	0.54	2.62	2.37
Larger in mean		⊙		⊙		⊙	⊙	
p-value (t-Test)		0.04180		0.25277		0.29313		0.36944
Significance level								

Source: JICA Study Team

Appendix 3-2

PPS Questionnaires

Principal ID	
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Post Pilot Survey for School Principals

Name of the principal		Name of the interviewer	
Position	Principal	Date of interview	
School Name		Time of interview	

(1) Information on Students

1.1 Enrollment

1.1.1 Please fill in the boxes with the number of the registered students for 2004.

Grade	1	2	3	4	5		
Boys							
Girls							
Grade	6	7	8	9	10	11	Total
Boys							
Girls							

Course	Grade	12	13	Total
1.1.2 Science	Boys			
	Girls			
1.1.3 Commerce	Boys			
	Girls			
1.1.4 Arts	Boys			
	Girls			

(Place students majoring Agriculture either in Science or Arts stream by taking into consideration the other subjects he or she takes.)

1.2 Results of National Exams during 2003-2004

1.2.1 Please fill in the number of students who sat, passed and failed the Grade 5 Scholarship Exam held in **December 2003**.

	Number of students who sat the exam.		Number of students who passed the exam.		Number of students who failed the exam.
1.2.1.1		1.2.1.2		1.2.1.3	

1.2.2 Please fill in the number of students who sat, passed and failed the O'level Mathematics and Science and Technology exams held in **December 2003 for the first time**.

		Number of students who sat the exam.		Number of students who passed the exam.		Number of students who failed the exam.
Mathematics	1.2.2.1		1.2.2.2		1.2.2.3	
Science & Technology	1.2.2.4		1.2.2.5		1.2.2.6	

1.2.3 Please fill in the number of students who sat, passed and failed the A'level Combined Mathematics, Physics, Chemistry and Biology exams held in **April 2004 for the first time**.

		Number of students who sat the exam.		Number of students who passed the exam.		Number of students who failed the exam.
Combined Maths	1.2.3.1		1.2.3.2		1.2.3.3	
Physics	1.2.3.4		1.2.3.5		1.2.3.6	
Chemistry	1.2.3.7		1.2.3.8		1.2.3.9	
Biology	1.2.3.10		1.2.3.11		1.2.3.12	

(2) Information on School Facilities and Infrastructure

2.1 School Facilities and Infrastructure

(A) School Facilities

How do you rate the condition of the following school facilities in your school? Please choose and circle the most appropriate number that represents your response.

		Good	Average	Poor	No Facility
2.1.1	Classrooms	5	4	2	1
2.1.2	Toilet for staff	5	4	2	1
2.1.3	Toilet for students	5	4	2	1
2.1.4	Library	5	4	2	1
2.1.5	Teachers' Quarters	5	4	2	1
2.1.6	Staff Room	5	4	2	1
2.1.7	Principal's Office	5	4	2	1

(B) Infrastructure

How do you rate the condition of the following infrastructure in your school? Please choose and circle the most appropriate number that represents your response.

		Good	Average	Poor	No Facility
2.1.8	Water supply	5	4	2	1
2.1.9	Electricity	5	4	2	1
2.1.10	Access road and transportation	5	4	2	1
2.1.11	Telephone	5	4	2	1
2.1.12	Garbage collection and disposal	5	4	2	1

Principal ID	
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2.2 Teaching Facilities

How do you rate the following facilities in your school? Please choose and circle the most appropriate number that represents your response.

			Good	Average	Poor	No Facility
2.2.1	Basic Teaching Facilities	Blackboards	5	4	2	1
2.2.2		Desks & chairs	5	4	2	1
2.2.3		Teaching aids	5	4	2	1
2.2.4	Science Facilities	Science Laboratories	5	4	2	1
2.2.5		Science equipment	5	4	2	1
2.2.6		Storage	5	4	2	1
2.2.7	Multi-media Facilities	TV sets	5	4	2	1
2.2.8		VCR's	5	4	2	1
2.2.9		Tape Recorders	5	4	2	1

2.3 Science Laboratory, Math Room and Computer Room

How do you rate the condition of the following rooms in your school? Please choose and circle the most appropriate number that represents your response.

	Level	Type of Room	Good	Average	Poor	No Facility
2.3.1	Junior Secondary	Science room	5	4	2	1
2.3.2		Math room	5	4	2	1
2.3.3	O Level	Science & Technology room	5	4	2	1
2.3.4		Math room	5	4	2	1
2.3.5	A Level	Chemistry laboratory	5	4	2	1
2.3.6		Physics laboratory	5	4	2	1
2.3.7		Biology laboratory	5	4	2	1
2.3.8		Math Room	5	4	2	1
2.3.9	Computer Room		5	4	2	1

2.4 No. of Computers in Your School

Please write the number of computers which are working in your school. (number)

How many working computers does your school have?	
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2.5 Purposes of Using Computers in Your School

If your school has computers, for what purpose(s) are you, your teachers and students using them? Please choose and circle the most appropriate number that represents your response. **If your school has no computer please do not answer the following question.**

		<u>Never</u>	<u>Seldom</u>	<u>Some-times</u>	<u>Often</u>	<u>Always</u>
2.5.1	School Management	1	2	3	4	5
2.5.2	Teaching Mathematics	1	2	3	4	5
2.5.3	Teaching Science.	1	2	3	4	5
2.5.4	Teaching English	1	2	3	4	5
2.5.5	Internet and e-mail	1	2	3	4	5

(3) Information on school management

3.1 Evaluation of School-based Management (SBM)

After reading each sentence below, please choose and circle the most appropriate number that represents your response.

		<u>Not at all</u>	<u>Little</u>	<u>Hard to tell</u>	<u>Fairly</u>	<u>Very much</u>
3.1.1	Your school is practicing School-based Management (SBM).	1	2	3	4	5
3.1.2	You evaluate each teacher's performance in your school.	1	2	3	4	5
3.1.3	You observe how teachers teach at their class and discuss your findings with the teachers.	1	2	3	4	5
3.1.4	Educational statistics and data on your school is well organized and filed for easy use by any of your school staff.	1	2	3	4	5
3.1.5	Your school has formulated school development plan.	1	2	3	4	5
3.1.6	You have asked your teachers, parents or students to suggest how to improve your school.	1	2	3	4	5
3.1.7	Your school was able to raise necessary funds to implement your school development plan.	1	2	3	4	5
3.1.8	Your school received a fund for Quality Input items.	1	2	3	4	5
3.1.9	Your school used all fund for Quality Input allocated last year.	1	2	3	4	5
3.1.10	School Development Society (SDS) actively supports your school in order to make your school a better place for learning.	1	2	3	4	5
3.1.11	Alumni Association actively supports your school in order to make your school a better place for learning.	1	2	3	4	5

Principal ID	
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3.2 School Development Society (SDS)

What kinds of activities is School Development Society (SDS) in your school doing? Please choose and circle the most appropriate answer in the following table.

		Yes	No
3.2.1	Planning and implementing school activities and events in which parents and community can participate.	1	2
3.2.2	Discussing school problems with parents and community members in order to find solutions jointly.	1	2
3.2.3	Cleaning classrooms and school yard	1	2
3.2.4	Improving school facilities by community participation	1	2
3.2.5	Fund raising other than SDS membership fee	1	2

3.3 Extra study at school for students who will take national exams

How many hours of extra classes are given for the following grade? Please write the number of extra hours per week given for the following classes.

3.3.1	Grade 5	
3.3.2	Grade 11	
3.3.3	Grade 13	

(4) Evaluation of school environment and management

4.1 Communication with various stakeholders related to education

In the following table, the left column shows the various stakeholders related to education. How often did you make contacts with them regarding your school since the beginning of 2004?

		<u>Never</u>	<u>Seldom</u>	<u>Sometimes</u>	<u>Often</u>	<u>Always</u>
4.1.1	Teachers in your school	1	2	3	4	5
4.1.2	Parents of your students	1	2	3	4	5
4.1.3	Community Leaders	1	2	3	4	5
4.1.4	School Development Society (SDS)	1	2	3	4	5
4.1.5	Principals in other schools	1	2	3	4	5
4.1.6	Private Business and Industry	1	2	3	4	5
4.1.7	Provincial Education Office	1	2	3	4	5
4.1.8	Zonal Education Office	1	2	3	4	5
4.1.9	Divisional Education Office	1	2	3	4	5
4.1.10	In-Service Advisers	1	2	3	4	5

Principal ID	
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4.2 Evaluation of School Climate

After reading each sentence below, please choose and circle the most appropriate number that represents your response.

		<u>Not at all</u>	<u>Little</u>	<u>Hard to tell</u>	<u>Fairly</u>	<u>Very much</u>
4.2.1	Being well trained, you feel you are a good principal	1	2	3	4	5
4.2.2	You and your teachers work according to a common vision to develop your School Education	1	2	3	4	5
4.2.3	Teachers level of performance is at a high standard	1	2	3	4	5
4.2.4	All teachers of the school have good opportunities to develop their professional activities.	1	2	3	4	5
4.2.5	Communication activities of the school have been made effective, accurate, relevant and timely.	1	2	3	4	5
4.2.6	School facilities are open for use by the community.	1	2	3	4	5
4.2.7	Parents and community are made to participate in policy development and program planning of the school through the SDS.	1	2	3	4	5

4.3 Evaluation of the science and mathematics teachers in your school

After reading each sentence below, please choose and circle the most appropriate number that represents your response.

		<u>Not at all</u>	<u>Little</u>	<u>Hard to tell</u>	<u>Fairly</u>	<u>Very much</u>
4.3.1	Teachers in science and maths have good knowledge and skills for teaching in their subject.	1	2	3	4	5
4.3.2	Teachers in science and maths have developed their own teaching materials (such as handouts, teaching guide, experimental tools, etc.).	1	2	3	4	5
4.3.3	Teachers in science and maths use School-Based Assessment (SBA) properly.	1	2	3	4	5
4.3.4	You and your science and mathematics teachers discussed how to improve science and mathematics education in your school.	1	2	3	4	5
4.3.5	Teachers in science and mathematics are actively involved in co-curricular activities such as science and math-related student clubs.	1	2	3	4	5

Principal ID	
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4.4 Evaluation of the students

After reading each sentence below, please choose and circle the most appropriate number that represents your response.

		<u>Not at all</u>	<u>Little</u>	<u>Hard to tell</u>	<u>Fairly</u>	<u>Very much</u>
4.4.1	Students are eager to come and study at school.	1	2	3	4	5
4.4.2	Students are well motivated to study hard for good academic performance.	1	2	3	4	5
4.4.3	Students are well disciplined.	1	2	3	4	5

4.5 Evaluation of the parents and the community

Please read each of the following statements. Choose the most appropriate number that represents your response.

		<u>Not at all</u>	<u>Little</u>	<u>Hard to tell</u>	<u>Fairly</u>	<u>Very much</u>
4.5.1	Parents provide good support for students to learn at school.	1	2	3	4	5

4.6 Evaluation of the Government Offices

Please read each of the following statements. Choose the most appropriate number that represents your response.

		<u>Not at all</u>	<u>Little</u>	<u>Hard to tell</u>	<u>Fairly</u>	<u>Very much</u>
4.6.1	In-Service Advisers (ISA) provide good support to your teachers.	1	2	3	4	5
4.4.2	Teacher Center provides good support to your school.	1	2	3	4	5
4.6.3	Divisional Education Office provides good support to your school.	1	2	3	4	5
4.6.4	Zonal Education Office provides good support to your school.	1	2	3	4	5
4.6.5	Provincial Education Office provides good support to your school.	1	2	3	4	5
4.6.6	Central Ministry of Education provides good support to your school.	1	2	3	4	5

Principal ID	
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Additional Questions:

We are keen to get your comments about the present status in your school, compared to the status one year ago. Please choose and circle the most appropriate number which represents your rating. For questions 3-14, please write down the reason why you give such rating in the space provided at the end.

		Very much less	A little less	About the same	A little more	Very much more
1	Compared to last year the number of new students enrolling at your school is:	1	2	3	4	5

Give figures if possible	1.1 Last year		1.2 This year	
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		Very much less	A little less	About the same	A little more	Very much more
2	Compared to last year the number of students dropping out of your school is:	1	2	3	4	5

Give figures if possible	2.1 Last year		2.2 This year	
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		Very much less	A little less	About the same	A little more	Very much more
3	Compared to last year, students' enthusiasm and liking to attend school is:	1	2	3	4	5
4	Compared to last year, students' enthusiasm and liking for science (or environmental studies) and maths is:	1	2	3	4	5
5	Compared to last year, students' ability and competence in science (or environmental studies) and maths is:	1	2	3	4	5
6	Compared to last year, the enthusiasm or commitment of teachers is:	1	2	3	4	5
7	Compared to last year, the general teaching ability or skills of teachers is:	1	2	3	4	5
8	Compared to last year, the ability of teachers in teaching science (or environmental studies) is:	1	2	3	4	5
9	Compared to last year, the ability of teachers in teaching maths is:	1	2	3	4	5
10	Compared to last year, your own enthusiasm is:	1	2	3	4	5
11	Compared to last year, the use of teaching facilities (e.g. printing facilities, laboratories, computers) is:	1	2	3	4	5

Principal ID	
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12	Compared to last year, the contribution to quality education from a changed school environment is:	1	2	3	4	5
13	Compared to last year, the contribution to quality education from a changed school management system is:	1	2	3	4	5
14	Compared to last year, the contribution to quality education from good teaching materials is:	1	2	3	4	5

The reason why you give such rating:

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Principal ID	
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14	

***This is the end of the questionnaire for the school principal.
Thank you very much for your cooperation.***

Teacher ID	
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Post Pilot Survey for Teachers

Name of the teacher	
Subject	
Current Grade	
School Name	

Name of the interviewer	
Date of interview	
Time of interview	

(1) Information on teaching-learning process

1.1 Special activities besides the regular classes

Do you provide the following special activities for your main subject besides the regular classes? Please circle the appropriate number.

		<u>Never</u>	<u>Seldom</u>	<u>Some-times</u>	<u>Often</u>	<u>Always</u>
1.1.1	Remedial class for slow-learning students.	1	2	3	4	5
1.1.2	Special enrichment activities for fast-learning students.	1	2	3	4	5
1.1.3	Extra lessons for exam preparation.	1	2	3	4	5

1.2 Teaching methods in your main subject

Please recall your main subject class and choose the most appropriate number that represents your response.

		<u>Never</u>	<u>Seldom</u>	<u>Some-times</u>	<u>Often</u>	<u>Always</u>
1.2.1	You use lecturing method for your subject.	5	4	3	2	1
1.2.2	You provide students with observation and experiments.	1	2	3	4	5
1.2.3	You help students to apply what they learned at classroom into real life situation.	1	2	3	4	5
1.2.4	You provide students with small quiz and test.	1	2	3	4	5
1.2.5	You organize small group discussion session in the class.	1	2	3	4	5
1.2.6	You organize students' group activities in the class.	1	2	3	4	5
1.2.7	You organize students' individual project and research.	1	2	3	4	5
1.2.8	You organize students' field trip outside school.	1	2	3	4	5
1.2.9	You ask students to make presentation in front of class.	1	2	3	4	5
1.2.10	You organize questions and answers session in the class.	1	2	3	4	5
1.2.11	You encourage students to ask questions in the class.	1	2	3	4	5
1.2.12	You ask fast-learning students to teach other students.	1	2	3	4	5
1.2.13	You provide students with homework.	1	2	3	4	5

1.3 Teaching aids in your main subject

Please recall your main subject class and choose the most appropriate number that represents your response.

		<u>Never</u>	<u>Seldom</u>	<u>Some- times</u>	<u>Often</u>	<u>Always</u>
1.3.1	You use black/white boards to teach your main subject.	1	2	3	4	5
1.3.2	You use student workbooks to teach your main subject.	1	2	3	4	5
1.3.3	You use library books (such as reference books) to teach your main subject.	1	2	3	4	5
1.3.4	You use teachers' guides or resource books to teach your main subject.	1	2	3	4	5
1.3.5	You use laboratories to teach your main subject.	1	2	3	4	5
1.3.6	You use charts and pictures to teach your main subject.	1	2	3	4	5
1.3.7	You use OHP to teach your main subject.	1	2	3	4	5
1.3.8	You use radio/tape recorder to teach your main subject.	1	2	3	4	5
1.3.9	You use TV/Video to teach your main subject.	1	2	3	4	5
1.3.10	You use computers to teach your main subject.	1	2	3	4	5
1.3.11	You make your own teaching materials (such as handouts, experimental tools, etc.) to teach your main subject.	1	2	3	4	5

1.4 Student interests in science and math

Please recall your main subject class and choose the most appropriate number that represents your response.

		<u>Never</u>	<u>Seldom</u>	<u>Some- times</u>	<u>Often</u>	<u>Always</u>
1.4.1	Students show interests in your main subject.	1	2	3	4	5
1.4.2	Students show interests in laboratory or practical work.	1	2	3	4	5
1.4.3	Students show interests in natural environment and phenomena.	1	2	3	4	5
1.4.4	Students show interests in calculation or geometry.	1	2	3	4	5
1.4.5	Students are eager to learn more about your main subject by themselves.	1	2	3	4	5

Teacher ID	
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1.5 Assessment of student achievement

Please recall your main subject class and choose the most appropriate number that represents your response.

		<u>Never</u>	<u>Seldom</u>	<u>Some-times</u>	<u>Often</u>	<u>Always</u>
1.5.1	You check the degree of student’s understanding at the end of each lesson.	1	2	3	4	5
1.5.2	Small tests are used in evaluating student achievement.	1	2	3	4	5
1.5.3	Evaluations of student’s essays, written reports, and daily journals are used in assessing students’ progress.	1	2	3	4	5
1.5.4	You evaluate student’s presentations to assess student achievement.	1	2	3	4	5
1.5.5	You evaluate student’s attitude and behavior, such as disciplines, leadership, initiatives, motivation, etc.	1	2	3	4	5
1.5.6	You evaluate the level of student’s participation in lessons.	1	2	3	4	5
1.5.7	You evaluate the level of student’s participation in various school activities such as extra-curricular activities.	1	2	3	4	5
1.5.8	School-based Assessment (SBA) is used in evaluating student achievement in your class.	1	2	3	4	5

(2) Information on school climate

2.1 School management

Please read each statement below and choose the most appropriate number that represents your response.

		<u>Not at all</u>	<u>Little</u>	<u>Hard to tell</u>	<u>Fairly</u>	<u>Very much</u>
2.1.1	All teachers participate in planning school programs.	1	2	3	4	5
2.1.2	The principal and teachers have a shared vision on how to improve education in your school.	1	2	3	4	5
2.1.3	The principal provides enough incentive and opportunity for teachers to improve their teaching skills.	1	2	3	4	5
2.1.4	Communication between the principal and teachers is made effectively - accurate, relevant and on time.	1	2	3	4	5
2.1.5	Evaluation of the teachers’ performance is appropriately conducted.	1	2	3	4	5
2.1.6	Teachers in the same subject in your school share and discuss teaching materials and ideas.	1	2	3	4	5
2.1.7	The principal and teachers discuss school problems and teaching problems regularly.	1	2	3	4	5

2.2 Assessment of Parents' Participation

Please read each statement below and choose the most appropriate number that represents your response.

		<u>Not at all</u>	<u>Little</u>	<u>Hard to tell</u>	<u>Fairly</u>	<u>Very much</u>
2.2.1	Parents are eager to support their children's education.	1	2	3	4	5
2.2.2	Parents are eager to support your school through SDS.	1	2	3	4	5
2.2.3	Parents prefer to send their children to tuition classes.	5	4	3	2	1

2.3 School climate

Please read each of the following statements and choose the most appropriate number that represents your response.

		<u>Not at all</u>	<u>Little</u>	<u>Hard to tell</u>	<u>Fairly</u>	<u>Very much</u>
2.3.1	Everyone in the school follows school rules and regulation.	1	2	3	4	5
2.3.2	All staff are happy to work in your school.	1	2	3	4	5
2.3.3	Students are eager to come to the school.	1	2	3	4	5
2.3.4	Students prefer to go to tuition classes.	5	4	3	2	1

2.4 Classroom climate and students' motivation

Please read each of the following statements and choose the most appropriate number that represents your response.

		<u>Not at all</u>	<u>Little</u>	<u>Hard to tell</u>	<u>Fairly</u>	<u>Very much</u>
2.4.1	Students are eager to attend your class.	1	2	3	4	5
2.4.2	Students are well disciplined in your class.	1	2	3	4	5
2.4.3	You and students discuss their academic problems and interests.	1	2	3	4	5
2.4.4	You help students to study more about their interested topics in your main subject.	1	2	3	4	5
2.4.5	You have to deal with students' behavioral problems such as cheating and absence.	1	2	3	4	5
2.4.6	Classroom is free from physical problems (such as noise, lighting, water leak, etc.) which disturb students' learning.	1	2	3	4	5
2.4.7	You feel your students need not go to tuition class on your subject.	1	2	3	4	5

Teacher ID	
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2.5 Absent students

On a typical school day, how many students are absent from your class for any reason?

1. No absent student
2. 1 to 5 absent students
3. 6 to 10 absent student
4. More than 10 absent students

(3) Teacher satisfaction and motivation

Please read each of the following statements and choose the most appropriate number that represents your response.

		<u>Not at all</u>	<u>Little</u>	<u>Hard to tell</u>	<u>Fairly</u>	<u>Very much</u>
3.1	You enjoy teaching as your profession.	1	2	3	4	5
3.2	You like this school more than any other schools.	1	2	3	4	5
3.3	You are satisfied with your school facilities.	1	2	3	4	5
3.4	You are satisfied with your teaching and communication skills.	1	2	3	4	5
3.5	You are satisfied with your knowledge and understanding of your main subject.	1	2	3	4	5
3.6	You are satisfied with collaboration with your colleagues in your main subject.	1	2	3	4	5
3.7	You are satisfied with school principal's support.	1	2	3	4	5
3.8	You are satisfied with the support from students' parents.	1	2	3	4	5
3.9	You are satisfied with the support from In-Service Advisers (ISA).	1	2	3	4	5

Additional Questions:

We are keen to get your comments about the present status in your school, compared to the status one year ago. Please choose and circle the most appropriate number which represents your rating. For each question, please write down the reason why you give such rating in the space provided at the end.

		<u>Very much less</u>	<u>A little less</u>	<u>About the same</u>	<u>A little more</u>	<u>Very much more</u>
1	Compared to last year, students' enthusiasm and liking to attend school is	1	2	3	4	5
2	Compared to last year, students' enthusiasm and liking for science (or environmental studies) and maths is:	1	2	3	4	5
3	Compared to last year, students' ability and competence in science (or environmental studies) and maths is:	1	2	3	4	5
4	Compared to last year, the enthusiasm or commitment of teachers in general is:	1	2	3	4	5
5	Compared to last year, the general teaching ability or skills of teachers is:	1	2	3	4	5
6	Compared to last year, the ability of teachers in teaching science (or environmental studies) is:	1	2	3	4	5
7	Compared to last year, the ability of teachers in teaching maths is:	1	2	3	4	5
8	Compared to last year, the principal's enthusiasm or commitment is:	1	2	3	4	5
9	Compared to last year, your own enthusiasm is:	1	2	3	4	5
10	Compared to last year, the use of teaching facilities (e.g. printing facilities, laboratories, computers) is:	1	2	3	4	5
11	Compared to last year, the contribution to quality education from a changed school environment is:	1	2	3	4	5
12	Compared to last year, the contribution to quality education from a changed school management system is:	1	2	3	4	5
13	Compared to last year, the contribution to quality education from good teaching materials is:	1	2	3	4	5

Teacher ID	
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The reason why you give such rating:

1	
2	
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10	

Teacher ID	
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11	
12	
13	

***This is the end of the questionnaire for the teacher.
Thank you very much for your cooperation.***

Student ID	
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Post Pilot Survey for Grade 5 Students

Name of the student	
Current Grade	Grade 5
School Name	

Name of the interviewer	
Date of interview	
Time of interview	

(1) Information on your school

1.1 Teaching methods used in Mathematics and Environment Related Activities classes

1.1.1 What kinds of teaching methods are used for **Mathematics** in your class? Please read each statement below and choose the most appropriate number that represents your response.

		<u>Never</u>	<u>Seldom</u>	<u>Some-times</u>	<u>Often</u>	<u>Always</u>
1.1.1.1	Teacher provides students with small quiz and test for this subject	5	4	3	2	1
1.1.1.2	Teacher organizes small group discussion session for this subject.	1	2	3	4	5
1.1.1.3	Teacher organizes students' group activities for this subject.	1	2	3	4	5
1.1.1.4	Teacher organizes students' field trip outside school for this subject.	1	2	3	4	5
1.1.1.5	Teacher organizes questions and answers session for this subject.	1	2	3	4	5
1.1.1.6	Teacher provides students with homework for this subject.	1	2	3	4	5

1.1.2 What kinds of teaching methods are used for **Environment Related Activities** in your class? Please read each statement below and choose the most appropriate number that represents your response.

		<u>Never</u>	<u>Seldom</u>	<u>Some-times</u>	<u>Often</u>	<u>Always</u>
1.1.2.1	Teacher provides students with small quiz and test for this subject	5	4	3	2	1
1.1.2.2	Teacher organizes small group discussion session for this subject.	1	2	3	4	5
1.1.2.3	Teacher organizes students' group activities for this subject.	1	2	3	4	5
1.1.2.4	Teacher organizes students' field trip outside school for this subject.	1	2	3	4	5
1.1.2.5	Teacher organizes questions and answers session for this subject.	1	2	3	4	5
1.1.2.6	Teacher provides students with homework for this subject.	1	2	3	4	5

Student ID	
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1.2 Teaching aids used in Math and Environment Related Activities classes

1.2.1 What kinds of teaching aids are used for **Mathematics** in your class? Please read each statement below and choose the most appropriate number that represents your response.

		<u>Never</u>	<u>Seldom</u>	<u>Some-times</u>	<u>Often</u>	<u>Always</u>
1.2.1.1	Teacher uses blackboards to teach this subject.	1	2	3	4	5
1.2.1.2	Teacher uses student workbooks to teach this subject.	1	2	3	4	5
1.2.1.3	Teacher uses library books to teach this subject.	1	2	3	4	5
1.2.1.4	Teacher uses pictures and charts to teach this subject	1	2	3	4	5
1.2.1.5	Teacher uses hand-made teaching materials (such as handouts, models) to teach this subject.	1	2	3	4	5
1.2.1.6	I feel the textbook on this subject is well written and easy to understand.	1	2	3	4	5
1.2.1.7	I feel I need additional books besides the textbook to understand well this subject.	5	4	3	2	1

1.2.2 What kinds of teaching aids are used for **Environment Related Activities** in your class? Please read each statement below and choose the most appropriate number that represents your response.

		<u>Never</u>	<u>Seldom</u>	<u>Some-times</u>	<u>Often</u>	<u>Always</u>
1.2.2.1	Teacher uses blackboards to teach this subject.	1	2	3	4	5
1.2.2.2	Teacher uses student workbooks to teach this subject.	1	2	3	4	5
1.2.2.3	Teacher uses library books to teach this subject.	1	2	3	4	5
1.2.2.4	Teacher uses pictures and charts to teach this subject	1	2	3	4	5
1.2.2.5	Teacher uses hand-made teaching materials (such as handouts, models) to teach this subject.	1	2	3	4	5
1.2.2.6	I feel the textbook on this subject is well written and easy to understand.	1	2	3	4	5
1.2.2.7	I feel I need additional books besides the textbook to understand well this subject.	5	4	3	2	1

1.3 Tuition class

1.3.1 Do you go to private tuition class after school? 1. Yes 2. No

If yes, answer the following questions. If no, move to the part (2).

1.3.2 About how many hours per week do you attend tuition class? _____ hours per week

1.3.3 What kinds of subjects are you studying at tuition class?

1. Mathematics
2. Environment Related Activities
5. Other (Specify: _____)

1.3.4 What is the reason for going to the tuition class?

1. I want to study more.
2. I feel that teachers in tuition class are better skilled in teaching for exams than teachers at my school.
3. I feel pressured to go to the tuition class from my parents or friends.
4. Other (Specify: _____)

Student ID	
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(2) Your opinion about education and school

2.1 Your educational goal

Up to which grade/level in school system do you want to proceed?

1. Up to Grade 5 (primary level)
2. Up to Grade 9 (junior secondary level)
3. Up to Grade 11 (O Level)
4. Up to Grade 13 (A Level)
5. Up to university or higher level

2.2 Your opinion on school and education

Please read each statement below and choose the most appropriate number that represents your response.

		<u>Not at all</u>	<u>Little</u>	<u>Hard to tell</u>	<u>Fairly</u>	<u>Very much</u>
2.2.1	I can concentrate on my study at school.	1	2	3	4	5
2.2.2	I have good relationship with other students at school.	1	2	3	4	5
2.2.3	I feel my school is well equipped in terms of facilities and infrastructure.	1	2	3	4	5
2.2.4	I feel this school is useful to improve my academic capacity.	1	2	3	4	5
2.2.5	I like this school.	1	2	3	4	5

2.3 Your interests in Mathematics and Environmental Related Activities

2.3.1 What is your opinion for **Mathematics**? Please read each statement below and choose the most appropriate number that represents your response.

		<u>Not at all</u>	<u>Little</u>	<u>Hard to tell</u>	<u>Fairly</u>	<u>Very much</u>
2.3.1.1	Teacher’s explanation on this subject is clear and easy to understand.	1	2	3	4	5
2.3.1.2	Teacher on this subject makes this subject interesting and enjoyable for me.	1	2	3	4	5
2.3.1.3	Teacher on this subject is often absent.	5	4	3	2	1
2.3.1.4	Teacher on this subject often comes late to class.	5	4	3	2	1
2.3.1.5	I like to attend this class.	1	2	3	4	5
2.3.1.6	I prefer tuition class on this subject to school class.	5	4	3	2	1

Student ID	
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2.3.2 What is your opinion for **Environment Related Activities**? Please read each statement below and choose the most appropriate number that represents your response.

		<u>Not at all</u>	<u>Little</u>	<u>Hard to tell</u>	<u>Fairly</u>	<u>Very much</u>
2.3.2.1	Teacher’s explanation on this subject is clear and easy to understand.	1	2	3	4	5
2.3.2.2	Teacher on this subject makes this subject interesting and enjoyable for you.	1	2	3	4	5
2.3.2.3	I like experiments and observations in this subject.	1	2	3	4	5
2.3.2.4	Teacher on this subject is often absent.	5	4	3	2	1
2.3.2.5	Teacher on this subject often comes late in class.	5	4	3	2	1
2.3.2.6	I like to attend this class.	1	2	3	4	5
2.3.2.7	I prefer tuition class on this subject than school class.	5	4	3	2	1

2.3.3 Do you like **Mathematics**? 1. Yes 2. No

2.3.3.1 **If no**, please choose the appropriate reasons for it.

1. No need for my life
2. Mathematics is difficult to understand.
3. I do not like the teacher on this subject.
4. Textbook is not interesting.
5. Other (Specify: _____)

2.3.4 Do you like **Environment Related Activities**? 1. Yes 2. No

2.3.4.1 **If no**, please choose the appropriate reasons for it.

1. No need for my life
2. Science is difficult to understand
3. I do not like the teacher on this subject.
4. Textbook is not interesting.
5. I do not like experiment and observation.
6. Other (Specify: _____)

Student ID	
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(3) Information on your family

3.1 Support from your parents

How often do your parents do the following things since you became Grade 5?

		<u>Never</u>	<u>Seldom</u>	<u>Some-times</u>	<u>Often</u>	<u>Always</u>
3.1.1	Helped me with my homework in Math and Environment Related Activities.	1	2	3	4	5
3.1.2	Helped to solve my learning difficulties in science and math.	1	2	3	4	5
3.1.3	Assisted my education financially.	1	2	3	4	5
3.1.4	Discussed school activities or events with me.	1	2	3	4	5
3.1.5	Discussed what I study in class with me.	1	2	3	4	5
3.1.6	Discussed my marks of school tests with me.	1	2	3	4	5
3.1.7	Attended school events/ meetings.	1	2	3	4	5
3.1.8	Spoke with my teacher or principal.	1	2	3	4	5
3.1.9	Actively participated in School Development Society (SDS).	1	2	3	4	5

3.2 Your parents' satisfaction with your education and school

Please read each statement below and choose the most appropriate number that represents your response.

		<u>Not at all</u>	<u>Little</u>	<u>Hard to tell</u>	<u>Fairly</u>	<u>Very much</u>
3.2.1	I feel my parents are satisfied with my academic performance at school.	1	2	3	4	5
3.2.2	I feel my parents are satisfied with my disciplines and moral at school.	1	2	3	4	5
3.2.3	I feel my parents are generally satisfied with teachers in my school.	1	2	3	4	5
3.2.4	I feel my parents are generally satisfied with my school.	1	2	3	4	5

Student ID	
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Additional Questions:

We are keen to get your comments about the present status in your school, compared to the status one year ago. Please choose and circle the most appropriate number which represents your rating.

		Very much less/worse	A little less/worse	About the same	A little more/better	Very much more/better
1	Compared to last year, your liking to attend school is	1	2	3	4	5
2	Compared to last year, your classmates' liking to attend school is:	1	2	3	4	5
3	Compared to last year, your principal's interest in making your school better is:	1	2	3	4	5
4	Compared to last year, your interest or liking for environmental studies is:	1	2	3	4	5
5	Compared to last year, your interest or liking for maths is:	1	2	3	4	5
6	Compared to last year, your ease of understanding environmental studies is:	1	2	3	4	5
7	Compared to last year, your ease of understanding maths is:	1	2	3	4	5
8	Compared to last year, the interest shown by your teachers in improving your school is:	1	2	3	4	5
9	Compared to last year, how well are your teachers teaching environmental studies?	1	2	3	4	5
10	Compared to last year, how well are your teachers teaching maths?	1	2	3	4	5

***This is the end of the questionnaire for the students.
Thank you very much for your cooperation.***

Student ID	
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Post Pilot Survey for Grade 9/11 Students

Name of the student	
Current Grade	
School Name	

Name of the interviewer	
Date of interview	
Time of interview	

(1) Information on your school

1.1 Teaching methods used in Math and Science and Technology classes

1.1.1 What kinds of teaching methods are used for **Mathematics** in your class? Please fill in the boxes with the most appropriate number.

		<u>Never</u>	<u>Seldom</u>	<u>Some-times</u>	<u>Often</u>	<u>Always</u>
1.1.1.1	Teacher uses lecturing method for this subject.	5	4	3	2	1
1.1.1.2	Teacher provides students with observation and experiments for this subject.	1	2	3	4	5
1.1.1.3	Teacher provides students with small quiz and test for this subject	1	2	3	4	5
1.1.1.4	Teacher organizes small group discussion session for this subject.	1	2	3	4	5
1.1.1.5	Teacher organizes students' group activities for this subject.	1	2	3	4	5
1.1.1.6	Teacher organizes students' individual project and research for this subject.	1	2	3	4	5
1.1.1.7	Teacher organizes students' field trip outside school for this subject.	1	2	3	4	5
1.1.1.8	Teacher asks students to make presentation in front of class for this subject.	1	2	3	4	5
1.1.1.9	Teacher organizes questions and answers session for this subject.	1	2	3	4	5
1.1.1.10	Teacher asks fast-learning students to teach other students for this subject.	1	2	3	4	5
1.1.1.11	Teacher provides students with homework for this subject.	1	2	3	4	5

Student ID	
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1.1.2 What kinds of teaching methods are used for **Science and Technology** in your class? Please fill in the boxes with the most appropriate number.

		<u>Never</u>	<u>Seldom</u>	<u>Some-times</u>	<u>Often</u>	<u>Always</u>
1.1.2.1	Teacher uses lecturing method for this subject.	5	4	3	2	1
1.1.2.2	Teacher provides students with observation and experiments for this subject.	1	2	3	4	5
1.1.2.3	Teacher provides students with small quiz and test for this subject	1	2	3	4	5
1.1.2.4	Teacher organizes small group discussion session for this subject.	1	2	3	4	5
1.1.2.5	Teacher organizes students' group activities for this subject.	1	2	3	4	5
1.1.2.6	Teacher organizes students' individual project and research for this subject.	1	2	3	4	5
1.1.2.7	Teacher organizes students' field trip outside school for this subject.	1	2	3	4	5
1.1.2.8	Teacher asks students to make presentation in front of class for this subject.	1	2	3	4	5
1.1.2.9	Teacher organizes questions and answers session for this subject.	1	2	3	4	5
1.1.2.10	Teacher asks fast-learning students to teach other students for this subject.	1	2	3	4	5
1.1.2.11	Teacher provides students with homework for this subject.	1	2	3	4	5

1.2 Teaching aids used in Math and Science and Technology classes

1.2.1 What kinds of teaching aids are used for **Mathematics**? Please fill in the boxes with the most appropriate number.

		<u>Never</u>	<u>Seldom</u>	<u>Some-times</u>	<u>Often</u>	<u>Always</u>
1.2.1.1	Teacher uses blackboards to teach this subject.	1	2	3	4	5
1.2.1.2	Teacher uses student workbooks to teach this subject.	1	2	3	4	5
1.2.1.3	Teacher uses library books to teach this subject.	1	2	3	4	5
1.2.1.4	Teacher uses laboratories to teach this subject.	1	2	3	4	5
1.2.1.5	Teacher uses pictures and charts to teach this subject.	1	2	3	4	5
1.2.1.6	Teacher uses hand-made teaching materials (such as handouts, experimental tools, etc.) to teach this subject.	1	2	3	4	5
1.2.1.7	I feel the textbook on this subject is well written and easy to understand.	1	2	3	4	5
1.2.1.8	I feel I need additional books besides the textbook to understand well this subject.	5	4	3	2	1

Student ID	
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1.2.2 What kinds of teaching aids are used for **Science and Technology**? Please fill in the boxes with the most appropriate number.

		<u>Never</u>	<u>Seldom</u>	<u>Some-times</u>	<u>Often</u>	<u>Always</u>
1.2.2.1	Teacher uses blackboards to teach this subject.	1	2	3	4	5
1.2.2.2	Teacher uses student workbooks to teach this subject.	1	2	3	4	5
1.2.2.3	Teacher uses library books to teach this subject.	1	2	3	4	5
1.2.2.4	Teacher uses laboratories to teach this subject.	1	2	3	4	5
1.2.2.5	Teacher uses pictures and charts to teach this subject.	1	2	3	4	5
1.2.2.6	Teacher uses hand-made teaching materials (such as handouts, experimental tools, etc.) to teach this subject.	1	2	3	4	5
1.2.2.7	I feel the textbook on this subject is well written and easy to understand.	1	2	3	4	5
1.2.2.8	I feel I need additional books besides the textbook to understand well this subject.	5	4	3	2	1

1.3 Tuition class

1.3.1 Do you go to private tuition class after school? 1. Yes 2. No

If yes, answer the following questions. If no, move to the part (2).

1.3.2 About how many hours per week do you attend tuition class? _____ hours per week

1.3.3 What kinds of subjects are you studying at tuition class?

1. Mathematics
2. Science and Technology
5. Other (Specify: _____)

1.3.4 What is the reason for going to the tuition class?

1. I want to study more.
2. I feel that teachers in tuition class are better skilled in teaching for exams than teachers at my school.
3. I feel pressured to go to the tuition class from my parents or friends
4. Other (Specify: _____)

Student ID	
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(2) Your opinion about education and school

2.1 Your educational goal

Up to which grade/level in school system do you want to proceed?

1. Up to Grade 5 (primary level)
2. Up to Grade 9 (junior secondary level)
3. Up to Grade 11 (O Level)
4. Up to Grade 13 (A Level)
5. Up to university or higher level

2.2. Your opinion on school and education

Please read each statement below and choose the most appropriate number that represents your response.

		<u>Not at all</u>	<u>Little</u>	<u>Hard to tell</u>	<u>Fairly</u>	<u>Very much</u>
2.2.1	I can concentrate on my study at school.	1	2	3	4	5
2.2.2	I have good relationship with other students at school.	1	2	3	4	5
2.2.3	I feel that our teachers treat us fairly and honestly.	1	2	3	4	5
2.2.4	I am satisfied with the rules and regulations of the school and their ways to be carried out.	1	2	3	4	5
2.2.5	I feel my school is well taken care of by the school principal and teachers.	1	2	3	4	5
2.2.6	I feel our school is well equipped in terms of facilities and infrastructure.	1	2	3	4	5
2.2.7	I feel this school is useful to improve my academic capacity.	1	2	3	4	5
2.2.8	I feel this school is useful to get practical vocational skills.	1	2	3	4	5
2.2.9	I like this school.	1	2	3	4	5

2.3 Your interests in Maths and Science and Technology classes

2.3.1 What is your opinion for **Mathematics**? Please read each statement below and choose the most appropriate number that represents your response.

		<u>Not at all</u>	<u>Little</u>	<u>Hard to tell</u>	<u>Fairly</u>	<u>Very much</u>
2.3.1.1	Teacher’s explanation on this subject is clear and easy to understand.	1	2	3	4	5
2.3.1.2	Teacher on this subject makes this subject interesting and enjoyable for me.	1	2	3	4	5
2.3.1.3	Teacher on this subject is often absent.	5	4	3	2	1
2.3.1.4	Teacher on this subject often comes late to class.	5	4	3	2	1
2.3.1.5	I like to attend this class.	1	2	3	4	5
2.3.1.6	I prefer tuition class on this subject to school class.	5	4	3	2	1

Student ID	
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2.3.2 What is your opinion for **Science and Technology**? Please read each statement below and choose the most appropriate number that represents your response.

		<u>Not at all</u>	<u>Little</u>	<u>Hard to tell</u>	<u>Fairly</u>	<u>Very much</u>
2.3.2.1	Teacher's explanation on this subject is clear and easy to understand.	1	2	3	4	5
2.3.2.2	Teacher on this subject makes this subject interesting and enjoyable for you.	1	2	3	4	5
2.3.2.3	I like experiments and observations in this subject.	1	2	3	4	5
2.3.2.4	Teacher on this subject is often absent.	5	4	3	2	1
2.3.2.5	Teacher on this subject often comes late in class.	5	4	3	2	1
2.3.2.6	I like to attend this class.	1	2	3	4	5
2.3.2.7	I prefer tuition class on this subject than school class.	5	4	3	2	1

2.3.3 Do you like **Mathematics**?

1. Yes

2. No

2.3.3.1 **If no**, please choose the appropriate reasons for it.

1. No need for my life
2. Mathematics are difficult to understand.
3. I do not like the teacher on this subject.
4. Textbook is not interesting.
5. Other (Specify: _____)

2.3.4 Do you like **Science and Technology**?

1. Yes

2. No

2.3.4.1 **If no**, please choose the appropriate reasons for it.

1. No need for my life
2. Science and Technology is difficult to understand
3. I do not like the teacher on this subject.
4. Textbook is not interesting.
5. I do not like experiment in laboratory.
6. Other (Specify: _____)

Student ID	
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(3) Information on your family

3.1 Support from your parents

How often do your parents do the following things since the beginning of this year?

		<u>Never</u>	<u>Seldom</u>	<u>Some- times</u>	<u>Often</u>	<u>Always</u>
3.1.1	Helped me with my homework in Math and Science and Technology.	1	2	3	4	5
3.1.2	Helped to solve my learning difficulties in Math and Science and Technology	1	2	3	4	5
3.1.3	Assisted my education financially.	1	2	3	4	5
3.1.4	Discussed school activities or events with me.	1	2	3	4	5
3.1.5	Discussed what I study in class with me.	1	2	3	4	5
3.1.6	Discussed my marks of school tests with me.	1	2	3	4	5
3.1.7	Attended school events/ meetings.	1	2	3	4	5
3.1.8	Spoke with my teacher or principal.	1	2	3	4	5
3.1.9	Actively participated in School Development Society (SDS).	1	2	3	4	5

3.2 Your parents' satisfaction with your education and school

Please read each statement below and choose the most appropriate number that represents your response.

		<u>Not at all</u>	<u>Little</u>	<u>Hard to tell</u>	<u>Fairly</u>	<u>Very much</u>
3.2.1	I feel my parents are satisfied with my academic performance at school.	1	2	3	4	5
3.2.2	I feel my parents are satisfied with my disciplines and moral at school.	1	2	3	4	5
3.2.3	I feel my parents are generally satisfied with teachers in my school.	1	2	3	4	5
3.2.4	I feel my parents are generally satisfied with my school.	1	2	3	4	5

Student ID	
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Additional Questions:

We are keen to get your comments about the present status in your school, compared to the status one year ago. Please choose and circle the most appropriate number which represents your rating.

		Very much less/worse	A little less/worse	About the same	A little more/better	Very much more/better
1	Compared to last year, your liking to attend school is:	1	2	3	4	5
2	Compared to last year, your classmates' liking to attend school is:	1	2	3	4	5
3	Compared to last year, your principal's interest in making your school better is:	1	2	3	4	5
4	Compared to last year, your interest or liking for science is:	1	2	3	4	5
5	Compared to last year, your interest or liking for maths is:	1	2	3	4	5
6	Compared to last year, your ease of understanding science is:	1	2	3	4	5
7	Compared to last year, your ease of understanding maths is:	1	2	3	4	5
8	Compared to last year, the interest shown by your teachers in improving your school is:	1	2	3	4	5
9	Compared to last year, how well are your teachers teaching science?	1	2	3	4	5
10	Compared to last year, how well are your teachers teaching maths?	1	2	3	4	5
11	Compared to last year, the use of teaching facilities (e.g. printing facilities, laboratories, computers) is:	1	2	3	4	5
12	Compared to last year, the contribution to quality education from a changed school environment is:	1	2	3	4	5
13	Compared to last year, the contribution to quality education from a changed school management system is:	1	2	3	4	5
14	Compared to last year, the contribution to quality education from good teaching materials is:	1	2	3	4	5

***This is the end of the questionnaire for the students.
Thank you very much for your cooperation.***

Student ID	
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Post Pilot Survey for Grade 13 Students

Name of the student	Name of the interviewer
Current Grade	Date of interview
School Name	Time of interview

(1) Information on your school

1.1 Teaching methods used in maths and science classes

What kinds of teaching methods are used for the following subjects? Please fill in the boxes with the most appropriate number.

1. Never 2. Seldom 3. Sometimes 4. Often 5. Always

		1.1.1 Maths	1.1.2 Physics	1.1.3 Chemistry	1.1.4 Biology
1	Teacher uses lecturing method for this subject.				
2	Teacher provides students with observation and experiments for this subject.				
3	Teacher provides students with small quiz and test for this subject				
4	Teacher organizes small group discussion session for this subject.				
5	Teacher organizes students' group activities for this subject.				
6	Teacher organizes students' individual project and research for this subject.				
7	Teacher organizes students' field trip outside school for this subject.				
8	Teacher asks students to make presentation in front of class for this subject.				
9	Teacher organizes questions and answers session for this subject.				
10	Teacher asks fast-learning students to teach other students for this subject.				
11	Teacher provides students with homework for this subject.				

Student ID	
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1.2 Teaching aids used in maths and science classes

What kinds of teaching aids are used for the following subjects? Please fill in the boxes with the most appropriate number.

1. Never 2. Seldom 3. Sometimes 4. Often 5. Always

		1.2.1 Maths	1.2.2 Physics	1.2.3 Chemistry	1.2.4 Biology
1	Teacher uses blackboards to teach this subject.				
2	Teacher uses student workbooks to teach this subject.				
3	Teacher uses library books to teach this subject.				
4	Teacher uses laboratories to teach this subject.				
5	Teacher uses pictures and charts to teach this subject.				
6	Teacher uses hand-made teaching materials (such as handouts, experimental tools, etc.) to teach this subject.				
7	I feel the textbook on this subject is well written and easy to understand.				
8	I feel I need additional books besides the textbook to understand well this subject.				

1.3 Tuition class

1.3.1 Do you go to private tuition class after school? 1. Yes 2. No

If yes, answer the following questions. If no, move to the part (2).

1.3.2 About how many hours per week do you attend tuition class? _____ hours per week

1.3.3 What kinds of subjects are you studying at tuition class?

1. Mathematics
2. Physics
3. Chemistry
4. Biology
5. Other (Specify: _____)

1.3.4 What the reason(s) for going to the tuition class?

1. I want to study more.
2. I feel that teachers in tuition class are better skilled in teaching for exams than teachers at my school.
3. I feel pressured to go to the tuition class from my parents or friends
4. Other (Specify: _____)

Student ID	
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(2) Your opinion about education and school

2.1 Your educational goal

Up to which grade/level in school system do you want to proceed?

1. Up to Grade 5 (primary level)
2. Up to Grade 9 (junior secondary level)
3. Up to Grade 11 (O Level)
4. Up to Grade 13 (A Level)
5. Up to university or higher level

2.2 Your opinion on school and education

Please read each statement below and choose the most appropriate number that represents your response.

		<u>Not at all</u>	<u>Little</u>	<u>Hard to tell</u>	<u>Fairly</u>	<u>Very much</u>
2.2.1	I can concentrate in my study at school.	1	2	3	4	5
2.2.2	I have good relationship with other students at school.	1	2	3	4	5
2.2.3	I feel that our teachers treat us fairly and honestly.	1	2	3	4	5
2.2.4	I am satisfied with the rules and regulations of the school and their ways to be carried out.	1	2	3	4	5
2.2.5	I feel my school is well taken care of by the school principal and teachers.	1	2	3	4	5
2.2.6	I feel our school is well equipped in terms of facilities and infrastructure.	1	2	3	4	5
2.2.7	I feel this school is useful to improve my academic capacity.	1	2	3	4	5
2.2.8	I feel this school is useful to get practical vocational skills.	1	2	3	4	5
2.2.9	I like this school.	1	2	3	4	5

Student ID	
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2.3 Your interests in maths and science classes

2.3.1 What is your opinion for the following subjects? Please read each statement below and fill in the boxes with the most appropriate number.

		1. Not at all	2. Little	3. Hard to tell	4. Fairly	5. Very much
		2.3.1.1 Maths	2.3.1.2 Physics	2.3.1.3 Chemistry	2.3.1.4 Biology	
1	Teacher’s explanation on this subject is clear and easy to understand.					
2	Teacher on this subject makes this subject interesting and enjoyable for you.					
3	I like experiments and observations in this subject.					
4	Teacher on this subject is often absent.					
5	Teacher on this subject often comes late in class.					
6	I like to attend this class.					
7	I prefer tuition class on this subject than school class.					

2.3.2 Do you like **Mathematics**? 1. Yes 2. No

2.3.2.1 **If no**, please choose the appropriate reasons for it.

- 1. No need for my life
- 2. Mathematics are difficult to understand.
- 3. I do not like the teacher on this subject.
- 4. Textbook is not interesting.
- 5. Other (Specify:)

2.3.3 Do you like **Science**? 1. Yes 2. No

2.3.3.1 **If no**, please choose the appropriate reasons for it.

- 1. No need for my life
- 2. Science is difficult to understand
- 3. I do not like the teacher on this subject.
- 4. Textbook is not interesting.
- 5. I do not like experiment in laboratory.
- 6. Other (Specify:)

Student ID	
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(3) Information on your family

3.1 Support from your parents

How often do your parents do the following things since the beginning of this year?

		<u>Never</u>	<u>Seldom</u>	<u>Some-times</u>	<u>Often</u>	<u>Always</u>
3.1.1	Helped me with my homework in science and math.	1	2	3	4	5
3.1.2	Helped to solve my learning difficulties in science and math.	1	2	3	4	5
3.1.3	Assisted my education financially.	1	2	3	4	5
3.1.4	Discussed school activities or events with me.	1	2	3	4	5
3.1.5	Discussed what I study in class with me.	1	2	3	4	5
3.1.6	Discussed my marks of school tests with me.	1	2	3	4	5
3.1.7	Attended school events/ meetings.	1	2	3	4	5
3.1.8	Spoke with my teacher or principal.	1	2	3	4	5
3.1.9	Actively participated in School Development Society (SDS).	1	2	3	4	5

3.2 Your parents' satisfaction with your education and school

Please read each statement below and choose the most appropriate number that represents your response.

		<u>Not at all</u>	<u>Little</u>	<u>Hard to tell</u>	<u>Fairly</u>	<u>Very much</u>
3.2.1	I feel my parents are satisfied with my academic performance at school.	1	2	3	4	5
3.2.2	I feel my parents are satisfied with my disciplines and moral at school.	1	2	3	4	5
3.2.3	I feel my parents are generally satisfied with teachers in my school.	1	2	3	4	5
3.2.4	I feel my parents are generally satisfied with my school.	1	2	3	4	5

Student ID	
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Additional Questions:

We are keen to get your comments about the present status in your school, compared to the status one year ago. Please choose and circle the most appropriate number which represents your rating.

		Very much less/ worse	A little less/ worse	About the same	A little more/ better	Very much more/ better
1	Compared to last year, your liking to attend school is	1	2	3	4	5
2	Compared to last year, your classmates' liking to attend school is:	1	2	3	4	5
3	Compared to last year, your principal's interest in making your school better is:	1	2	3	4	5
4	Compared to last year, your interest or liking for science is:	1	2	3	4	5
5	Compared to last year, your interest or liking for maths is:	1	2	3	4	5
6	Compared to last year, your ease of understanding science is:	1	2	3	4	5
7	Compared to last year, your ease of understanding maths is:	1	2	3	4	5
8	Compared to last year, the interest shown by your teachers in improving your school is:	1	2	3	4	5
9	Compared to last year, how well are your teachers teaching science?	1	2	3	4	5
10	Compared to last year, how well are your teachers teaching maths?	1	2	3	4	5
11	Compared to last year, the use of teaching facilities (e.g. printing facilities, laboratories, computers) is:	1	2	3	4	5
12	Compared to last year, the contribution to quality education from a changed school environment is:	1	2	3	4	5
13	Compared to last year, the contribution to quality education from a changed school management system is:	1	2	3	4	5
14	Compared to last year, the contribution to quality education from good teaching materials is:	1	2	3	4	5

***This is the end of the questionnaire for the students.
Thank you very much for your cooperation.***

Parent ID	
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Post Pilot Survey for Students' Parents

Name of the parent	
Name of the student	
Grade	
School Name	

Name of the interviewer	
Date of interview	
Time of interview	

(1) Your support to your child's education

1.1 Your Communication with Your Child's School

Please read each of the following statements. Choose the most appropriate number that represents your response.

		<u>Never</u>	<u>Seldom</u>	<u>Some-times</u>	<u>Often</u>	<u>Always</u>
1.1.1	You are well informed about your child's academic progress and difficulties at school.	1	2	3	4	5
1.1.2	You are well informed about your child's disciplinary progress and difficulties at school.	1	2	3	4	5
1.1.3	You are well informed about school activities and events through school newsletters or announcements.	1	2	3	4	5
1.1.4	You are aware of the current problems of your child's school.	1	2	3	4	5

1.2 Your support to your child's education

How often did you do the following since August 2003?

		<u>Never</u>	<u>Seldom</u>	<u>Some-times</u>	<u>Often</u>	<u>Always</u>
1.2.1	Helped your child with his/her homework in science and maths.	1	2	3	4	5
1.2.2	Helped to solve your child learning difficulties in science and maths.	1	2	3	4	5
1.2.3	Assisted your child's education financially.	1	2	3	4	5
1.2.4	Discussed school educational activities or events with your child.	1	2	3	4	5
1.2.5	Discussed what your child learned in class with your child.	1	2	3	4	5
1.2.6	Discussed your child's academic performance you're your child.	1	2	3	4	5
1.2.7	Attended school events/ meetings.	1	2	3	4	5
1.2.8	Spoke with your child's teacher or principal.	1	2	3	4	5
1.2.9	Actively participated in School Development Society (SDS) at your child's school.	1	2	3	4	5

Parent ID	
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(2) Your Satisfaction with Your Child and School

How do you feel about your child’s school? Choose the most appropriate number that represents your response.

		<u>Not at all</u>	<u>Little</u>	<u>Hard to tell</u>	<u>Fairly</u>	<u>Very much</u>
2.1	You are satisfied with the academic performance of your child.	1	2	3	4	5
2.2	You are satisfied with the disciplines of your child.	1	2	3	4	5
2.3	You are satisfied with the academic quality of your child’s school.	1	2	3	4	5
2.4	You are satisfied with the management of your child’s school.	1	2	3	4	5
2.5	You are satisfied with the principal of your child’s school.	1	2	3	4	5
2.6	You are satisfied with the teachers of your child’s school..	1	2	3	4	5
2.7	You are satisfied with the facilities and teaching equipments of your child’s school.	1	2	3	4	5
2.8	You are satisfied with the roles and the usefulness of School Development Society (SDS).	1	2	3	4	5
2.9	You are satisfied with the government support to your child’s school.	1	2	3	4	5
2.10	You are not satisfied with your child’s school, and feel necessary to send your children to private tuition class or other school.	5	4	3	2	1

Parent ID	
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(3) Your Opinions on Science and Mathematics Education

3.1 Which two subject(s) do you think are the most important for your child?

- 1. English
- 2. National Languages (Shinhalese or Tamil)
- 3. Mathematics
- 4. Science
- 5. Social Studies
- 6. Other (specify: _____)

3.1.1 **If you selected mathematics or science in the above question, why did you think so?**

- 1. Because I feel mathematics or science is necessary for my child to go to a good school in upper levels.
- 2. Because I feel mathematics or science is necessary for my child to get a good job in future.
- 3. Because I myself like this subject.
- 4. Other (Specify: _____)

3.2 Are you satisfied with **mathematics** education provided in your child's school?

- 1. Yes
- 2. No
- 3. I don't know.

3.2.1 **If no**, please choose the appropriate reasons for it.

- 1. Because my child has difficulty in understanding this subject.
- 2. Because I cannot trust the teacher on this subject in my child's school.
- 3. Because textbook on this subject looks difficult to understand.
- 4. Other (Specify: _____)

3.3 Are you satisfied with **science** education provided in your child's school?

- 1. Yes
- 2. No
- 3. I don't know.

3.3.1 **If no**, please choose the appropriate reasons for it.

- 1. Because my child has difficulty in understanding this subject.
- 2. Because I cannot trust the teacher on this subject in my child's school.
- 3. Because textbook looks not interesting and difficult to understand.
- 4. Because school seems not to provide enough experiment and observation.
- 5. Other (Specify: _____)

Parent ID	
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Additional Questions:

We are keen to get your comments about the present status in your school, compared to the status one year ago. Please choose and circle the most appropriate number which represents your rating.

		<u>I don't know</u>	<u>Very much less</u>	<u>A little less</u>	<u>About the same</u>	<u>A little more</u>	<u>Very much more</u>
1	Compared to last year, my child's/ children's enthusiasm and liking to attend school is:	0	1	2	3	4	5
2	Compared to last year, my child's/ children's enthusiasm and liking for science (or environmental studies) and maths is:	0	1	2	3	4	5
3	Compared to last year, my child's/ children's ability or competence in science (or environmental studies) and maths is:	0	1	2	3	4	5
4	Compared to last year, the enthusiasm or commitment of teachers in general is:	0	1	2	3	4	5
5	Compared to last year, the principal's enthusiasm or commitment is:	0	1	2	3	4	5
6	Compared to last year, your own enthusiasm and interest in this school is:	0	1	2	3	4	5
7	Compared to last year, the use of teaching facilities (e.g. printing facilities, laboratories, computers) is:	0	1	2	3	4	5
8	Compared to last year, the contribution to quality education from a changed school environment is:	0	1	2	3	4	5
9	Compared to last year, the contribution to quality education from a changed school management system is:	0	1	2	3	4	5
10	Compared to last year, the contribution to quality education from good teaching materials is:	0	1	2	3	4	5

***This is the end of the questionnaire for students' parents.
Thank you very much for your cooperation.***

Appendix 3-3

Results of Baseline Survey (BS) and Post-Pilot Survey PPS

Comparison of Baseline Survey and Post Pilot Survey: by school
(1) Input Indicators

School ID	Province	School Type	Location	School Name	School Facilities and Infrastructure												School Facilities and Infrastructure											
					School facilities - overall rating (1-4, 1.1-6; 1.2, 1.1-7)			Infrastructure - overall rating (1-4, 1.8-12; 1.2, 1.8-12)			Basic Teaching Facilities - overall rating (1-4, 2.1, 1-3; 1-2, 2.1-3)			Science facilities - overall rating (1-4, 2.2, 1-3; 1.2, 2, 4-6)			Multi-media facilities - overall rating (1-4, 2.3, 1-3; 1.2, 2.7-9)			Science Lab, Math Room and Computer Laboratory rating (1-4, 3, 1-2; 4, 3, 2, 2, 4, 3, 1-5; 1.2, 3.1-9)			Number of working computers (1-4, 4, 1; 1-2, 4)					
					BS	PPS	A	BS	PPS	A	BS	PPS	A	BS	PPS	A	BS	PPS	A	BS	PPS	A	BS	PPS	A			
Pilot Schools																												
1	CP	IC	S	Hindagala Maha Vidyalaya	26	27	1	15	21	6	12	13	1	14	15	1	6	7	1	13	28	15	0	1	1			
2	CP	2	R	Rambukpitaya Maha Vidyalaya	23	32	9	18	20	2	8	13	5	10	15	5	6	15	9	15	25	10	0	1	1			
3	CP	3	P	St. Andrews Tamil Vidyalaya	18	27	9	9	21	12	8	15	7	3	11	8	3	7	4	9	9	0	0	1	1			
4	CP	IC	S	Mahaweli Maha Vidyalaya	29	30	1	16	24	8	10	15	5	9	15	6	7	15	8	17	23	6	2	3	1			
5	NC	IAB	S	Ananda Balika Vidyalaya	13	28	15	20	25	5	10	15	5	5	8	3	4	15	11	18	28	10	4	5	1			
6	NC	2	R	Ihammannapura Vidyalaya	19	25	6	17	18	1	9	15	6	10	15	5	4	7	3	17	21	4	0	2	2			
7	NC	2	S	Mihinthale Kanishta Vidyalaya	18	20	2	23	22	-1	13	12	-1	11	10	-1	3	4	1	9	18	9	1	3	2			
8	NE	IAB	U	St. Mary's College	20	31	11	18	25	7	8	15	7	8	13	5	5	8	3	33	41	8	10	10	0			
9	NE	IAB	U	Vembadi Girls' High School	27	28	1	23	25	2	12	13	1	9	12	3	11	8	-3	31	39	8	14	12	-2			
10	NE	IAB	S	Canagaratnam Madya Maha Vidyalaya	26	24	-2	18	23	5	12	14	2	9	6	-3	10	7	-3	15	19	4	4	23	19			
11	NW	IAB	S	Wen Girls College - Dankotuwa	23	30	7	19	25	6	2	15	13	7	12	5	12	15	3	17	22	5	0	21	21			
12	NW	3	R	Gonulla Kanishta Vidyalaya	17	26	9	17	18	1	8	15	7	5	15	10	6	7	1	9	18	9	0	1	1			
13	NW	IAB	U	Maliyadeva Balika Vidyalaya	28	35	7	22	24	2	14	15	1	10	14	4	12	12	0	27	31	4	14	16	2			
14	SB	2	R	Maduwanwela Sri Sarananda Vidyalaya	21	20	-1	17	17	0	11	11	0	6	15	9	3	14	11	9	23	14	0	2	2			
15	SB	2	R	Galpaya Vidyalaya	20	26	6	11	17	6	12	14	2	15	15	0	7	11	4	13	16	3	0	2	2			
16	SB	2	P	Golinda Tamil Kanishta Vidyalaya	21	24	3	17	18	1	11	14	3	7	6	-1	10	15	5	9	28	19	0	1	1			
17	SP	IAB	R	Vijaya National College	18	22	4	15	18	3	12	12	0	5	9	4	7	8	1	21	16	-5	2	21	19			
18	SP	IAB	S	Rajapaksha Central College	26	26	0	18	19	1	10	10	0	6	6	0	6	12	6	23	30	7	14	50	36			
19	SP	2	R	Muruthawela Kanishta Vidyalaya	15	25	10	12	19	7	8	14	6	5	15	10	4	5	1	10	16	6	0	2	2			
20	UV	IC	P	Poonagalla Tamil Maha Vidyalaya	20	16	-4	16	21	5	8	10	2	3	4	1	6	9	3	9	15	6	1	4	3			
21	UV	IAB	U	Duttugemu Central College	23	20	-3	23	24	1	14	15	1	12	14	2	12	15	3	21	40	19	9	13	4			
22	WP	3	R	Imbulgoda Kanishta Vidyalaya	21	25	4	23	23	0	11	15	4	7	9	2	4	11	7	9	11	2	0	1	1			
23	WP	IAB	U	Ishipathana College	15	28	13	22	21	-1	12	14	2	8	15	7	10	15	5	25	31	6	22	56	34			
24	WP	IC	R	Katuwellegama Maha Vidyalaya	23	23	0	15	24	9	14	11	-3	8	11	3	13	14	1	13	10	-3	2	2	0			
25	WP	IAB	U	Devi Balika Vidyalaya	23	30	7	16	21	5	8	15	7	7	13	6	7	15	8	23	27	4	14	25	11			
Average of Pilot Schools					21.32	25.92	4.60	17.60	21.32	3.72	10.28	13.60	3.32	7.96	11.72	3.76	7.12	10.84	3.72	16.60	23.40	6.80	4.52	11.12	6.60			
Urban Pilot Schools					22.67	28.67	6.00	20.67	23.33	2.67	11.33	14.50	3.17	9.00	13.50	4.50	9.50	12.17	2.67	26.67	34.83	8.17	13.83	22.00	8.17			
Semi-urban Pilot Schools					23.00	26.43	3.43	18.43	22.71	4.29	9.86	13.43	3.57	8.71	10.29	1.57	6.86	10.71	3.86	16.00	24.00	8.00	3.57	15.14	11.57			
Rural Pilot Schools					19.67	24.89	5.22	16.11	19.33	3.22	10.33	13.33	3.00	7.89	13.22	5.33	6.00	10.22	4.22	12.89	17.33	4.44	0.44	3.78	3.33			
Plantation Pilot Schools					19.67	22.33	2.67	14.00	20.00	6.00	9.00	13.00	4.00	4.33	7.00	2.67	6.33	10.33	4.00	9.00	17.33	8.33	0.33	2.00	1.67			
Average of Control Schools					18.75	19.75	1.00	18.25	17.875	-0.38	10.125	10.75	0.63	8.25	9.00	0.75	6.75	7.88	1.13	19.13	21.88	2.75	5.63	11.13	5.50			
Control Schools																												
26	CP	IAB	S	Giritalagama MV	8	13	5	24	22	-2	12	12	0	10	12	2	12	15	3	24	31	7	0	21	21			
27	NE	IAB	U	Jaffna Central College	15	23	8	18	21	3	11	11	0	5	11	6	5	6	1	16	35	19	20	20	0			
28	NW	IAB	U	Maliyadeva Boy's College	35	22	-13	23	18	-5	7	14	7	7	9	2	7	11	4	30	23	-7	12	30	18			
29	SB	2	R	Dorapane Vidyalaya	11	17	6	12	13	1	8	10	2	8	6	-2	7	4	-3	12	9	-3	0	0	0			
30	SP	IAB	S	Tanagalla Balika Vidyalaya	21	21	0	23	24	1	10	8	-2	10	10	0	8	9	1	25	26	1	3	0	-3			
31	UV	IC	P	Gonakelle Tamil Vidyalaya	14	13	-1	11	9	-2	8	8	0	5	5	0	6	9	3	10	10	0	0	0	0			
32	WP	3	R	Parakandeniya Mayadunna KV	18	20	2	17	15	-2	13	10	-3	9	6	-3	3	3	0	9	9	0	0	0	0			
33	WP	IAB	U	Thurstan College	28	29	1	18	21	3	12	13	1	12	13	1	6	6	0	27	32	5	10	18	8			
Average of Control Schools					18.75	19.75	1.00	18.25	17.875	-0.38	10.125	10.75	0.63	8.25	9.00	0.75	6.75	7.88	1.13	19.13	21.88	2.75	5.63	11.13	5.50			
Urban Control Schools					26.00	24.67	-1.33	19.67	20.00	0.33	10.00	12.67	2.67	8.00	11.00	3.00	6.00	7.67	1.67	24.33	30.00	5.67	14.00	22.67	8.67			
Semi-urban Control Schools					14.50	17.00	2.50	23.50	23.00	-0.50	11.00	10.00	-1.00	10.00	11.00	1.00	10.00	12.00	2.00	24.50	28.50	4.00	1.50	10.50	9.00			
Rural Control Schools					14.50	18.50	4.00	14.50	14.00	-0.50	10.50	10.00	-0.50	8.50	6.00	-2.50	5.00	3.50	-1.50	10.50	9.00	-1.50	0.00	0.00	0.00	0.00		
Plantation Control Schools					14.00	13.00	-1.00	11.00	9.00	-2.00	8.00	8.00	0.00	5.00	5.00	0.00	6.00	9.00	3.00	10.00	10.00	0.00	0.00	0.00	0.00	0.00		
Average of Control Schools					18.75	19.75	1.00	18.25	17.88	-0.38	10.13	10.75	0.63	8.25	9.00	0.75	6.75	7.88	1.13	19.13	21.88	2.75	5.63	11.13	5.50			
Grand Total					20.70	24.4	3.73	17.76	20.48	2.73	10.24	12.91	2.67	8.03	11.06	3.03	7.03	10.12	3.09	17.21	23.03	5.82	4.79	11.12	6.33			

Comparison of Baseline Survey and Post Pilot Survey: by school

(1) Input Indicators

School ID	Province	School Type	Location	School Name	Parents' Support									SDS Activities			Parents' Communication			Government Support					
					Parents' support (principals' rating - overall rating (1-6.5, 1, 1.4, 5.1))			Parents' support (teachers' rating - overall rating (2-4.2, 1.3, 2.2, 2.1, 3))			Parents' support (parents' rating - overall rating (3-4.2, 1.9, 3.5, 3.1, 1.9))			Parents' support (parents' rating - overall rating (5-3.2, 1.9, 6-1.2, 1.9))			Number of SDS activities (1-5, 2, 4-9, 1-3.2, 1-5)			Parents' communication with school - overall rating (5.3, 1.1, 4, 6-1.1, 1.4)			Government support evaluated by principal - overall rating (1-6.0, 1-6, 1-4.6, 1.6)		
					BS	PPS	A	BS	PPS	A	BS	PPS	A	BS	PPS	A	BS	PPS	A	BS	PPS	A	BS	PPS	A
Pilot Schools																									
1	CP	1C	S	Hindagala Maha Vidyalaya	4	5	1	3.33	3.17	-0.17	3.71	4.23	0.53	4.20	4.34	0.14	1.00	5.00	4.00	4.40	4.29	-0.10	4.00	4.33	0.33
2	CP	2	R	Rambukpitaya Maha Vidyalaya	4	4	0	3.00	3.33	0.33	3.29	3.89	0.60	4.11	4.27	0.15	4.00	4.00	0.00	4.43	4.31	-0.12	3.17	4.17	1.00
3	CP	3	P	St. Andrews Tamil Vidyalaya	2	3	1	3.33	2.67	-0.67	*	4.28	*	3.96	3.73	-0.22	2.00	4.00	2.00	3.55	3.70	0.15	3.83	3.83	0.00
4	CP	1C	S	Mahaweli Maha Vidyalaya	3	4	1	3.42	3.83	0.42	3.67	4.04	0.37	4.01	4.01	0.00	4.00	4.00	0.00	4.16	4.11	-0.06	3.33	3.50	0.17
5	NC	IAB	S	Ananda Balika Vidyalaya	4	4	0	3.22	3.56	0.33	3.99	4.08	0.09	4.22	4.38	0.17	5.00	5.00	0.00	4.27	4.50	0.23	4.00	4.33	0.33
6	NC	2	R	Ihamannapura Vidyalaya	3	4	1	3.17	3.25	0.08	3.63	3.56	-0.07	3.81	4.08	0.27	4.00	4.00	0.00	4.02	4.13	0.11	4.67	4.33	-0.33
7	NC	2	S	Mihinthale Kanishta Vidyalaya	5	3	-2	3.40	3.60	0.20	3.77	4.06	0.28	4.44	4.20	-0.25	5.00	5.00	0.00	4.48	4.39	-0.09	4.33	3.33	-1.00
8	NE	IAB	U	St. Mary's College	5	5	0	3.07	4.07	1.00	4.29	4.32	0.04	4.19	4.30	0.11	4.00	5.00	1.00	3.98	4.53	0.55	2.67	5.00	2.33
9	NE	IAB	U	Vembadi Girls' High School	4	4	0	2.70	3.74	1.04	3.75	4.02	0.27	3.84	4.01	0.18	5.00	5.00	0.00	3.50	4.03	0.53	4.17	4.00	-0.17
10	NE	IAB	S	Canagaratnam Madya Maha Vidyalaya	4	4	0	2.85	2.93	0.07	3.84	4.03	0.18	3.93	4.05	0.12	2.00	5.00	3.00	3.04	4.06	1.02	3.50	3.17	-0.33
11	NW	IAB	S	Wen Girls College - Dankotuwawala	4	4	0	3.21	3.88	0.67	4.07	4.14	0.07	4.25	4.13	-0.11	5.00	5.00	0.00	4.55	4.33	-0.21	3.00	4.33	1.33
12	NW	3	R	Gonulla Kanishta Vidyalaya	5	4	-1	3.33	3.67	0.33	3.95	4.16	0.21	4.62	4.25	-0.37	4.00	4.00	0.00	4.68	4.36	-0.32	3.67	3.00	-0.67
13	NW	IAB	U	Maliyadeva Balika Vidyalaya	5	5	0	3.42	3.76	0.33	4.17	4.12	-0.05	4.22	4.12	-0.10	5.00	5.00	0.00	4.33	4.27	-0.06	4.50	4.83	0.33
14	SB	2	R	Maduwanwela Sri Sarananda Vidyalaya	2	4	2	3.00	3.14	0.14	3.71	4.15	0.45	3.86	4.25	0.39	4.00	5.00	1.00	4.02	4.28	0.25	4.17	4.17	0.00
15	SB	2	R	Galpaya Vidyalaya	4	4	0	4.00	4.17	0.17	3.64	3.66	0.03	3.23	4.05	0.82	4.00	4.00	0.00	3.03	4.04	1.01	3.83	4.33	0.50
16	SB	2	P	Golinda Tamil Kanishta Vidyalaya	2	4	2	2.83	3.83	1.00	2.72	3.94	1.22	3.44	3.63	0.19	4.00	5.00	1.00	3.46	3.82	0.36	4.00	3.50	-0.50
17	SP	IAB	R	Vijaya National College	3	3	0	3.17	3.67	0.50	3.89	4.20	0.31	4.58	4.36	-0.23	4.00	4.00	0.00	4.83	4.42	-0.41	2.50	2.50	0.00
18	SP	IAB	S	Rajapaksa Central College	4	4	0	3.48	3.33	-0.14	4.04	4.16	0.12	4.05	3.93	-0.13	5.00	5.00	0.00	4.15	3.88	-0.27	4.00	3.67	-0.33
19	SP	2	R	Muruthawela Kanishta Vidyalaya	3	4	1	3.75	4.17	0.42	3.65	4.14	0.49	4.06	4.22	0.16	4.00	5.00	1.00	4.17	4.39	0.22	3.00	4.00	1.00
20	UV	1C	P	Poonagalla Tamil Maha Vidyalaya	4	3	-1	2.60	3.40	0.80	3.39	4.02	0.63	3.55	4.35	0.80	2.00	4.00	2.00	3.64	4.41	0.77	2.50	2.67	0.17
21	UV	IAB	U	Dutugemunu Central College	5	5	0	3.44	3.67	0.22	3.76	4.08	0.32	4.13	4.15	0.03	5.00	5.00	0.00	4.29	4.17	-0.12	4.83	2.67	-2.17
22	WP	3	R	Imbulgoda Kanishta Vidyalaya	5	5	0	4.33	4.67	0.33	3.66	4.28	0.62	4.30	4.24	-0.06	4.00	5.00	1.00	4.62	4.18	-0.44	3.50	3.83	0.33
23	WP	IAB	U	Ishipathana College	3	5	2	3.10	3.40	0.30	4.11	4.04	-0.07	4.22	4.27	0.05	5.00	5.00	0.00	4.35	4.26	-0.09	4.00	4.67	0.67
24	WP	1C	R	Katuwellegama Maha Vidyalaya	2	3	1	3.00	3.00	0.00	3.77	3.86	0.09	3.94	4.16	0.22	4.00	3.00	-1.00	4.00	4.19	0.19	3.50	4.17	0.67
25	WP	IAB	U	Devi Balika Vidyalaya	4	4	0	3.52	3.71	0.19	4.13	4.05	-0.08	4.15	4.14	-0.02	5.00	5.00	0.00	4.41	4.21	-0.20	3.83	3.33	-0.50
Average of Pilot Schools					3.70	4.04	0.34	3.20	3.54	0.34	3.85	4.07	0.22	4.08	4.18	0.10	4.00	4.60	0.60	4.13	4.25	0.12	3.70	3.83	0.13
Urban Pilot Schools					4.33	4.67	0.33	3.22	3.69	0.48	4.03	4.11	0.08	4.13	4.16	0.03	4.83	5.00	0.17	4.18	4.23	0.06	4.00	4.08	0.08
Semi-urban Pilot Schools					4.00	4.00	0.00	3.23	3.46	0.23	3.89	4.09	0.20	4.16	4.16	0.01	3.86	4.86	1.00	4.16	4.26	0.10	3.74	3.81	0.07
Rural Pilot Schools					3.44	3.89	0.44	3.26	3.47	0.22	3.67	3.99	0.32	4.00	4.22	0.21	4.00	4.22	0.22	4.15	4.26	0.11	3.56	3.83	0.28
Plantation Pilot Schools					2.67	3.33	0.67	2.81	3.33	0.52	3.32	4.03	0.71	3.57	4.19	0.61	2.67	4.33	1.67	3.60	4.26	0.66	3.44	3.33	-0.11
Average of Pilot Schools					3.72	4.04	0.32	3.20	3.54	0.34	3.85	4.07	0.22	4.08	4.18	0.10	4.00	4.60	0.60	4.13	4.25	0.12	3.70	3.83	0.13
Control Schools																									
26	CP	IAB	S	Giritalagama MV	4	4	0	3.19	3.52	0.33	3.92	4.01	0.09	4.02	4.07	0.05	5.00	5.00	0.00	4.12	4.35	0.23	2.33	2.17	-0.17
27	NE	IAB	U	Jaffna Central College	2	3	1	2.83	2.88	0.04	3.67	3.86	0.20	4.10	4.14	0.04	4.00	5.00	1.00	3.80	4.18	0.38	*	*	*
28	NW	IAB	U	Maliyadeva Boy's College	5	5	0	3.33	3.52	0.19	4.20	4.15	-0.05	4.07	4.03	-0.04	4.00	4.00	0.00	4.20	4.16	-0.04	3.67	3.00	-0.67
29	SB	2	R	Dorapanne Vidyalaya	4	3	-1	3.56	3.72	0.17	3.75	4.04	0.28	4.11	4.25	0.15	4.00	3.00	-1.00	4.31	4.43	0.11	2.00	2.83	0.83
30	SP	IAB	S	Tanagalla Balika Vidyalaya	4	3	-1	3.00	3.67	0.67	3.85	3.92	0.07	4.11	4.20	0.09	4.00	3.00	-1.00	4.29	4.34	0.05	3.33	2.83	-0.50
31	UV	1C	P	Gonakelle Tamil Vidyalaya	4	4	0	3.00	3.39	0.39	3.85	3.95	0.09	4.23	4.35	0.12	4.00	2.00	-2.00	4.17	3.95	-0.22	4.00	4.33	0.33
32	WP	3	R	Parakandeniya Mayadamma KV	4	5	1	3.50	3.83	0.33	3.85	4.09	0.24	4.58	4.46	-0.13	4.00	3.00	-1.00	4.93	4.39	-0.54	3.17	2.83	-0.33
33	WP	IAB	U	Thurstan College	4	4	0	3.50	3.42	-0.08	3.85	4.05	0.19	3.94	4.24	0.31	2.00	5.00	3.00	3.82	4.28	0.46	3.83	4.33	0.50
Average of Control Schools					3.88	3.88	0.00	3.23	3.44	0.21	3.86	4.00	0.14	4.11	4.21	0.09	3.88	3.75	-0.13	4.14	4.25	0.11	3.19	3.19	0.00
Urban Control Schools					3.67	4.00	0.33	3.23	3.28	0.05	3.97	4.02	0.05	4.04	4.14	0.10	3.33	4.67	1.33	3.92	4.21	0.29	3.75	3.67	-0.08
Semi-urban Control Schools					4.00	3.50	-0.50	3.11	3.58	0.47	3.80	3.97	0.17	4.07	4.14	0.07	4.50	4.00	-0.50	4.22	4.34	0.13	2.83	2.50	-0.33
Rural Control Schools					4.00	4.00	0.00	3.54	3.75	0.21	3.88	4.05	0.16	4.22	4.30	0.08	4.00	3.00	-1.00	4.46	4.42	-0.04	2.58	2.83	0.25
Plantation Control Schools					4.00	4.00	0.00	3.00	3.39	0.39	3.67	3.95	0.28	4.23	4.35	0.12	4.00	2.00	-2.00	4.17	3.95	-0.22	4.00	4.33	0.33
Average of Control Schools					3.88	3.88	0.00	3.23	3.44	0.21	3.86	4.00	0.13	4.11	4.21	0.09	3.88	3.75	-0.13	4.14	4.25	0.11	3.19	3.19	0.00
Grand Total					3.76	4.00	0.24	3.21	3.51	0.31	3.85	4.05	0.20	4.08	4.19	0.10	3.97	4.39	0.42	4.13	4.25	0.12	3.59	3.69	0.10

Comparison of Baseline Survey and Post Pilot Survey: by school
(2) Process Indicators

School ID	Province	School Type	Location	School Name	Classroom Climate									School Climate									School-based Management (SBM)									School Based Assessment (SBA)			Extra classes			Special Class			Use of Computer		
					Classroom climate principal's rating - overall rating (1-6, 4, 1-3; 1-4, 4, 1-3)			Classroom climate teachers' rating - overall rating (0-4, 1-1, 1-7; 2-2, 4, 1-7)			Classroom climate students' rating - overall rating (0-3, 2, 1-2, 4-3, 2, 1-3; 3-2, 2, 1-2, 4-5, 2, 2, 1-3)			School climate principal's rating - overall rating (1-6, 2, 1-7; 1-4, 2, 1-7)			School climate teachers' rating - overall rating (2-4, 3, 1-4; 2-2, 3, 1-4)			School climate students' rating - overall rating (0-3, 2, 3, 5; 4-3, 2, 4-9; 3-2, 2, 3, 5; 4-5, 2, 2, 4-9)			Evaluation of SBM principal's rating - overall rating (1-5, 1-1; 1-1; 1-3, 1-1, 1-1)			Evaluation of SBM teachers' rating - overall rating (0-4, 1-1, 1-7; 2-2, 1, 1-7)			Assessment of student achievement - overall rating (2-3, 5, 1-8; 2-1, 5, 1-8)			Extra study hours per week for Grade 5/11/13 (1-5, 5, 1-3; 1-3, 3, 1-3)			Special class teachers' rating - overall rating (2-3, 1, 1-3; 2-1, 1, 1-3)			Computer use - overall rating (1-4, 5, 1-3; 1-2, 3, 1-5)					
					BS	PPS	A	BS	PPS	A	BS	PPS	A	BS	PPS	A	BS	PPS	A	BS	PPS	A	BS	PPS	A	BS	PPS	A	BS	PPS	A	BS	PPS	A	BS	PPS	A						
Pilot Schools																																											
1	CP	1C	S	Hindagala Maha Vidyalaya	4.00	4.67	0.67	3.86	4.07	0.21	3.89	4.59	0.70	4.43	5.00	0.57	3.88	3.63	-0.25	4.05	4.30	0.25	3.64	4.73	1.09	4.36	4.07	-0.29	3.94	3.88	-0.06	15.0	30.0	15.0	3.88	4.17	0.29	*	2.80	2.80			
2	CP	2	R	Rambukpitiya Maha Vidyalaya	4.33	5.00	0.67	4.00	4.43	0.43	4.19	4.35	0.15	4.86	5.00	0.14	3.25	3.88	0.63	4.18	4.43	0.25	4.36	4.36	0.00	3.71	4.29	0.57	4.25	4.44	0.19	11.0	17.5	6.5	3.63	4.17	0.54	*	3.40	3.40			
3	CP	3	P	St. Andrews Tamil Vidyalaya	4.67	4.00	-0.67	4.36	4.50	0.14	4.06	4.50	0.44	4.29	3.43	-0.86	4.13	4.13	0.00	3.33	4.73	1.40	3.36	3.64	0.27	4.00	3.79	-0.21	3.88	4.38	0.50	0.0	35.0	35.0	2.38	3.67	1.29	*	2.60	2.60			
4	CP	1C	S	Mahaweli Maha Vidyalaya	4.00	4.67	0.67	4.29	4.79	0.50	3.93	4.35	0.42	4.29	4.29	0.00	3.56	4.25	0.69	3.69	4.19	0.50	4.45	4.18	-0.27	3.86	3.96	0.11	4.25	4.69	0.44	22.0	32.0	10.0	3.56	4.58	1.02	2.20	2.80	0.60			
5	NC	IAB	S	Ananda Balika Vidyalaya	4.67	4.33	-0.33	4.22	4.59	0.37	4.26	4.44	0.18	4.86	4.86	0.00	3.69	3.94	0.25	4.16	4.34	0.17	4.45	4.40	-0.05	3.62	3.57	-0.05	3.89	4.03	0.14	26.0	23.0	-3.0	3.69	4.04	0.34	2.60	3.20	0.60			
6	NC	2	R	Thammannapura Vidyalaya	4.00	5.00	1.00	4.49	4.14	-0.36	4.03	4.48	0.45	4.57	4.71	0.14	4.06	3.90	-0.17	4.14	4.31	0.17	4.36	4.45	0.09	4.25	4.18	-0.07	4.38	3.97	-0.41	12.0	6.0	-6.0	4.17	3.25	-0.92	*	3.20	3.20			
7	NC	2	S	Mihinthale Kanishta Vidyalaya	4.00	4.00	0.00	3.89	4.23	0.34	4.36	4.56	0.20	5.00	4.57	-0.43	4.25	3.90	-0.35	4.22	4.38	0.16	4.45	4.36	-0.09	4.31	3.54	-0.77	4.23	4.30	0.08	8.0	10.0	2.0	3.35	3.53	0.18	1.00	1.00	0.00			
8	NE	IAB	U	St. Mary's College	3.67	5.00	1.33	3.98	4.23	0.25	4.32	4.67	0.35	3.71	5.00	1.29	3.90	4.15	0.25	4.52	4.69	0.17	3.91	4.73	0.82	3.83	4.77	0.94	3.95	4.55	0.60	4.0	13.0	9.0	4.03	4.13	0.10	2.80	2.80	0.00			
9	NE	IAB	U	Vembadi Girls' High School	3.33	4.67	1.33	3.80	4.02	0.22	4.30	4.67	0.37	4.00	4.14	0.14	3.76	4.25	0.49	4.36	4.61	0.25	4.50	4.00	-0.50	3.22	4.87	1.65	3.19	4.50	1.31	4.0	10.0	6.0	2.78	3.59	0.81	3.20	3.00	-0.20			
10	NE	IAB	S	Canagaratnam Madya Maha Vid	3.67	5.00	1.33	4.24	4.29	0.05	4.45	4.55	0.11	4.57	4.71	0.14	3.94	3.86	-0.08	4.47	4.46	-0.01	4.27	4.82	0.55	3.41	4.30	0.89	3.47	4.32	0.85	10.0	18.0	8.0	2.81	3.74	0.93	1.40	2.20	0.80			
11	NW	IAB	S	Wen Girls College - Dankotuwa	4.00	4.67	0.67	4.16	4.64	0.48	4.31	4.55	0.24	4.14	4.57	0.43	3.69	4.28	0.59	4.48	4.62	0.13	4.36	4.64	0.34	4.07	4.13	0.05	4.10	4.19	0.08	28.0	80.0	52.0	3.91	4.38	0.47	*	3.40	3.40			
12	NW	3	R	Gonulla Kanishta Vidyalaya	4.00	4.67	0.67	4.43	4.71	0.29	4.41	4.86	0.45	4.43	4.14	-0.29	4.25	4.50	0.25	4.48	4.76	0.27	4.36	4.27	-0.09	4.43	3.86	-0.57	4.50	4.50	0.00	8.0	10.0	2.0	3.75	4.67	0.92	*	3.00	3.00			
13	NW	IAB	U	Maliyadeva Balika Vidyalaya	5.00	5.00	0.00	4.02	4.44	0.42	4.16	4.45	0.29	4.43	4.86	0.43	3.59	3.93	0.34	4.27	4.49	0.21	4.73	5.00	0.27	3.86	4.16	0.29	4.13	4.09	-0.04	28.0	28.0	0.0	3.32	3.94	0.62	2.40	3.00	0.60			
14	SB	2	R	Maduwanvela Sri Sarananda Vi	3.33	4.33	1.00	4.10	4.35	0.24	4.11	4.42	0.30	5.00	5.00	0.00	3.75	4.00	0.25	4.27	4.38	0.17	4.70	4.27	-0.43	4.02	4.20	0.18	3.77	4.21	0.45	18.0	12.5	-5.5	3.71	3.76	0.05	*	2.80	2.80			
15	SB	2	R	Galpaya Vidyalaya	2.00	4.00	2.00	4.07	4.43	0.36	3.89	4.29	0.40	3.83	4.00	0.17	3.63	3.75	0.13	3.99	4.03	0.05	3.55	3.73	0.18	3.64	3.29	-0.36	4.27	4.56	0.29	14.0	11.0	-3.0	4.58	4.67	0.08	*	3.00	3.00			
16	SB	2	P	Golinda Tamil Kanishta Vidyalaya	4.67	5.00	0.33	3.92	3.57	-0.35	4.33	4.83	0.50	4.00	4.29	0.29	4.50	4.13	-0.38	4.22	4.71	0.49	4.20	3.82	-0.38	3.33	4.43	1.10	2.50	3.81	1.31	0.0	30.0	30.0	2.38	3.17	0.79	*	2.60	2.60			
17	SP	IAB	R	Vijaya National College	4.00	4.33	0.33	3.96	4.57	0.61	4.15	4.37	0.22	4.43	4.71	0.29	3.29	3.69	0.40	4.19	4.25	0.07	3.64	3.82	0.18	3.50	4.21	0.71	3.68	4.50	0.82	16.0	16.0	0.0	3.39	3.33	-0.06	1.40	3.00	1.60			
18	SP	IAB	S	Rajapaksa Central College	4.00	4.67	0.67	4.31	4.16	-0.14	4.06	4.34	0.28	4.29	4.00	-0.29	3.89	3.57	-0.32	4.05	4.24	0.19	4.45	4.27	-0.18	4.29	3.45	-0.84	4.16	3.79	-0.38	5.0	5.0	0.0	3.04	3.29	0.25	2.40	3.00	0.60			
19	SP	2	R	Muruthawela Kanishta Vidyalaya	4.00	4.33	0.33	3.87	4.54	0.67	3.85	4.52	0.67	3.71	3.86	0.14	3.81	4.56	0.75	4.01	4.30	0.30	3.45	4.18	0.73	4.11	4.50	0.39	3.59	4.09	0.50	15.0	12.0	-3.0	3.75	3.92	0.17	*	3.00	3.00			
20	UV	1C	P	Poonagalla Tamil Maha Vidyalaya	3.00	4.00	1.00	4.27	4.26	-0.02	4.11	4.57	0.45	4.00	3.86	-0.14	3.78	3.85	0.07	3.95	4.55	0.61	4.27	3.73	-0.55	3.93	4.51	0.58	3.75	4.63	0.88	8.0	43.0	35.0	3.15	4.47	1.32	1.20	2.80	1.60			
21	UV	IAB	U	Dutugemunu Central College	4.67	5.00	0.33	4.43	4.70	0.27	4.20	4.53	0.32	4.14	4.86	0.71	3.97	4.03	0.06	4.39	4.63	0.24	4.91	4.82	-0.09	4.15	4.62	0.47	4.44	4.33	-0.11	27.5	64.0	36.5	4.08	4.15	0.06	2.60	3.00	0.40			
22	WP	3	R	Imbulgoda Kanishta Vidyalaya	4.00	4.33	0.33	4.57	4.29	-0.29	4.08	4.52	0.44	3.71	4.57	0.86	4.50	4.75	0.25	4.05	4.64	0.59	3.91	4.45	0.55	4.57	4.86	0.29	4.00	4.88	0.88	3.0	5.0	2.0	2.50	4.00	1.50	*	3.20	3.20			
23	WP	IAB	U	Isipathana College	3.33	4.67	1.33	4.06	4.14	0.09	4.18	4.36	0.18	4.29	4.57	0.29	3.50	3.60	0.10	4.42	4.30	-0.11	3.80	4.45	0.65	4.09	3.69	-0.40	3.68	4.09	0.42	17.0	0.0	-17.0	3.29	3.53	0.24	3.00	5.00	2.00			
24	WP	1C	R	Katuwellegama Maha Vidyalaya	4.00	4.00	0.00	4.05	4.13	0.08	4.32	4.30	-0.01	4.14	4.29	0.14	3.79	3.75	-0.04	4.19	4.07	-0.12	3.64	3.73	0.09	4.17	3.21	-0.95	3.81	3.83	0.02	17.0	8.0	-9.0	3.38	3.44	0.07	1.40	2.80	1.40			
25	WP	IAB	U	Devi Balika Vidyalaya	4.67	5.00	0.33	4.10	4.41	0.31	4.23	4.41	0.18	3.83	4.29	0.45	3.79	4.29	0.50	4.19	4.19	0.00	4.45	4.45	0.00	4.19	4.55	0.36	3.96	4.23	0.28	10.0	78.0	68.0	3.31	4.24	0.93	1.60	3.00	1.40			
Total of Pilot Schools					3.96	4.57	0.61	4.12	4.35	0.23	4.19	4.47	0.29	4.28	4.46	0.18	3.79	3.98	0.19	4.22	4.41	0.19	4.17	4.29	0.13	3.91	4.12	0.21	3.89	4.23	0.33	13.4	23.9	10.5	3.42	3.87	0.44	2.10	2.90	0.80			
Urban Pilot Schools					4.11	4.89	0.78	4.07	4.33	0.26	4.23	4.51	0.28	4.07	4.62	0.55	3.73	4.01	0.28	4.36	4.49	0.13	4.38	4.58	0.19	3.89	4.39	0.50	3.89	4.27	0.38	15.1	32.2	17.1	3.41	3.90	0.49	2.60	3.30	0.70			
Semi-urban Pilot Schools					4.05	4.57	0.52	4.18	4.42	0.24	4.20	4.48	0.27	4.51	4.57	0.06	3.84	3.94	0.10	4.18	4.38	0.21	4.29	4.49	0.20	3.90	3.86	-0.04	3.96	4.16	0.20	18.2	28.3	10.1	3.41	3.92	0.51	1.90	2.60	0.70			
Rural Pilot Schools					3.74	4.44	0.70	4.11	4.35	0.24	4.12	4.39	0.27	4.30	4.48	0.18	3.75	3.99	0.24	4.15	4.29	0.13	4.00	4.14	0.14	4.01	4.00	0.00	3.92	4.20	0.28	12.7	10.9	-1.8	3.68	3.72	0.05	1.40	3.00	1.60			
Plantation Pilot Schools					4.11	4.33	0.22	4.21	4.16	-0.05	4.14	4.59	0.46	4.10	3.86	-0.24	4.02	3.97	-0.05	3.94	4.58	0.65	3.95	3.73	-0.22	3.81	4.33	0.52	3.50	3.39	0.89												

Comparison of Baseline Survey and Post Pilot Survey: by school

(2) Process Indicators

School ID	Province	School Type	Location	School Name	Teaching Methods									Use of Teaching Aids									Evauation of Math Classes			Evaluation of Science Classes			Evaluation of Sci & Math Teachers			Teachers' Motivation and Satisfaction			Parents' Satisfaction												
					Teaching method teachers' rating - overall rating (2.3.2.1-1.1; 2-1.2, 1-1.3)			Maths teaching method students' rating - overall rating (3.2.1.1-6.4-5-1.1.1-1.1; 5-1.1.1-1.1)			Science teaching method students' rating - overall rating (3.2.1.1-6.4-5-1.1.1-1.1; 5-1.1.2-1.1-1.1)			Use of teaching aids teachers' overall rating (2-3.3.1.1, 2-1.1.1)			Use of teaching aids in Maths students' overall rating (3-2.1-1.7, 4-2.2.1-1.8; 3-1.2.1.1-1.7, 4-5-1.2.1.1-1.8)			Use of teaching aids in Science students' overall rating (3-2.1-1.7, 4-2.2.1-1.8; 3-1.2.1.1-1.7, 4-5-1.2.1.1-1.8)			Students' evaluation of math classes - overall rating (3-3.3.1-1-2-4-7, 4-3.3.1-1-2-3-7, 3-4-2.3.1-1-6, 3-2.3.1-1-1-2-3-7)			Students' evaluation of science classes - overall rating (3-3.3.1-1-2-4-7, 4-3.3.1-1-2-3-7, 3-2.3.1-1-6, 3-2.3.1-1-2-4-1-7)			Principal's evaluation of use & math teachers - overall rating (1-6.3.1-5-1-3.1.1-5)			Teacher's satisfaction - overall rating (2-5.1-9; 2-3.1-9)			Parents' satisfaction with their Children at School - parents' rating - overall rating (5-4.1-10; 6-2.1-1-10)			Parents' satisfaction with their Children and School - students' rating - overall rating (3-4-4.4.1-4; 3-5.3.2.1-1-4)			Average percentage of parents who are satisfied with Maths education at school (6-5.2-3; 6-3.2)			Average percentage of parents who are satisfied with Science education at school (5-5.2-3; 6-3.3)			
					BS	PPS	A	BS	PPS	A	BS	PPS	A	BS	PPS	A	BS	PPS	A	BS	PPS	A	BS	PPS	A	BS	PPS	A	BS	PPS	A	BS	PPS	A	BS	PPS	A	BS	PPS	A	BS	PPS	A				
Pilot Schools																																															
1	CP	1C	S	Hindagala Maha Vidyalaya	3.62	3.77	0.15	3.42	3.77	0.35	3.22	3.74	0.52	2.85	3.23	0.37	3.11	3.76	0.65	3.35	3.41	0.06	3.89	4.18	0.29	3.92	4.18	0.27	5.00	5.00	0.00	3.72	3.61	-0.11	3.98	4.30	0.32	4.07	4.47	0.40	72.7%	91.3%	18.6%	66.7%	95.7%	29.0%	
2	CP	2	R	Rambukkupitiya Maha Vidyalaya	3.62	4.08	0.46	3.15	3.11	-0.03	3.09	3.14	0.05	2.55	2.95	0.41	2.95	3.47	0.52	3.03	3.46	0.42	3.85	4.02	0.16	3.89	4.14	0.26	5.00	5.00	0.00	3.89	3.94	0.06	3.97	4.22	0.25	4.02	4.44	0.43	77.6%	88.0%	10.4%	81.3%	78.0%	-3.3%	
3	CP	3	P	St. Andrews Tamil Vidyalaya	4.38	3.69	-0.68	3.32	3.97	0.65	3.32	3.57	0.25	3.15	3.09	-0.06	3.21	3.89	0.67	3.23	3.97	0.74	*	4.13	*	*	4.21	*	*	3.40	4.00	0.60	4.06	3.78	-0.28	4.34	3.62	-0.72	*	4.30	*	80.0%	80.0%	0.0%	40.0%	80.0%	40.0%
4	CP	1C	S	Mahaweli Maha Vidyalaya	3.90	4.48	0.58	3.07	3.09	0.01	2.99	3.37	0.38	3.00	3.57	0.57	2.93	3.28	0.35	3.09	3.45	0.36	3.49	3.82	0.33	3.55	4.25	0.71	4.40	5.00	0.60	4.11	4.47	0.36	3.58	3.85	0.27	3.62	4.23	0.61	66.0%	69.6%	3.6%	38.5%	82.1%	43.7%	
5	NC	1AB	S	Ananda Balika Vidyalaya	3.74	3.79	0.06	3.22	3.26	0.04	3.42	3.41	-0.02	3.04	3.36	0.33	2.87	3.29	0.52	3.12	3.50	0.37	4.10	4.07	-0.03	4.25	4.21	-0.04	4.80	5.00	0.20	3.89	4.00	0.11	4.01	4.34	0.34	4.29	4.27	-0.02	72.3%	95.6%	23.3%	81.6%	91.1%	9.5%	
6	NC	2	R	Thammannapura Vidyalaya	4.05	3.62	-0.43	3.06	2.72	-0.34	3.36	3.36	0.01	3.13	2.73	-0.40	2.98	3.03	0.05	3.37	3.79	0.42	3.80	3.76	-0.04	4.22	4.51	0.28	4.80	5.00	0.20	4.28	3.89	-0.39	4.08	3.98	-0.10	4.01	4.25	0.24	69.2%	71.4%	2.2%	76.9%	78.6%	1.6%	
7	NC	2	S	Mihinthale Kanishta Vidyalaya	4.06	3.92	-0.14	3.60	3.28	-0.32	3.69	3.59	-0.10	2.73	3.07	0.35	3.25	3.11	-0.14	3.68	3.61	-0.07	4.02	4.00	-0.02	4.19	4.42	0.23	4.20	4.20	0.00	4.51	4.13	-0.38	3.90	4.29	0.40	4.42	4.31	-0.11	76.3%	81.6%	5.3%	73.5%	81.6%	8.0%	
8	NE	1AB	U	St. Mary's College	3.99	4.29	0.30	3.48	3.64	0.16	3.46	3.52	0.06	3.63	3.75	0.11	3.45	3.60	-0.15	3.54	3.49	-0.05	4.18	4.23	0.05	4.28	4.19	-0.09	3.20	4.80	1.60	4.67	4.69	0.02	4.39	4.50	0.11	4.38	4.56	0.18	70.6%	88.6%	18.0%	86.7%	94.3%	7.6%	
9	NE	1AB	U	Vembadi Girls' High School	3.86	3.81	-0.05	3.12	3.20	0.09	3.23	3.19	-0.04	3.32	3.18	-0.13	3.19	3.29	0.10	3.39	3.58	0.19	4.04	4.24	0.19	4.20	4.31	0.11	2.60	4.00	1.40	4.35	4.81	0.46	4.14	4.34	0.20	4.34	4.53	0.19	73.8%	88.6%	14.8%	78.9%	84.1%	-5.1%	
10	NW	1AB	S	Canagaratnam Madya Maha Vid	3.49	3.65	0.16	2.95	3.12	0.17	3.18	3.26	0.08	3.02	3.40	0.38	3.27	3.50	0.23	3.64	3.46	-0.18	4.11	4.01	-0.10	4.21	4.16	-0.06	3.00	4.20	1.20	4.28	4.46	0.17	4.29	4.07	-0.22	4.48	4.36	-0.12	98.6%	85.4%	-8.2%	93.8%	77.1%	-16.7%	
11	NW	1AB	S	Wen Girls College - Dankotuwa	3.95	4.31	0.36	3.32	3.55	0.23	3.51	3.60	0.10	3.10	3.60	0.51	3.02	3.28	0.26	3.32	3.55	0.22	4.04	4.07	0.03	4.20	4.26	0.06	3.80	4.60	0.80	3.99	4.36	0.38	4.13	4.29	0.17	4.30	4.31	0.01	78.1%	78.8%	0.7%	81.0%	81.8%	0.8%	
12	NW	3	R	Gonulla Kanishta Vidyalaya	4.69	4.38	-0.31	3.85	4.05	0.20	4.23	4.03	-0.20	2.73	3.55	0.82	3.66	3.92	0.26	3.36	3.79	0.43	4.73	4.22	-0.51	4.71	4.44	-0.27	4.60	4.20	-0.40	4.33	4.22	-0.11	4.08	4.33	0.25	4.23	4.77	0.55	100.0%	100.0%	0.0%	66.7%	100.0%	33.3%	
13	NW	1AB	U	Maliyadeva Balika Vidyalaya	3.47	3.72	0.25	2.73	2.96	0.22	3.24	3.24	0.00	2.74	3.20	0.46	2.73	3.17	0.44	3.44	3.59	0.15	3.96	4.16	0.20	4.25	4.27	0.03	4.80	5.00	0.20	4.03	4.16	0.14	3.92	4.10	0.17	4.38	4.36	-0.02	68.9%	70.8%	1.9%	90.9%	80.0%	-10.9%	
14	SB	2	R	Maduwanwela Sri Sarananda Vi	3.70	3.89	0.19	3.44	3.66	0.22	3.62	3.55	-0.06	2.61	3.32	0.71	3.20	3.58	0.38	3.56	3.65	0.09	3.91	3.92	0.02	4.14	4.11	-0.02	3.80	4.40	0.60	3.76	4.08	0.32	3.79	4.04	0.25	4.11	4.21	0.10	50.0%	47.2%	-2.8%	59.2%	64.2%	5.0%	
15	SB	2	R	Galpaya Vidyalaya	4.06	4.19	0.13	2.65	2.97	0.32	3.08	3.06	-0.02	3.47	3.52	0.05	2.79	3.10	0.30	3.26	3.43	0.17	3.79	3.95	0.16	3.87	4.02	0.15	4.80	4.60	-0.20	4.47	4.06	-0.42	3.38	4.08	0.70	4.21	4.03	-0.18	66.7%	68.0%	1.3%	66.7%	68.0%	1.3%	
16	SB	2	P	Golinda Tamil Kanishta Vidyal	3.04	3.27	0.23	3.54	3.68	0.13	3.44	3.77	0.33	2.78	3.00	0.22	3.36	3.90	0.53	3.10	3.75	0.65	4.03	3.94	-0.09	3.96	3.96	0.00	4.20	3.80	-0.40	4.11	3.78	-0.33	3.92	4.07	0.15	4.44	4.67	0.23	71.4%	85.7%	14.3%	28.6%	71.4%	42.9%	
17	SP	1AB	R	Vijaya National College	3.48	3.75	0.26	2.89	3.29	0.40	3.19	3.18	-0.01	2.59	3.32	0.73	2.86	3.15	0.29	3.40	3.41	0.01	3.79	4.11	0.31	3.93	3.99	-0.05	4.20	4.60	0.40	3.64	4.28	0.64	3.89	4.44	0.55	4.26	4.38	0.13	44.8%	69.0%	24.1%	70.4%	86.2%	15.8%	
18	SP	1AB	S	Rajapaksa Central College	3.64	3.64	0.00	3.04	2.83	-0.22	3.48	3.32	-0.16	2.81	3.05	0.25	3.01	3.46	0.45	3.41	3.60	0.19	3.67	3.84	0.16	3.92	4.04	0.12	3.60	3.60	0.00	4.16	4.03	-0.13	3.81	3.82	0.01	4.33	4.33	0.00	67.5%	70.7%	3.2%	87.5%	75.6%	-11.9%	
19	SP	2	R	Muruthawela Kanishta Vidyalaya	3.37	3.94	0.58	3.04	3.43	0.39	3.33	3.46	0.12	2.49	3.16	0.67	3.04	3.35	0.31	3.45	3.69	0.24	3.92	3.97	-0.05	4.02	3.97	-0.05	4.20	4.60	0.40	3.69	4.08	0.39	3.84	4.54	0.69	4.23	4.39	0.16	63.6%	81.8%	18.2%	74.2%	75.8%	1.6%	
20	UV	1C	P	Poonagalla Tamil Maha Vidyalaya	4.20	4.34	0.14	2.97	3.62	0.65	3.43	3.63	0.20	2.74	3.60	0.81	2.30	3.52	1.22	2.66	3.57	0.91	3.45	3.95	0.51	3.74	4.03	0.29	4.20	4.20	0.00	3.87	4.11	0.24	3.80	4.28	0.48	3.86	4.53	0.67	59.5%	92.3%	32.8%	31.6%	97.4%	65.9%	
21	UV	1AB	U	Dutugemunu Central College	3.98	4.07	0.09	2.88	2.94	0.06	3.20	3.24	0.04	3.23	3.55	0.32	2.85	3.24	0.39	3.25	3.32	0.07	3.85	4.11	0.26	4.05	4.33	0.28	5.00	5.00	0.00	4.10	4.14	0.04	4.16	4.21	0.06	4.07	4.42	0.35	61.3%	82.5%	21.2%	73.9%	85.7%	11.8%	
22	WP	3	R	Imbulgoda Kanishta Vidyalaya	3.62	4.38	0.77	3.05	3.71	0.66	3.11	3.70	0.59	2.90	3.27	0.37	2.88	3.72	0.84	2.43	3.51	1.08	3.64	4.27	0.63	3.55	4.25	0.69	2.60	4.00	1.40	4.78	5.00	0.22	3.98	3.69	-0.29	3.86	4.30	0.44	70.6%	88.2%	17.6%	58.8%	88.2%	29.4%	
23	WP	1AB	U	Isipathana College	3.47	3.65	0.18	2.55	2.79	0.25	3.42	3.16	-0.26	2.87	2.98	0.11	2.73	2.93	0.20	3.59	3.49	-0.10	3.66	3.72	0.06	4.48	4.29	-0.19	3.20	4.20	1.00	4.06	3.87	-0.20	4.00	3.97	-0.03	4.34	4.23	-0.11	80.0%	76.0%	-4.0%	91.5%	84.0%	-7.5%	
24	WP	1C	R	Katuwellegama Maha Vidyalaya	3.76	3.75	0.00	3.04	3.12	0.09	3.18	3.16	-0.03	2.76	3.24	0.48	3.06	3.30	0.24	3.26	3.43	0.17	4.14	4.13	-0.01	4.18	4.05	-0.12	3.60	4.40	0.80	4.09	3.83	-0.26	3.79	4.04	0.25	3.93	4.17	0.24	68.3%	81.7%	13.3%	74.5%	75.0%	0.5%	
25	WP	1AB	U	Devi Balika Vidyalaya	3.51	3.76	0.25	2.98	2.90	-0.08	3.24	3.13	-0.11	2.83	3.52	0.69	3.01	2.76	-0.24	3.71	3.53	-0.18	3.90	3.92	0.02	4.16	4.22	0.06	4.00	4.60	0.60	4.00	4.38	0.38	4.06	4.18	0.12	4.37	4.25	-0.12	64.4%	82.6%	18.2%	87.8%	93.5%	5.7%	
				Total of Pilot Schools	3.74	3.88	0.14	3.09	3.23	0.14	3.29	3.36	0.06	2.94	3.30	0.36	2.99	3.31	0.32	3.32	3.53	0.21	3.90	4.02	0.12	4.07	4.20	0.13	4.03	4.48	0.45	4.09	4.19	0.10	3.96	4.17	0.21	4.20	4.34	0.15	69.7%	80.0%</					

Comparison of Baseline Survey and Post Pilot Survey: by school

(3) Output Indicators

School ID	Province	School Type	Location	School Name	National Exam Pass Rates									National Exam Pass Rates															
					Grade 5 Scholarship Exam				O/L Exam - Maths			O/L Exam - Science		A/L Exam - Combined Mathematics				A/L Exam - Physics				A/L Exam - Chemistry							
					2000	2001	2002	2003	2001	2002	2003	2001	2002	2003	2001	2002	2003	2004	2001	2002	2003	2004	2001	2002	2003	2004			
Pilot Schools																													
1	CP	IC	S	Hindagala Maha Vidyalaya	2.70%	4.44%	0.00%	0.00%	21.28%	18.18%	48.21%	46.81%	51.52%	59.09%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
2	CP	2	R	Rambukpitiya Maha Vidyalaya	0.00%	0.00%	0.00%	7.50%	27.66%	24.62%	10.42%	46.81%	53.13%	22.92%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
3	CP	3	P	St. Andrews Tamil Vidyalaya	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
4	CP	IC	S	Mahaweli Maha Vidyalaya	0.00%	4.76%	5.66%	5.08%	40.00%	31.25%	42.62%	40.00%	47.92%	45.00%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
5	NC	IAB	S	Ananda Balika Vidyalaya	30.82%	33.81%	18.50%	26.25%	69.40%	63.85%	70.49%	79.70%	83.08%	83.47%	38.46%	50.00%	29.41%	28.57%	45.31%	35.96%	28.95%	28.95%	30.77%	29.07%	32.89%	26.32%	*	*	
6	NC	2	R	Thammannapura Vidyalaya	0.00%	7.14%	0.00%	0.00%	*	17.65%	0.00%	*	35.29%	5.26%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
7	NC	2	S	Mihinthale Kanishta Vidyalaya	3.61%	7.48%	11.21%	10.67%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
8	NE	IAB	U	St. Mary's College	34.62%	37.50%	44.68%	35.63%	80.95%	59.32%	75.89%	79.05%	64.41%	70.92%	70.00%	70.00%	66.67%	37.50%	61.54%	67.50%	52.27%	40.00%	42.31%	52.50%	50.00%	42.42%	*	*	
9	NE	IAB	U	Vembadi Girls' High School	*	*	*	*	99.45%	97.26%	98.31%	99.45%	97.95%	98.88%	72.34%	50.00%	72.73%	83.67%	89.38%	71.70%	78.07%	68.42%	74.34%	50.00%	69.30%	62.41%	*	*	
10	NE	IAB	S	Canagaratnam Madya Maha Vid	*	*	*	*	56.00%	46.60%	42.02%	50.67%	40.78%	47.06%	66.67%	28.57%	0.00%	16.67%	66.67%	57.14%	33.33%	12.50%	33.33%	28.57%	33.33%	0.00%	*	*	
11	NW	IAB	S	Wen Girls College - Dankotuwa	9.68%	12.00%	11.54%	12.00%	78.21%	62.50%	75.21%	77.22%	76.79%	80.17%	*	64.29%	100.00%	50.00%	66.67%	29.03%	45.45%	14.29%	33.33%	29.03%	45.45%	16.67%	*	*	
12	NW	3	R	Gonulla Kanishta Vidyalaya	14.29%	0.00%	0.00%	7.69%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
13	NW	IAB	U	Maliyadeva Balika Vidyalaya	29.52%	31.84%	33.00%	30.05%	96.40%	92.14%	93.43%	97.48%	97.14%	95.62%	68.09%	81.82%	82.50%	84.85%	72.56%	75.24%	74.53%	66.26%	70.86%	70.73%	72.78%	64.44%	*	*	
14	SB	2	R	Maduwanwela Sri Sarananda Vi	3.08%	1.82%	1.30%	1.85%	31.25%	32.94%	39.71%	50.00%	49.37%	52.38%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
15	SB	2	R	Galpaya Vidyalaya	0.00%	5.71%	0.00%	0.00%	10.71%	1.96%	6.06%	14.29%	5.88%	12.12%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
16	SB	2	P	Golinda Tamil Kanishta Vidyal	0.00%	0.00%	0.00%	0.00%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
17	SP	IAB	R	Vijaya National College	*	*	*	*	42.70%	39.39%	39.08%	70.79%	64.71%	83.91%	43.75%	37.50%	69.23%	55.56%	49.02%	28.57%	72.00%	63.89%	28.07%	14.29%	44.83%	42.22%	*	*	
18	SP	IAB	S	Rajapaksha Central College	*	*	*	*	80.47%	85.43%	80.94%	92.45%	96.71%	89.50%	57.52%	53.76%	58.55%	62.50%	59.68%	55.22%	59.37%	63.00%	51.93%	34.47%	57.19%	52.65%	*	*	
19	SP	2	R	Muruthawela Kanishta Vidyalay	3.57%	0.00%	0.00%	0.00%	32.43%	23.53%	32.43%	54.05%	60.00%	29.73%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
20	UV	IC	P	Poonagalla Tamil Maha Vidyal	0.00%	8.00%	16.67%	0.00%	33.33%	50.00%	51.22%	23.53%	47.92%	17.07%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
21	UV	IAB	U	Dutugemunu Central College	14.53%	8.63%	15.52%	12.21%	45.41%	53.20%	45.40%	56.77%	69.95%	59.77%	20.00%	33.33%	25.00%	100.00%	17.65%	28.57%	41.67%	52.63%	13.33%	14.29%	14.29%	61.11%	*	*	
22	WP	3	R	Imbulgoda Kanishta Vidyalaya	9.09%	54.55%	18.18%	26.47%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
23	WP	IAB	U	Isipathana College	10.48%	9.86%	9.09%	9.85%	79.83%	74.62%	76.30%	93.56%	90.53%	81.79%	42.52%	41.38%	45.45%	43.84%	64.29%	53.27%	53.33%	55.94%	58.99%	27.52%	48.59%	43.27%	*	*	
24	WP	IC	R	Katuvellegama Maha Vidyalaya	0.00%	4.44%	6.67%	1.75%	19.64%	7.46%	25.49%	39.29%	34.33%	35.29%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
25	WP	IAB	U	Devi Balika Vidyalaya	*	*	*	*	98.73%	100.00%	100.00%	99.58%	100.00%	100.00%	80.77%	73.61%	78.15%	68.09%	94.27%	83.04%	85.22%	83.15%	82.05%	78.51%	83.85%	76.92%	*	*	
Average of Pilot Schools					14.42%	15.37%	14.62%	14.44%	70.87%	67.59%	70.11%	78.70%	78.86%	76.34%	58.33%	59.11%	60.93%	60.37%	70.90%	64.78%	66.14%	64.91%	59.77%	53.09%	62.53%	57.32%			
Urban Pilot Schools					18.97%	18.51%	21.18%	19.02%	83.69%	80.95%	82.83%	88.52%	88.78%	86.08%	60.19%	62.34%	62.80%	61.19%	79.04%	72.42%	72.70%	68.24%	69.32%	61.86%	68.65%	62.01%			
Semi-urban Pilot Schools					14.49%	16.40%	12.69%	14.42%	69.28%	69.41%	68.13%	77.89%	81.29%	76.30%	56.21%	52.99%	56.32%	58.74%	57.10%	47.56%	53.09%	57.22%	48.29%	32.42%	52.36%	48.02%			
Rural Pilot Schools					2.04%	5.08%	2.17%	4.84%	30.22%	22.60%	27.11%	50.78%	44.41%	44.67%	43.75%	37.50%	69.23%	55.56%	49.02%	28.57%	72.00%	63.89%	28.07%	14.29%	44.83%	42.22%			
Plantation Pilot Schools					0.00%	6.06%	11.11%	0.00%	33.33%	50.00%	51.22%	23.53%	47.92%	17.07%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Average of Pilot Schools					14.42%	15.37%	14.62%	14.44%	70.87%	67.59%	70.11%	78.70%	78.86%	76.34%	58.33%	59.11%	60.93%	60.37%	70.90%	64.78%	66.14%	64.91%	59.77%	53.09%	62.53%	57.32%			
Control Schools																													
26	CP	IAB	S	Giritalegama MV	4.60%	11.24%	25.00%	25.00%	31.03%	40.63%	34.19%	47.01%	69.29%	53.91%	7.14%	33.33%	0.00%	0.00%	8.33%	50.00%	0.00%	13.33%	8.33%	18.18%	0.00%	12.50%			
27	NE	IAB	U	Jaffna Central College	14.81%	17.86%	12.00%	15.38%	63.49%	44.51%	54.98%	64.02%	51.45%	59.72%	52.63%	36.36%	44.26%	38.46%	54.90%	40.91%	39.47%	37.21%	45.10%	19.70%	34.21%	36.05%			
28	NW	IAB	U	Maliyadeva Boy's College	20.18%	20.78%	19.09%	22.18%	94.08%	91.57%	92.64%	99.66%	97.43%	99.00%	59.05%	62.33%	75.79%	70.37%	84.37%	82.03%	81.31%	78.28%	78.37%	96.29%	78.06%	75.18%			
29	SB	2	R	Dorapane Vidyalaya	2.44%	5.17%	3.85%	5.45%	27.42%	33.33%	22.50%	32.26%	70.00%	45.00%	*	*	*	*	*	*	*	*	*	*	*	*	*		
30	SP	IAB	S	Tanagalla Balika Vidyalaya	*	*	*	*	86.33%	81.33%	79.92%	93.36%	88.44%	86.35%	43.75%	31.67%	45.71%	70.83%	55.91%	40.96%	46.21%	47.97%	33.33%	31.61%	38.61%	42.25%			
31	UV	IC	P	Gonakelle Tamil Vidyalaya	0.00%	0.00%	3.57%	3.33%	18.92%	19.23%	17.72%	5.48%	4.81%	17.72%	*	*	*	*	*	*	*	*	*	*	*	*	*		
32	WP	3	R	Parakandeniya Mayadunna KV	4.76%	14.81%	7.69%	6.25%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		
33	WP	IAB	U	Thurstan College	16.67%	12.61%	5.41%	11.61%	88.94%	85.28%	82.73%	96.98%	93.93%	89.86%	26.32%	36.84%	50.68%	35.00%	44.14%	54.00%	59.34%	43.37%	30.63%	27.00%	46.96%	22.62%			
Average of Control Schools					13.95%	15.00%	13.88%	16.81%	72.27%	68.66%	68.89%	77.66%	76.91%	76.53%	48.38%	49.64%	61.85%	58.27%	67.69%	64.64%	65.69%	62.45%	57.81%	64.37%	59.65%	56.97%			
Urban Control Schools					18.41%	17.98%	13.58%	17.55%	84.00%	78.83%	78.77%	88.94%	85.36%	84.87%	50.62%	52.82%	63.62%	58.06%	73.17%	72.00%	70.60%	67.35%	65.77%	75.26%	65.07%	61.79%			
Semi-urban Control Schools					4.60%	11.24%	25.00%	25.00%	69.09%	64.42%	65.30%	78.82%	81.10%	76.10%	32.61%	31.75%	41.03%	60.71%	48.34%	41.38%	44.08%	44.79%	29.49%	30.81%	36.97%	39.24%			
Rural Control Schools					3.23%	8.24%	5.13%	5.63%	27.42%	33.33%	22.50%	32.26%	70.00%	45.00%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Plantation Control Schools					0.00%	0.00%	3.57%	3.33%	18.92%	19.23%	17.72%	5.48%	4.81%	17.72%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Average of Control Schools					13.95%	15.00%	13.88%	16.81%	72.27%	68.66%	68.89%	77.66%	76.91%	76.53%	48.38%	49.64%	61.85%	58.27%	67.69%	64.64%	65.69%	62.45%	57.81%	64.37%	59.65%	56.97%			
Grand Total					14.29%	15.26%	14.40%	15.16%	71.33%	67.95%	69.72%	78.36%	78.23%	76.40%	54.12%	54.56%	61.36%	59.46%	69.64%	64.72%	65.96%	63.97%	59.04%	57.48%	61.35%	57.19%			

Comparison of Baseline Survey and Post Pilot Survey: by school

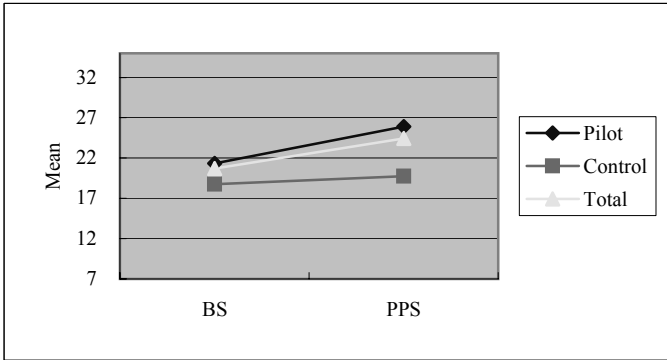
(3) Output Indicators

School ID	Province	School Type	Location	School Name	National Exam Pass Rates				Student's Interest in Sci & Math									Student's Educational Goal									
					2001	2002	2003	2004	Students' interest in sci & math - teachers' rating - overall rating (2-3, 4, 5; 2, 3, 4, 5)			Average percentage of students who like Math (3-3.3, 3.3-4, 3.3-2.3; 3-4, 3.3-2, 2, 3.2)			Average percentage of students who like Science (3-3.3, 2-3, 4-3, 3.3-3, 3-4, 2.3, 4-2, 3.3, 3)			% of students who want to study up to Grade 11 (3-3, 1, 4-3, 1, 3-5, 2, 1)			% of students who want to study up to Grade 13 (3-3, 1, 4-3, 1, 3-5, 2, 1)			% of students who want to study up to university (3-3, 1, 4-3, 1, 3-5, 2, 1)			
									BS	PPS	A	BS	PPS	A	BS	PPS	A	BS	PPS	A	BS	PPS	A	BS	PPS	A	
Pilot Schools																											
1	CP	IC	S	Hindagala Maha Vidyalaya	*	*	*	*	3.70	3.70	0.00	74.47%	92.00%	17.53%	86.36%	91.84%	5.47%	8.00%	8.00%	0.00%	18.00%	16.00%	-2.00%	72.00%	76.00%	4.00%	
2	CP	2	R	Rambukpitaya Maha Vidyalaya	*	*	*	*	3.80	4.00	0.20	80.25%	93.90%	13.66%	91.25%	95.12%	3.87%	7.32%	4.88%	-2.44%	23.17%	35.37%	12.20%	67.07%	59.76%	-7.32%	
3	CP	3	P	St. Andrews Tamil Vidyalaya	*	*	*	*	4.00	4.70	0.70		100.00%	*		100.00%	*		30.00%	0.00%	-30.00%	20.00%	10.00%	-10.00%	50.00%	90.00%	40.00%
4	CP	IC	S	Mahaweli Maha Vidyalaya	*	*	*	*	3.95	4.60	0.65	59.35%	85.83%	26.48%	70.49%	96.85%	26.36%	2.34%	7.09%	4.74%	22.66%	34.65%	11.99%	59.38%	57.48%	-1.89%	
5	NC	IAB	S	Ananda Balika Vidyalaya	80.77%	66.22%	54.24%	80.65%	4.08	4.19	0.12	93.08%	98.66%	5.58%	98.72%	97.45%	-1.27%	1.26%	0.71%	-0.54%	18.24%	8.57%	-9.67%	75.47%	90.00%	14.53%	
6	NC	2	R	Thammannapura Vidyalaya	*	*	*	*	3.73	3.75	0.02	100.00%	97.30%	-2.70%	100.00%	100.00%	0.00%	8.11%	16.67%	8.56%	21.62%	33.33%	11.71%	67.57%	50.00%	-17.57%	
7	NC	2	S	Mihinthale Kanishta Vidyalaya	*	*	*	*	4.08	4.24	0.16	96.30%	96.34%	0.05%	97.44%	100.00%	2.56%	0.00%	0.00%	0.00%	10.98%	13.41%	2.44%	62.20%	86.59%	24.39%	
8	NE	IAB	U	St. Mary's College	81.25%	66.67%	71.43%	92.31%	4.07	4.20	0.13	80.52%	98.23%	17.71%	93.55%	98.25%	4.70%	2.54%	0.85%	-1.69%	13.56%	17.09%	3.53%	77.12%	81.20%	4.08%	
9	NE	IAB	U	Vembadi Girls' High School	96.97%	85.94%	94.29%	89.29%	3.26	4.22	0.95	81.42%	99.15%	17.73%	96.84%	95.73%	-1.12%	0.00%	0.00%	0.00%	14.53%	9.40%	-5.13%	82.05%	90.60%	8.55%	
10	NE	IAB	S	Canagaratnam Madya Maha Vidyalaya			50.00%	0.00%	3.16	4.11	0.94	93.00%	90.91%	-2.09%	98.94%	98.00%	-0.94%	1.98%	2.00%	0.02%	6.93%	13.00%	6.07%	88.12%	83.00%	-5.12%	
11	NW	IAB	S	Wen Girls College - Dankotuwa	77.78%	52.63%	42.86%	60.00%	3.73	4.30	0.58	99.32%	94.19%	-5.13%	95.27%	96.13%	0.86%	0.00%	0.65%	0.65%	17.95%	24.52%	6.57%	72.44%	73.55%	1.11%	
12	NW	3	R	Gonulla Kanishta Vidyalaya	*	*	*	*	4.40	4.60	0.20	100.00%	100.00%	0.00%	100.00%	100.00%	0.00%	9.09%	9.09%	0.00%	54.55%	27.27%	-27.27%	36.36%	63.64%	27.27%	
13	NW	IAB	U	Maliyadeva Balika Vidyalaya	90.70%	90.50%	85.38%	85.26%	3.67	3.94	0.27	97.08%	95.04%	-2.04%	100.00%	98.59%	-1.41%	1.41%	0.00%	-1.41%	4.93%	4.29%	-0.64%	90.85%	95.71%	4.87%	
14	SB	2	R	Maduwanwela Sri Sarananda Vidyalaya	*	*	*	*	3.89	4.00	0.11	92.23%	92.11%	-0.13%	100.00%	94.74%	-5.26%	6.09%	6.09%	0.00%	8.70%	16.52%	7.83%	71.30%	77.39%	6.09%	
15	SB	2	R	Galpaya Vidyalaya	*	*	*	*	4.50	4.40	-0.10	90.74%	85.71%	-5.03%	100.00%	92.73%	-7.27%	21.43%	13.21%	-8.22%	17.86%	24.53%	6.67%	55.36%	62.26%	6.91%	
16	SB	2	P	Golinda Tamil Kanishta Vidyalaya	*	*	*	*	4.00	3.90	-0.10	100.00%	100.00%	0.00%	100.00%	100.00%	0.00%	0.00%	6.25%	6.25%	0.00%	25.00%	25.00%	0.00%	93.75%	62.50%	-31.25%
17	SP	IAB	R	Vijaya National College	82.93%	44.44%	93.75%	88.89%	3.50	3.90	0.40	94.51%	96.70%	2.20%	98.90%	98.90%	0.00%	1.10%	0.00%	-1.10%	15.38%	23.08%	7.69%	72.53%	76.92%	4.40%	
18	SP	IAB	S	Rajapaksha Central College	78.05%	68.38%	74.32%	75.43%	3.89	4.09	0.20	89.55%	97.33%	7.78%	98.55%	98.67%	0.12%	1.33%	1.33%	0.00%	14.67%	9.33%	-5.33%	80.00%	89.33%	9.33%	
19	SP	2	R	Muruthawela Kanishta Vidyalaya	*	*	*	*	3.70	4.50	0.80	71.11%	97.87%	26.76%	77.50%	93.62%	16.12%	8.51%	4.26%	-4.26%	21.28%	27.66%	6.38%	70.21%	68.09%	-2.13%	
20	UV	IC	P	Poonagalla Tamil Maha Vidyalaya	*	*	*	*	3.39	4.36	0.97	94.44%	98.21%	3.77%	88.18%	99.12%	10.93%	4.42%	0.00%	-4.42%	23.01%	20.00%	-3.01%	16.81%	79.09%	62.28%	
21	UV	IAB	U	Dutugemunu Central College	14.29%	35.00%	33.33%	71.43%	4.02	4.31	0.29	89.27%	92.52%	2.74%	99.27%	97.28%	-1.99%	6.12%	0.68%	-5.44%	17.69%	14.97%	-2.72%	72.79%	84.35%	11.56%	
22	WP	3	R	Imbulgoda Kanishta Vidyalaya	*	*	*	*	4.20	4.80	0.60	100.00%	88.00%	-12.00%	100.00%	96.00%	-4.00%	16.00%	8.00%	-8.00%	40.00%	36.00%	-4.00%	40.00%	56.00%	16.00%	
23	WP	IAB	U	Isipathana College	71.43%	48.00%	*	67.69%	3.66	3.96	0.30	99.12%	97.41%	-1.71%	98.18%	99.13%	0.95%	0.86%	0.00%	-0.86%	15.52%	14.66%	-0.86%	81.90%	85.34%	3.45%	
24	WP	IC	R	Katuvellegama Maha Vidyalaya	*	*	*	*	3.73	4.00	0.27	97.83%	98.92%	1.10%	97.85%	97.83%	-0.02%	12.90%	11.83%	-1.08%	25.81%	33.33%	7.53%	60.22%	53.76%	-6.45%	
25	WP	IAB	U	Devi Balika Vidyalaya	96.79%	91.77%	90.23%	93.89%	3.94	4.31	0.37	89.29%	90.76%	1.47%	99.13%	99.16%	0.03%	0.00%	0.00%	0.00%	0.84%	3.36%	2.52%	98.32%	96.64%	-1.68%	
Average of Pilot Schools					84.77%	79.29%	79.94%	83.59%	3.76	4.16	0.40	89.73%	94.73%	5.00%	95.14%	97.35%	2.21%	3.85%	2.81%	-1.05%	15.68%	17.94%	2.25%	71.67%	78.79%	7.13%	
Urban Pilot Schools					89.05%	84.97%	86.22%	86.67%	3.73	4.13	0.40	90.29%	95.35%	5.06%	98.31%	98.01%	-0.30%	1.98%	0.26%	-1.71%	11.20%	10.58%	-0.62%	83.66%	89.02%	5.36%	
Semi-urban Pilot Schools					78.57%	66.19%	68.53%	75.12%	3.77	4.20	0.43	87.43%	93.62%	6.19%	92.26%	97.17%	4.91%	1.60%	2.47%	0.87%	16.25%	18.24%	2.00%	72.57%	78.46%	5.89%	
Rural Pilot Schools					82.93%	44.44%	93.75%	88.89%	3.83	4.09	0.26	90.86%	94.42%	3.57%	96.41%	96.21%	-0.20%	8.98%	7.23%	-1.74%	19.93%	27.12%	7.20%	64.99%	65.46%	0.47%	
Plantation Pilot Schools					*	*	*	*	3.66	4.33	0.67	95.16%	98.55%	3.39%	89.68%	99.28%	9.60%	5.76%	0.74%	-5.02%	20.14%	19.85%	-0.29%	28.06%	77.94%	49.88%	
Average of Pilot Schools					84.77%	79.29%	79.94%	83.59%	3.76	4.16	0.40	89.73%	94.73%	5.00%	95.14%	97.35%	2.21%	3.85%	2.81%	-1.05%	15.68%	17.94%	2.25%	71.67%	78.79%	7.13%	
Control Schools																											
26	CP	IAB	S	Giritalagama MV	0.00%	25.00%	0.00%	41.67%	4.03	3.89	-0.14	93.60%	93.80%	0.20%	100.00%	97.62%	-2.38%	0.78%	0.00%	-0.78%	8.53%	19.53%	11.00%	83.72%	80.47%	-3.25%	
27	NE	IAB	U	Jaffna Central College	76.92%	27.27%	60.00%	52.38%	3.13	3.71	0.58	98.23%	97.35%	-0.88%	99.12%	95.58%	-3.54%	1.74%	0.00%	-1.74%	1.74%	9.17%	7.44%	91.30%	89.91%	-1.40%	
28	NW	IAB	U	Maliyadeva Boy's College	82.56%	78.33%	76.63%	81.73%	3.91	3.94	0.03	97.92%	92.31%	-5.77%	99.92%	96.15%	-1.76%	1.90%	0.95%	-0.95%	15.24%	9.52%	-5.71%	81.90%	89.52%	7.62%	
29	SB	2	R	Dorapane Vidyalaya	*	*	*	*	3.93	4.13	0.20	98.89%	97.98%	-0.91%	97.83%	97.00%	-0.83%	5.00%	3.00%	-2.00%	18.00%	13.00%	-5.00%	70.00%	84.00%	14.00%	
30	SP	IAB	S	Tanagalla Balika Vidyalaya	74.26%	76.72%	80.49%	81.75%	3.76	4.00	0.24	94.68%	97.87%	3.19%	100.00%	96.81%	-3.19%	1.06%	0.00%	-1.06%	0.00%	5.32%	-5.32%	98.94%	94.68%	-4.26%	
31	UV	IC	P	Gonakelle Tamil Vidyalaya	*	*	*	*	4.00	3.90	-0.10	100.00%	99.11%	-0.89%	97.40%	99.10%	1.70%	0.89%	0.92%	0.02%	8.93%	27.52%	18.59%	54.46%	70.64%	16.18%	
32	WP	3	R	Parakandiya Mayadunna KV	*	*	*	*	4.40	4.60	0.20	66.67%	83.33%	16.67%	83.33%	91.67%	8.33%	0.00%	4.17%	4.17%	0.00%	16.67%	16.67%	0.00%	95.83%	79.17%	-16.67%
33	WP	IAB	U	Thurstan College	40.00%	50.00%	64.86%	52.17%	4.13	4.13	0.00	93.00%	95.15%	2.15%	93.07%	94.95%	1.88%	0.97%	0.00%	-0.97%	29.13%	21.36%	-7.77%	66.99%	78.64%	11.65%	
Average of Control Schools					72.59%	72.86%	75.21%	77.18%	3.86	3.97	0.12	93.92%	95.76%	1.84%	97.51%	96.63%	-0.88%	1.66%	0.78%	-0.89%	11.13%	15.41%	4.29%	78.64%	83.55%	4.90%	
Urban Control Schools					75.45%	72.56%	73.73%	76.59%	3.73	3.92	0.20	92.74%	95.00%	2.26%	96.77%	95.57%	-1.20%	1.55%	0.32%	-1.23%	14.86%	13.25%	-1.61%	80.50%	86.12%	5.62%	
Semi-urban Control Schools					66.96%	73.39%	77.95%	78.26%	3.92	3.93	0.02	94.00%	95.52%	1.45%	100.00%	97.27%	-2.73%	0.90%	0.00%	-0.90%	4.93%	13.51%	8.58%	90.13%	86.49%	-3.65%	
Rural Control Schools					*	*	*	*	4.05	4.25	0.20	92.79%	95.12%	2.33%	94.83%	95.97%	1.14%	4.03%	3.23%	-0.81%	14.52%	13.71%	-0.81%	75.00%	83.06%	8.06%	
Plantation Control Schools					*	*	*																				

Appendix 3-4

Pilot Schools Vs Control Schools (Questionnaire Results)

Input Indicator 1: School Facilities (Principal' rating)



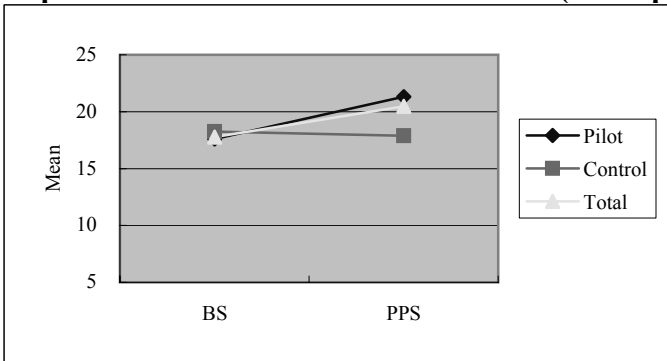
Score ranges from 7 to 35

	BS		PPS	
	N	Mean	N	Mean
Pilot	25	21.32	25	25.92
Control	8	18.75	8	19.75
Total	33	20.70	33	24.42

T-test on individual changes b/w BS and PPS

Mean Difference	Pilot	4.60
	Control	1.00
	t	1.629
	df	31
	p	0.114

Input Indicator 2: School Infrastructure (Principal' rating)



Score ranges from 5 to 25

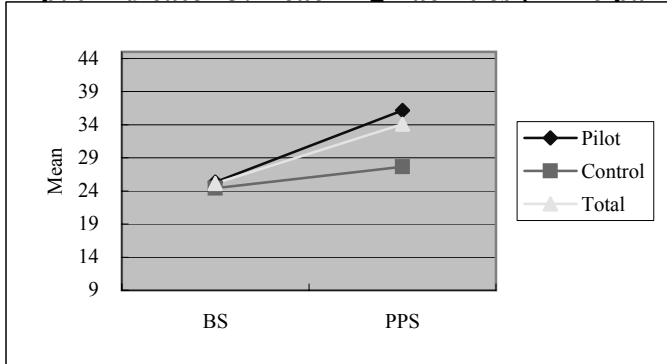
	BS		PPS	
	N	Mean	N	Mean
Pilot	25	17.60	25	21.32
Control	8	18.25	8	17.88
Total	33	17.76	33	20.48

T-test on individual changes b/w BS and PPS

Mean Difference	Pilot	3.72
	Control	-0.38
	t	3.076
	df	31
	p	0.004

*

Input Indicator 3: Teaching Facilities (Principal' rating)



Score ranges from 9 to 45

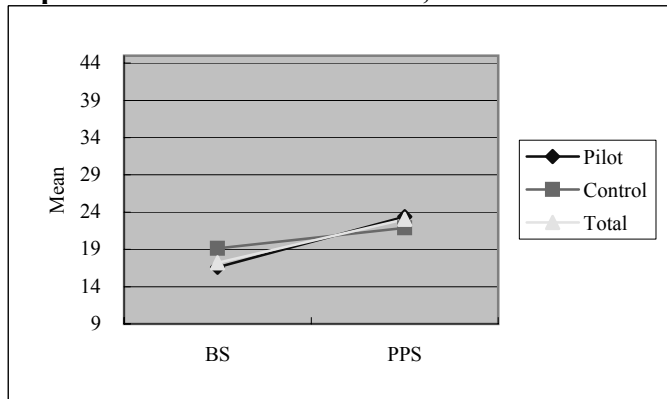
	BS		PPS	
	N	Mean	N	Mean
Pilot	23	25.35	25	36.16
Control	7	24.43	8	27.63
Total	30	25.13	33	34.09

T-test on individual changes b/w BS and PPS

Mean Difference	Pilot	10.22
	Control	2.57
	t	2.336
	df	28
	p	0.027

*

Input Indicator 4: Science Lab, Math Room and Computer Room (Principal' rating)



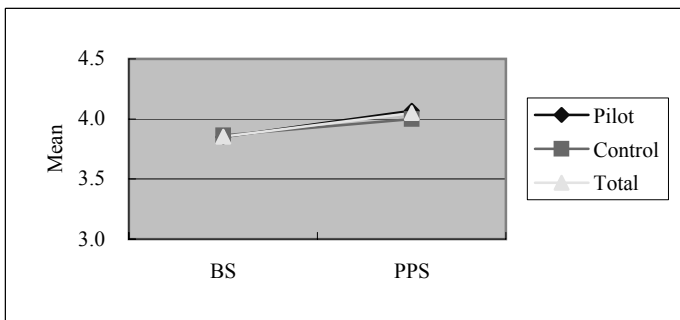
Score ranges from 9 to 45

	BS		PPS	
	N	Mean	N	Mean
Pilot	25	16.60	25	23.40
Control	8	19.13	8	21.88
Total	33	17.21	33	23.03

T-test on individual changes b/w BS and PPS

Mean Difference	Pilot	6.80
	Control	2.75
	t	1.577
	df	31
	p	0.125

Input Indicator 5: Parents' Support (students' rating)



The mean ranges from 1 to 5

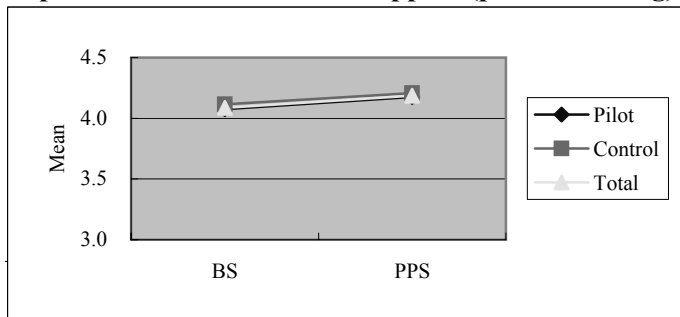
	BS		PPS	
	N	Mean	N	Mean
Pilot	2,187	3.85	2,206	4.07
Control	774	3.86	779	4.00
Total	2,961	3.85	2,985	4.05

T-test on individual changes b/w BS and PPS

Mean	Pilot	0.2195
Difference	Control	0.1395
	t	2.553
	df	2956
	p	0.011

*

Input Indicator 5: Parents' Support (parents' rating)



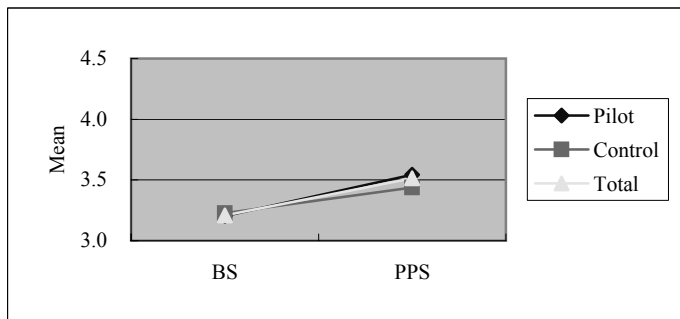
The mean ranges from 1 to 5

	BS		PPS	
	N	Mean	N	Mean
Pilot	1,003	4.08	1,004	4.18
Control	334	4.11	339	4.21
Total	1,337	4.09	1,343	4.19

T-test on individual changes b/w BS and PPS

Mean	Pilot	0.1022
Difference	Control	9.998E-02
	t	0.053
	df	1335
	p	0.958

Input Indicator 5: Parents' Support (teachers' rating)



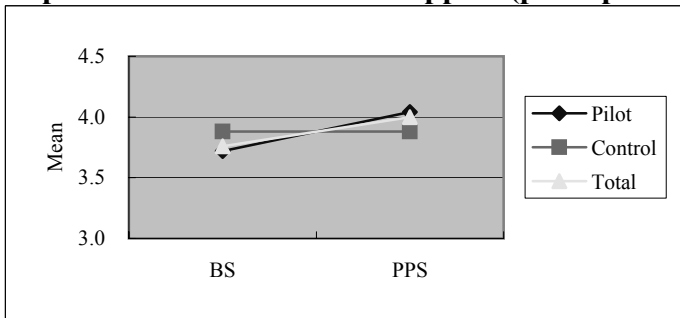
The mean ranges from 1 to 5

	BS		PPS	
	N	Mean	N	Mean
Pilot	135	3.20	135	3.54
Control	50	3.23	51	3.44
Total	185	3.21	186	3.51

T-test on individual changes b/w BS and PPS

Mean	Pilot	0.3407
Difference	Control	0.2000
	t	1.316
	df	183
	p	0.190

Input Indicator 5: Parents' Support (principal' rating)



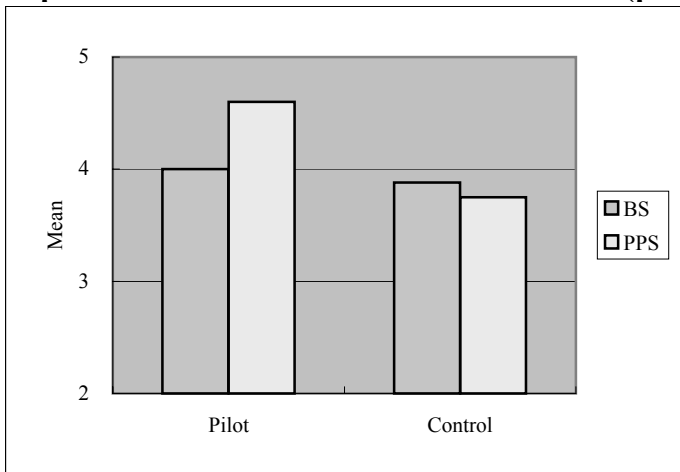
The mean ranges from 1 to 5

	BS		PPS	
	N	Mean	N	Mean
Pilot	25	3.72	25	4.04
Control	8	3.88	8	3.88
Total	33	3.76	33	4.00

T-test on individual changes b/w BS and PPS

Mean	Pilot	0.3200
Difference	Control	0.0000
	t	0.870
	df	31
	p	0.391

Input Indicator 6: Number of SDS Activities (principal's rating)



The number ranges from 0 to 5.

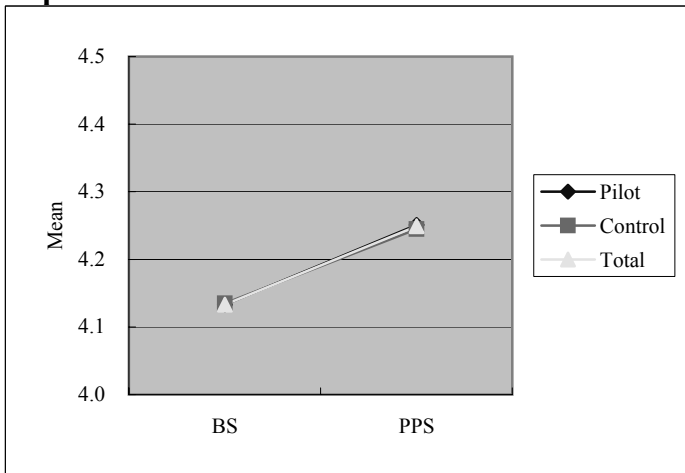
	BS		PPS	
	N	Mean	N	Mean
Pilot	25	4.00	25	4.60
Control	8	3.88	8	3.75
Total	33	3.97	33	4.39

Mann-Whitney U Test on individual changes between BS and PPS

Differenece in Number of SDS Activities

Mann-Whitney U	60.50
Z	-1.794
Asymp. Sig. (2-tailed)	0.073

Input Indicator 7: Parents' Communication with School (parents' rating)



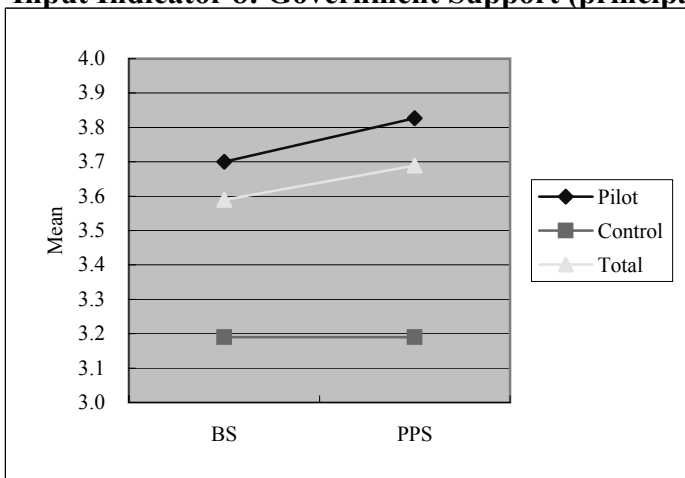
The mean ranges from 1 to 5

	BS		PPS	
	N	Mean	N	Mean
Pilot	1,002	4.133	1,003	4.251
Control	337	4.135	339	4.245
Total	1,339	4.133	1,342	4.249

T-test on individual changes between BS and PPS

Mean Difference	Pilot	0.1179
	Control	0.11
	t	0.179
	df	1336
	p	0.858

Input Indicator 8: Government Support (principal's rating)



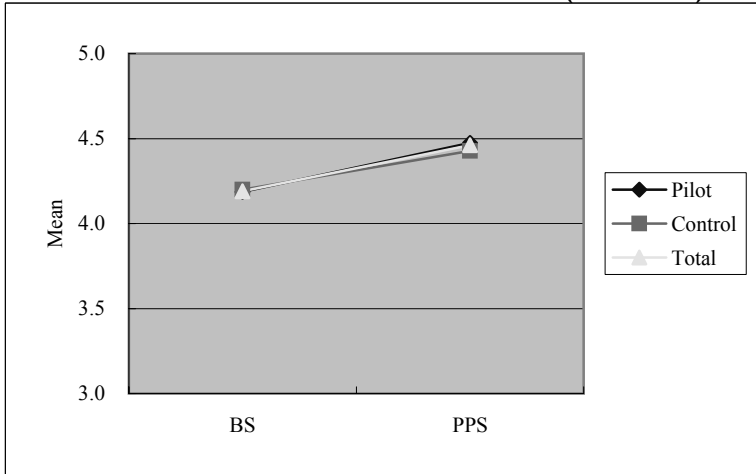
The mean ranges from 1 to 5

	BS		PPS	
	N	Mean	N	Mean
Pilot	25	3.700	25	3.827
Control	7	3.190	7	3.190
Total	32	3.589	32	3.689

T-test on individual changes between BS and PPS

Mean Difference	Pilot	0.1267
	Control	0.0000
	t	0.369
	df	30
	p	0.715

Process Indicator 1: Classroom Climate (Students)



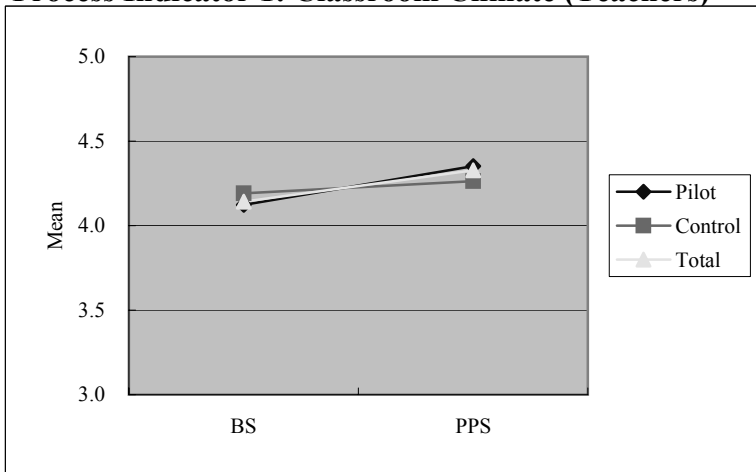
The mean ranges from 1 to 5

	BS		PPS	
	N	Mean	N	Mean
Pilot	2,185	4.186	2,204	4.474
Control	775	4.200	782	4.427
Total	2,960	4.190	2,986	4.462

T-test on individual changes between BS and PPS

Mean Difference	Pilot	0.2872
	Control	0.2273
	t	1.878
	df	2956
	p	0.061

Process Indicator 1: Classroom Climate (Teachers)



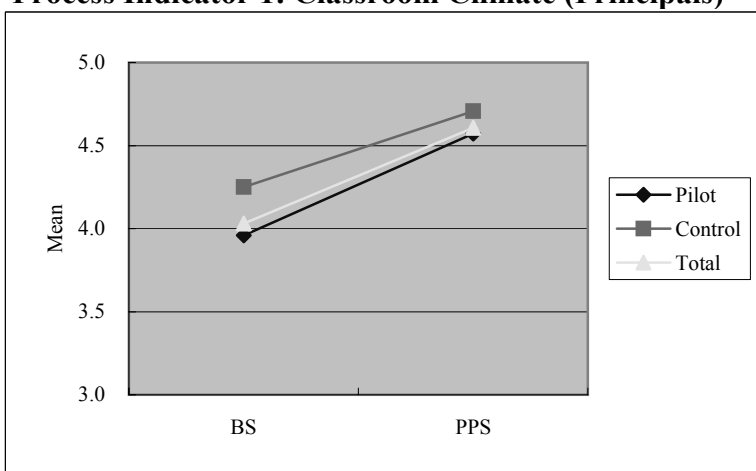
The mean ranges from 1 to 5

	BS		PPS	
	N	Mean	N	Mean
Pilot	135	4.123	135	4.353
Control	50	4.192	51	4.263
Total	185	4.142	186	4.328

T-test on individual changes between BS and PPS

Mean Difference	Pilot	0.2296
	Control	6.524E-02
	t	1.874
	df	183
	p	0.062

Process Indicator 1: Classroom Climate (Principals)



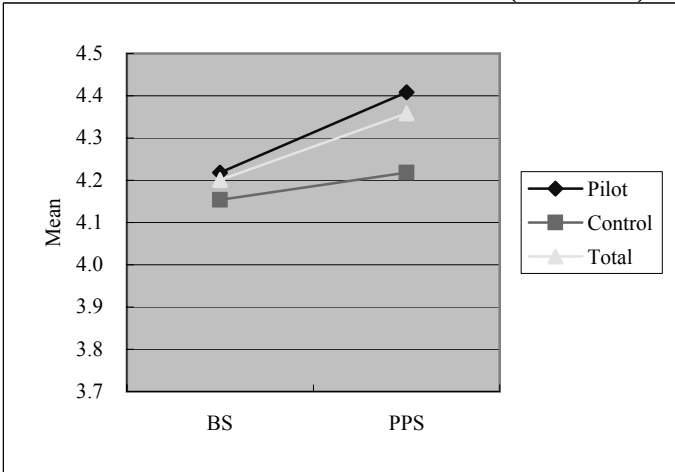
The mean ranges from 1 to 5

	BS		PPS	
	N	Mean	N	Mean
Pilot	25	3.96	25	4.57
Control	8	4.25	8	4.71
Total	33	4.03	33	4.61

T-test on individual changes between BS and PPS

Mean Difference	Pilot	0.6133
	Control	0.4583
	t	0.147
	df	31
	p	0.884

Process Indicator 2: School Climate (Students)



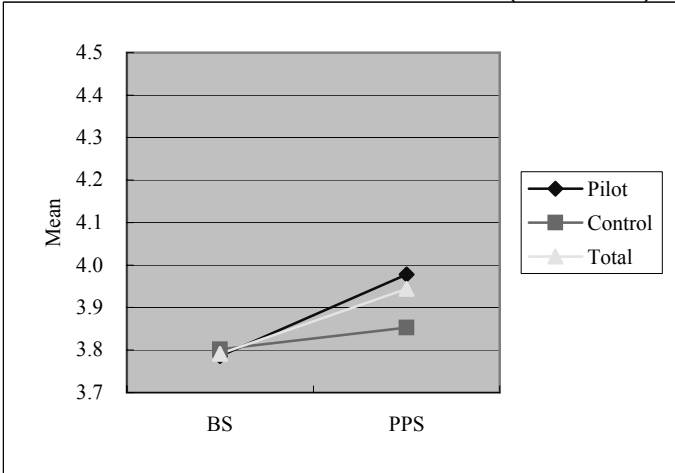
The mean ranges from 1 to 5

	BS		PPS	
	N	Mean	N	Mean
Pilot	2,184	4.218	2,205	4.408
Control	776	4.154	782	4.218
Total	2,960	4.201	2,987	4.358

T-test on individual changes between BS and PPS

Mean Difference	Pilot	0.1887
	Control	0.0629
	t	4.162
	df	2957
	p	0.000 *

Process Indicator 2: School Climate (Teachers)



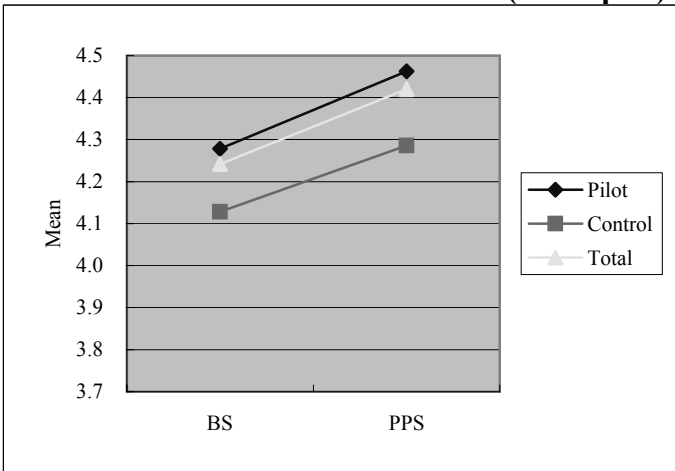
The mean ranges from 1 to 5

	BS		PPS	
	N	Mean	N	Mean
Pilot	135	3.786	135	3.978
Control	50	3.802	51	3.853
Total	185	3.791	186	3.944

T-test on individual changes between BS and PPS

Mean Difference	Pilot	0.1920
	Control	0.0383
	t	1.636
	df	183
	p	0.104

Process Indicator 2: School Climate (Principals)



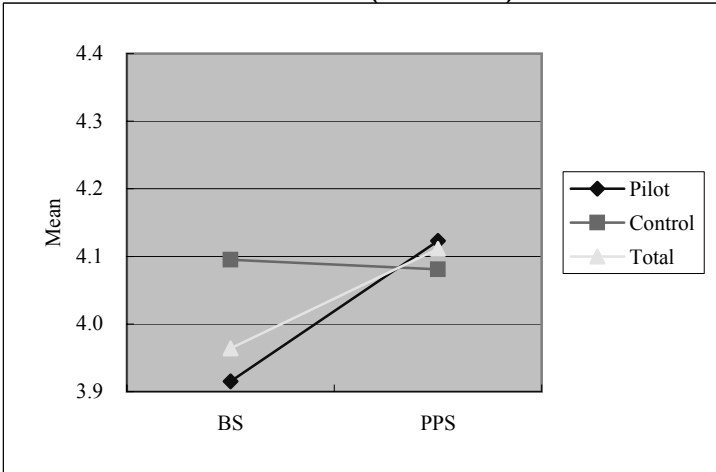
The mean ranges from 1 to 5

	BS		PPS	
	N	Mean	N	Mean
Pilot	25	4.278	25	4.463
Control	8	4.128	8	4.286
Total	33	4.242	33	4.420

T-test on individual changes between BS and PPS

Mean Difference	Pilot	0.1848
	Control	0.1577
	t	0.147
	df	31
	p	0.884

Process Indicator 3: SBM (Teachers)



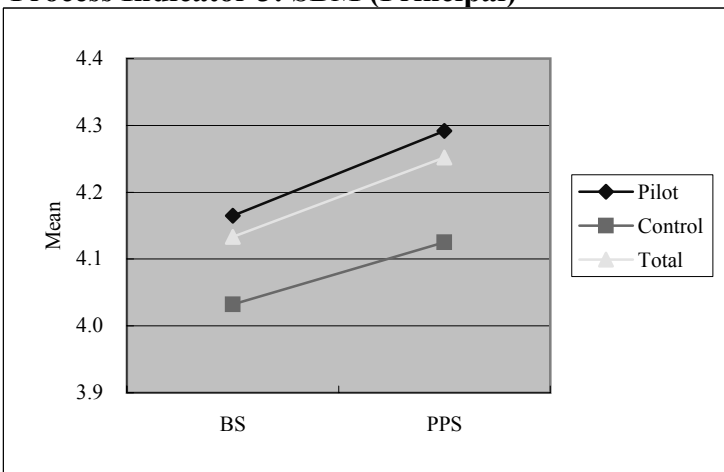
The mean ranges from 1 to 5

	BS		PPS	
	N	Mean	N	Mean
Pilot	134	3.915	135	4.123
Control	50	4.095	51	4.081
Total	184	3.964	186	4.111

T-test on individual changes between BS and PPS

Mean	Pilot	0.2026
Difference	Control	-2.92E-02
	t	1.497
	df	182
	p	0.136

Process Indicator 3: SBM (Principal)



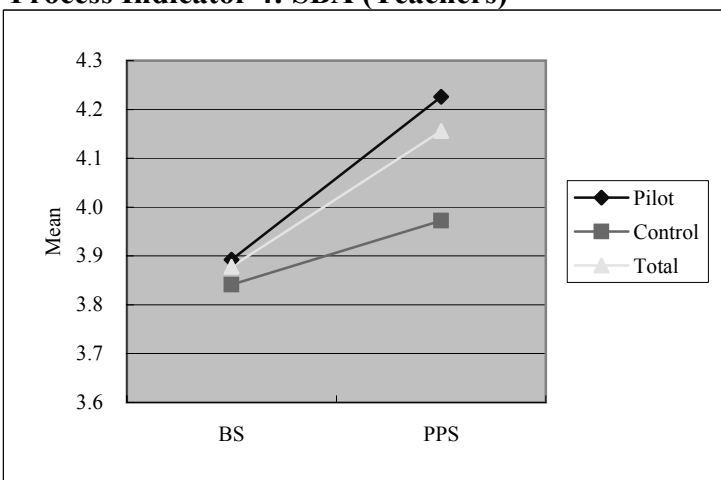
The mean ranges from 1 to 5

	BS		PPS	
	N	Mean	N	Mean
Pilot	25	4.165	25	4.292
Control	8	4.032	8	4.125
Total	33	4.133	33	4.252

T-test on individual changes between BS and PPS

Mean	Pilot	0.1269
Difference	Control	9.318E-0.2
	t	0.193
	df	31
	p	0.849

Process Indicator 4: SBA (Teachers)



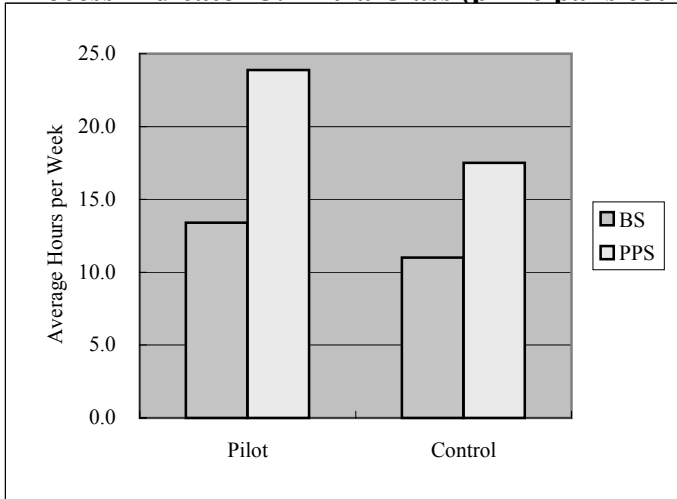
The mean ranges from 1 to 5

	BS		PPS	
	N	Mean	N	Mean
Pilot	135	3.892	135	4.226
Control	50	3.841	51	3.972
Total	185	3.878	186	4.156

T-test on individual changes between BS and PPS

Mean	Pilot	0.3344
Difference	Control	0.1125
	t	1.867
	df	183
	p	0.064

Process Indicator 5: Extra Class (principal's count)

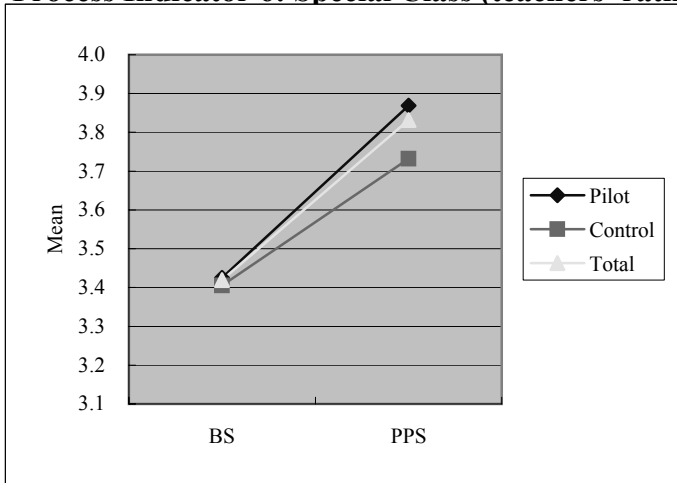


	BS		PPS	
	N	Mean	N	Mean
Pilot	24	13.40	25	23.88
Control	8	11.00	8	17.50
Total	32	12.80	33	22.33

Differenece in Extra Class

Mann-Whitney U	83.00
Z	-0.047
Asymp. Sig. (2-tailed)	0.962

Process Indicator 6: Special Class (teachers' rating)



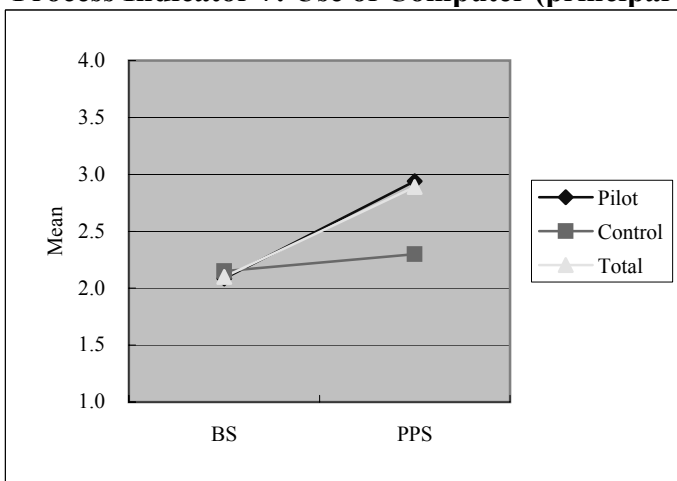
	BS		PPS	
	N	Mean	N	Mean
Pilot	132	3.425	135	3.869
Control	50	3.405	51	3.732
Total	182	3.419	186	3.832

T-test on individual changes between BS and PPS

Mean Difference	Pilot	0.4615
	Control	0.3283
	t	1.146
	df	180
	p	0.253

The mean ranges from 1 to 5

Process Indicator 7: Use of Computer (principal's rating)



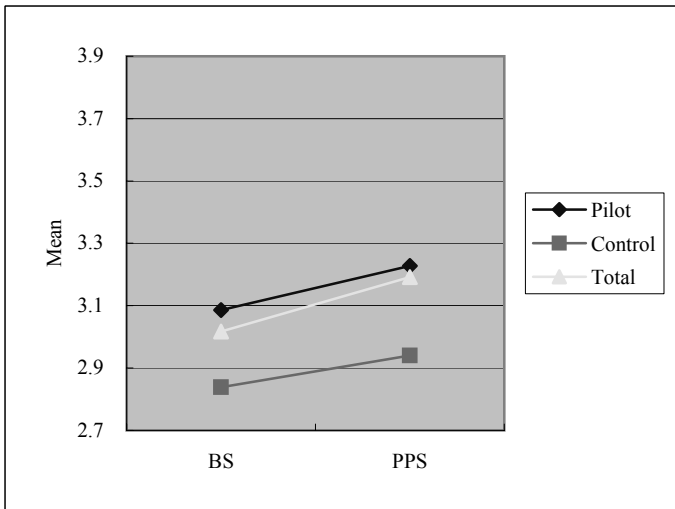
	BS		PPS	
	N	Mean	N	Mean
Pilot	14	2.09	25	2.94
Control	4	2.15	4	2.30
Total	18	2.10	29	2.89

T-test on individual changes between BS and PPS

Mean Difference	Pilot	0.8143
	Control	6.67E-02
	t	1.824
	df	15
	p	0.088

The mean ranges from 1 to 5

Process Indicator 8: Teaching Method in Maths (Students)



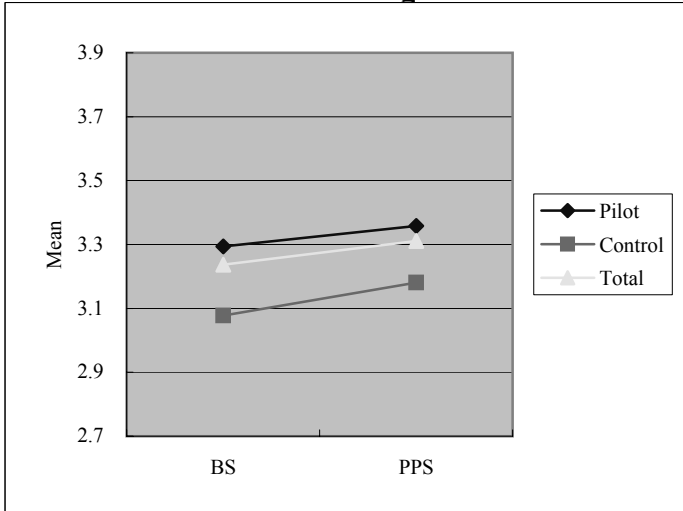
The mean ranges from 1 to 5

	BS		PPS	
	N	Mean	N	Mean
Pilot	2,048	3.086	2,100	3.228
Control	774	2.838	779	2.940
Total	2,822	3.017	2,879	3.192

T-test on individual changes between BS and PPS

Mean Difference	Pilot	0.1335
	Control	0.1079
	t	0.83
	df	2813
	p	0.406

Process Indicator 8: Teaching Method in Science (Students)



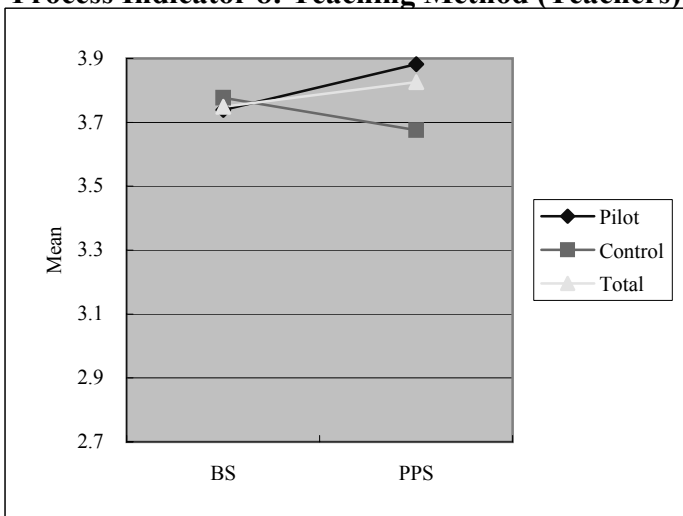
The mean ranges from 1 to 5

	BS		PPS	
	N	Mean	N	Mean
Pilot	2,199	3.294	2,204	3.358
Control	779	3.078	782	3.181
Total	2,978	3.237	2,986	3.312

T-test on individual changes between BS and PPS

Mean Difference	Pilot	6.280E-02
	Control	1.035E-01
	t	-1.356
	df	2974
	p	0.175

Process Indicator 8: Teaching Method (Teachers)



The mean ranges from 1 to 5

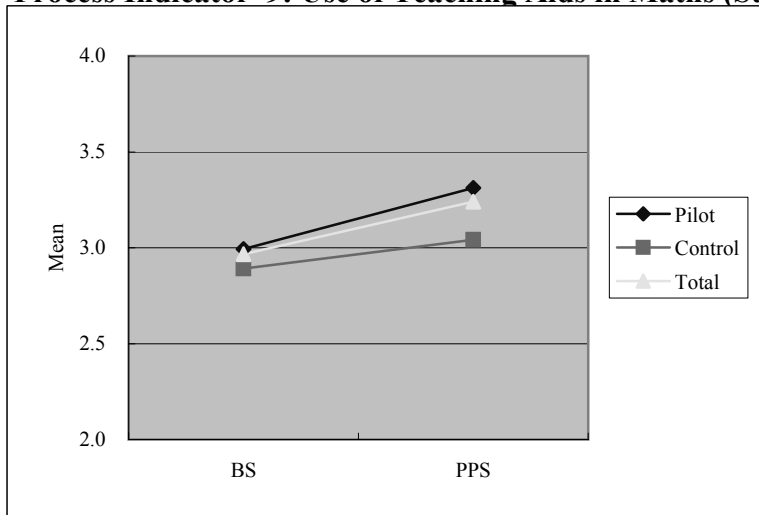
	BS		PPS	
	N	Mean	N	Mean
Pilot	135	3.739	135	3.882
Control	51	3.777	51	3.676
Total	186	3.749	186	3.826

T-test on individual changes between BS and PPS

Mean Difference	Pilot	0.1435
	Control	-0.1011
	t	3.508
	df	184
	p	0.001

*

Process Indicator 9: Use of Teaching Aids in Maths (Students)



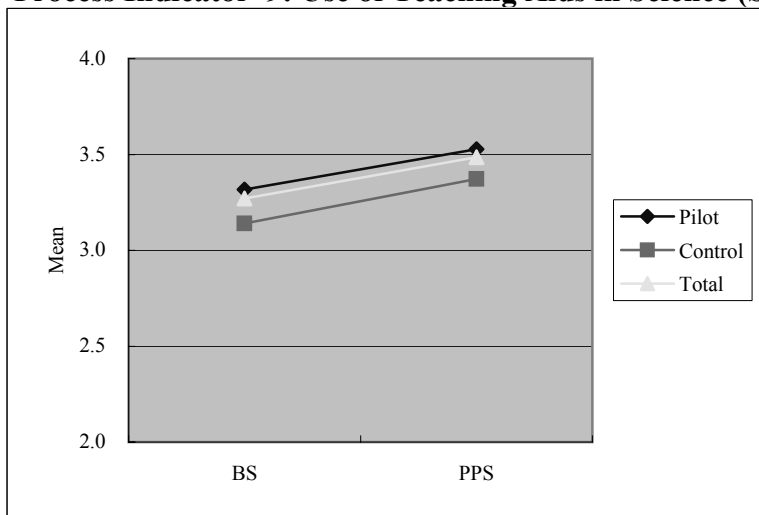
The mean ranges from 1 to 5.

	BS		PPS	
	N	Mean	N	Mean
Pilot	2,045	2.994	2,111	3.313
Control	775	2.891	779	3.041
Total	2,820	2.966	2,890	3.240

T-test on individual changes between BS and PPS

Mean	Pilot	0.3121
Difference	Control	0.1485
	t	5.408
	df	2814
	p	0.000 *

Process Indicator 9: Use of Teaching Aids in Science (Students)



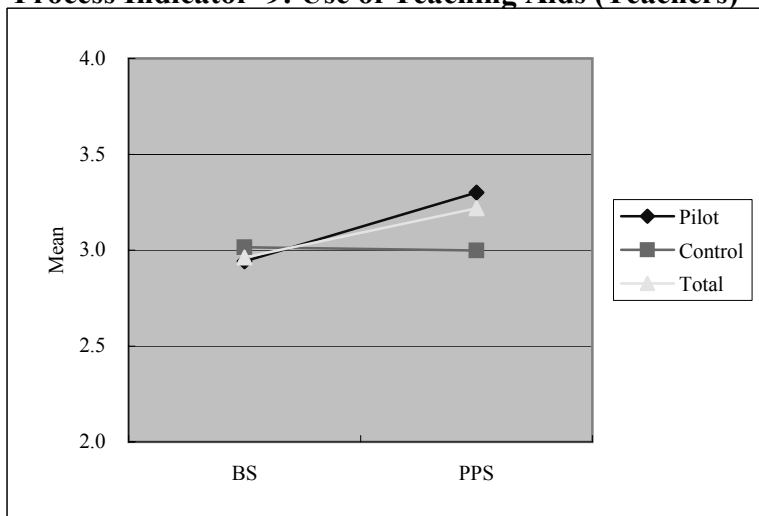
The mean ranges from 1 to 5.

	BS		PPS	
	N	Mean	N	Mean
Pilot	2,199	3.317	2,204	3.527
Control	779	3.140	782	3.373
Total	2,978	3.271	2,986	3.486

T-test on individual changes between BS and PPS

Mean	Pilot	0.2081
Difference	Control	0.233
	t	-0.828
	df	2974
	p	0.408

Process Indicator 9: Use of Teaching Aids (Teachers)



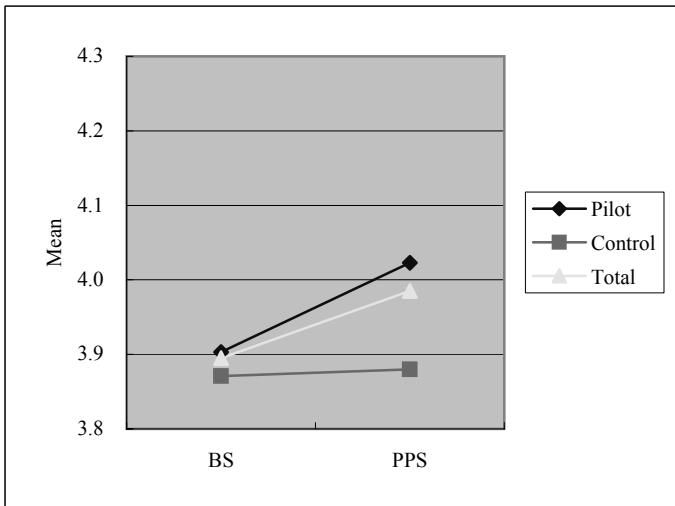
The mean ranges from 1 to 5.

	BS		PPS	
	N	Mean	N	Mean
Pilot	135	2.942	135	3.300
Control	51	3.015	51	2.999
Total	186	2.962	186	3.218

T-test on individual changes between BS and PPS

Mean	Pilot	0.3586
Difference	Control	-0.0155
	t	4.754
	df	184
	p	0.000 *

Process Indicator 10: Evaluation of Maths Class (Students)



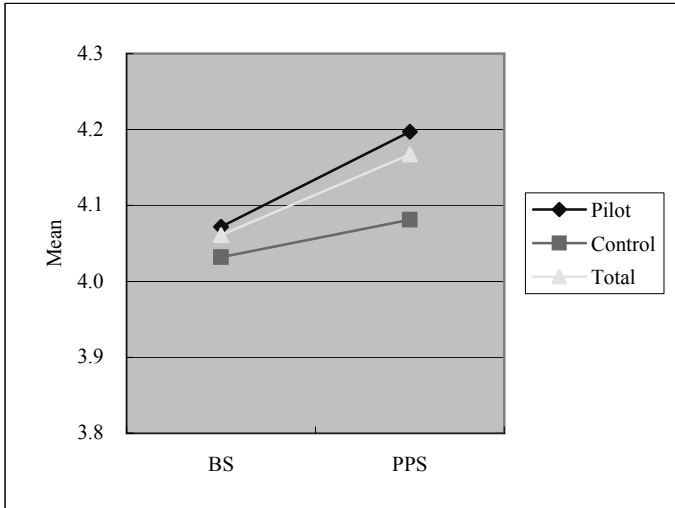
	BS		PPS	
	N	Mean	N	Mean
Pilot	1,951	3.903	2,110	4.023
Control	730	3.871	779	3.880
Total	2,681	3.895	2,889	3.985

T-test on individual changes between BS and PPS

Mean Difference	Pilot	0.1165
	Control	1.080E-02
	t	3.034
	df	2676
	p	0.002

The mean ranges from 1 to 5.

Process Indicator 10: Evaluation of Science Class (Students)



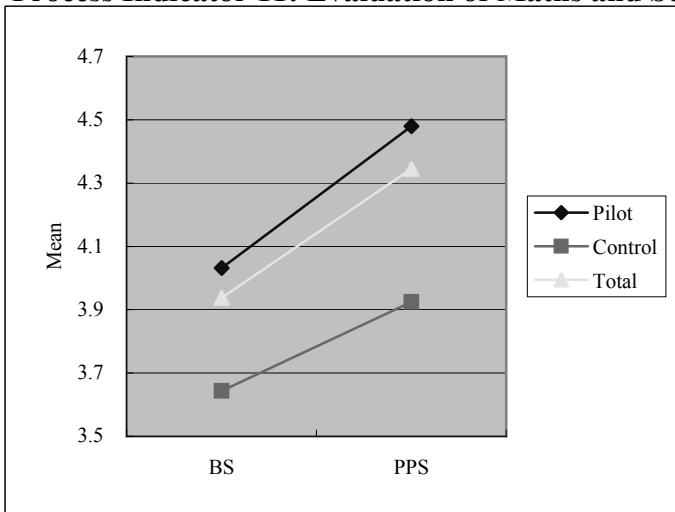
	BS		PPS	
	N	Mean	N	Mean
Pilot	2,040	4.072	2,203	4.197
Control	728	4.032	782	4.081
Total	2,768	4.061	2,985	4.167

T-test on individual changes between BS and PPS

Mean Difference	Pilot	0.1317
	Control	4.82E-02
	t	2.538
	df	2764
	p	0.011

The mean ranges from 1 to 5.

Process Indicator 11: Evaluation of Maths and Science Teachers (Principals)



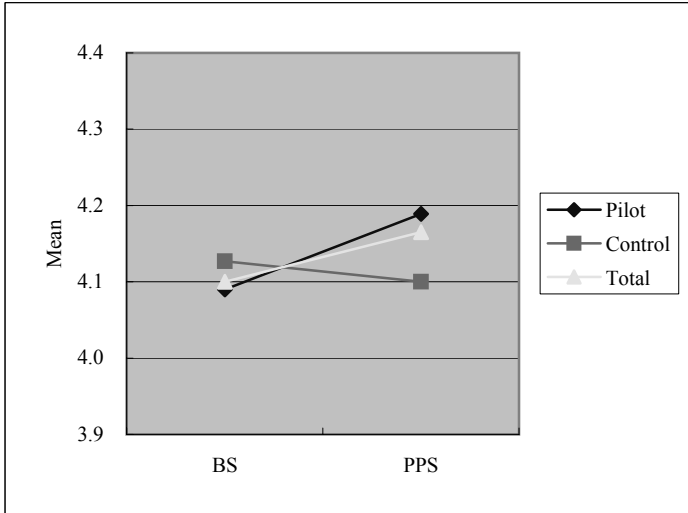
	BS		PPS	
	N	Mean	N	Mean
Pilot	25	4.032	25	4.480
Control	8	3.644	8	3.925
Total	33	3.938	33	4.345

T-test on individual changes between BS and PPS

Mean Difference	Pilot	0.4480
	Control	0.2812
	t	0.688
	df	31
	p	0.496

The mean ranges from 1 to 5.

Process Indicator 12: Teachers' Satisfaction with School (Teachers' rating)



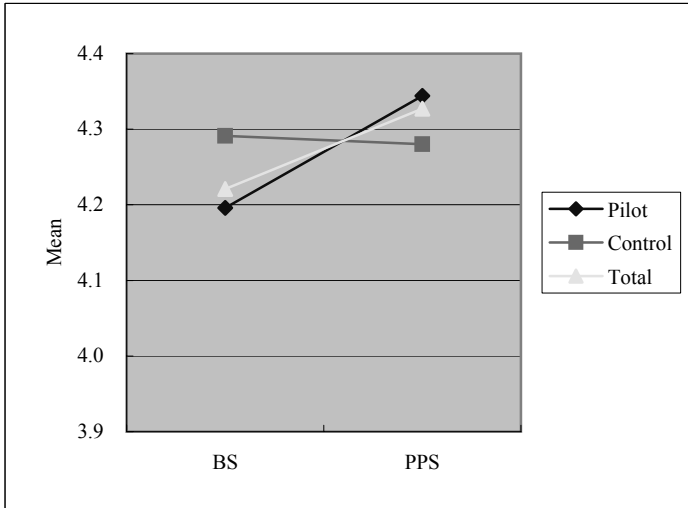
	BS		PPS	
	N	Mean	N	Mean
Pilot	135	4.090	135	4.189
Control	50	4.127	51	4.100
Total	185	4.100	186	4.165

T-test on individual changes
b/w BS and PPS

Mean	Pilot	9.9280E-02
Difference	Control	-3.890E-02
	t	1.621
	df	183
	p	0.107

The mean ranges from 1 to 5.

Process Indicator 13: Parents' Satisfaction with School (Students' rating)



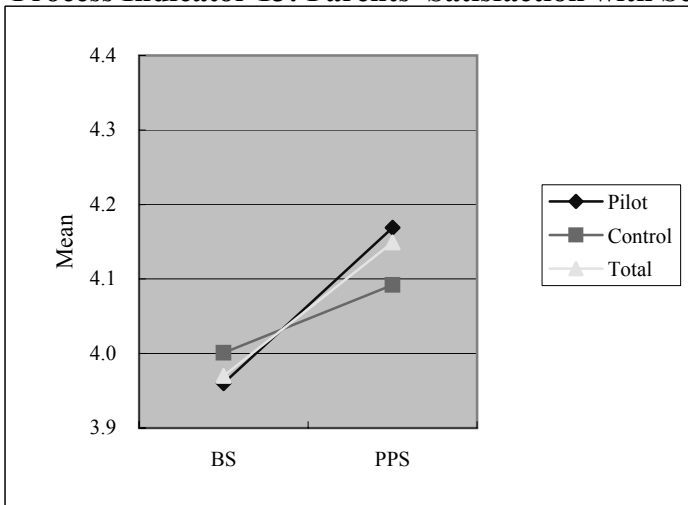
	BS		PPS	
	N	Mean	N	Mean
Pilot	2,171	4.196	2,206	4.344
Control	772	4.291	779	4.280
Total	2,943	4.221	2,985	4.327

T-test on individual changes
b/w BS and PPS

Mean	Pilot	0.1479
Difference	Control	-4.12E-03
	t	4.691
	df	2938
	p	0.000 *

The mean ranges from 1 to 5.

Process Indicator 13: Parents' Satisfaction with School (Parents' rating)



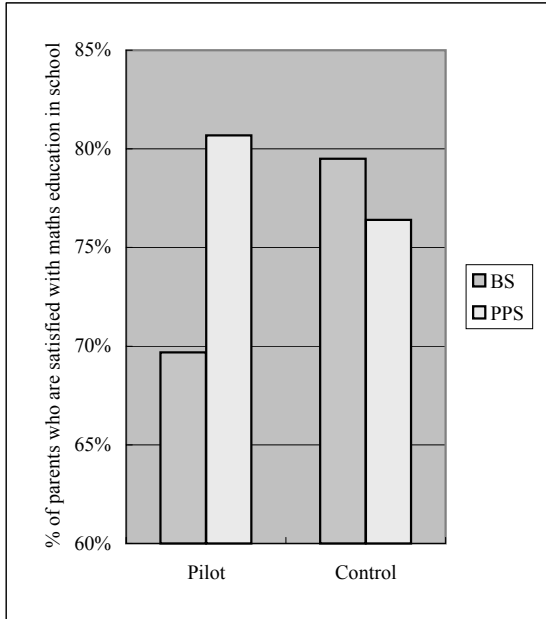
	BS		PPS	
	N	Mean	N	Mean
Pilot	997	3.960	1,003	4.169
Control	331	4.001	339	4.092
Total	1,328	3.970	1,342	4.149

T-test on individual changes
b/w BS and PPS

Mean	Pilot	0.2087
Difference	Control	8.97E+02
	t	3.147
	df	1325
	p	0.002 *

The mean ranges from 1 to 5.

Process Indicator 14: Parents Satisfaction with Maths Education in School

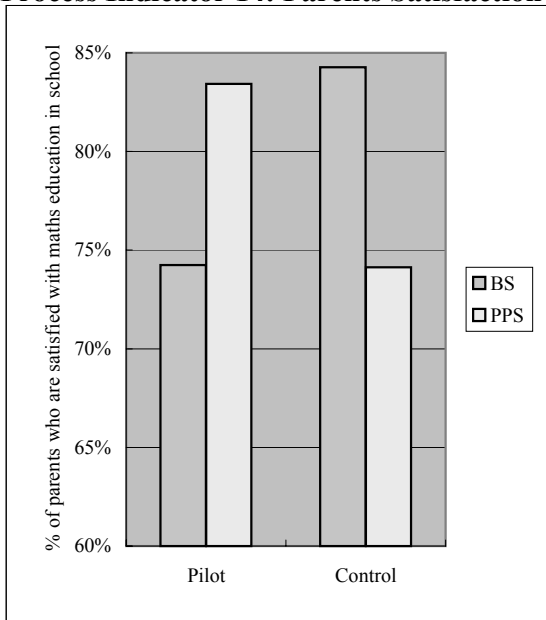


Cross Tabulation		PPS				
		Satisfied	Not Satisfied	Don't know	Total	
BS	Pilot	Satisfied	583 60.5%	56 5.8%	32 3.3%	671 69.7%
		Not Satisfied	154 16.0%	56 5.8%	25 2.6%	235 24.4%
		Don't know	40 4.2%	8 0.8%	9 0.9%	57 5.9%
		Total	777 80.7%	120 12.5%	66 6.9%	963 100.0%
	Control	Satisfied	205 63.7%	40 12.4%	11 3.4%	256 79.5%
		Not Satisfied	37 11.5%	16 5.0%	4 1.2%	57 17.7%
		Don't know	4 1.2%	3 0.9%	2 0.6%	9 2.8%
		Total	246 76.4%	59 18.3%	17 5.3%	322 100.0%

Test on the proportion change in discordant pairs by Wilcoxon Signed Rank Test

	z	Asymp. Sig. (2-tailed)
Pilot	-3.986	0.000
Control	-1.542	0.123

Process Indicator 14: Parents Satisfaction with Science Education in School

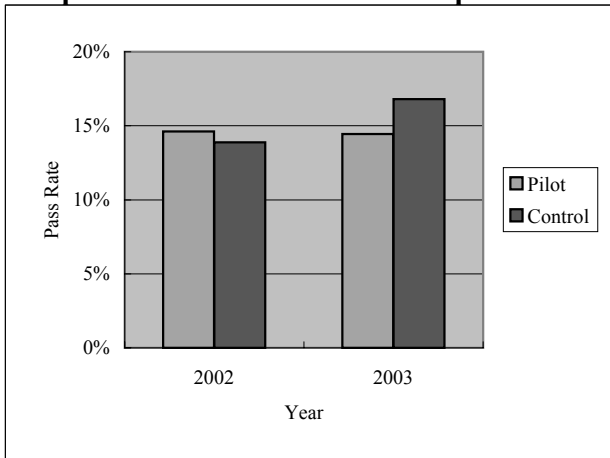


Cross Tabulation		PPS				
		Satisfied	Not Satisfied	Don't know	Total	
BS	Pilot	Satisfied	574 64.3%	43 4.8%	46 5.2%	663 74.2%
		Not Satisfied	107 12.0%	30 3.4%	13 1.5%	150 16.8%
		Don't know	64 7.2%	5 0.6%	11 1.2%	80 9.0%
		Total	745 83.4%	78 8.7%	70 7.8%	893 100.0%
	Control	Satisfied	184 64.3%	35 12.2%	22 7.7%	241 84.3%
		Not Satisfied	20 7.0%	9 3.1%	1 0.3%	30 10.5%
		Don't know	8 2.8%	5 1.7%	2 0.7%	15 5.2%
		Total	212 74.1%	49 17.1%	25 8.7%	286 100.0%

Test on the proportion change in discordant pairs by Wilcoxon Signed Rank Test

	z	Asymp. Sig. (2-tailed)
Pilot	-3.384	0.001
Control	-2.918	0.004

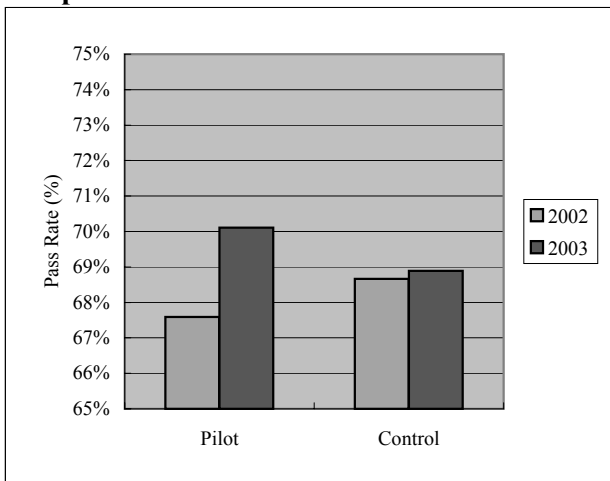
Output Indicator 2: G5 Scholarship Exam Results



Pass Rate

	2002	2003
Pilot	14.62%	14.44%
Control	13.88%	16.81%
Total	14.40%	15.16%

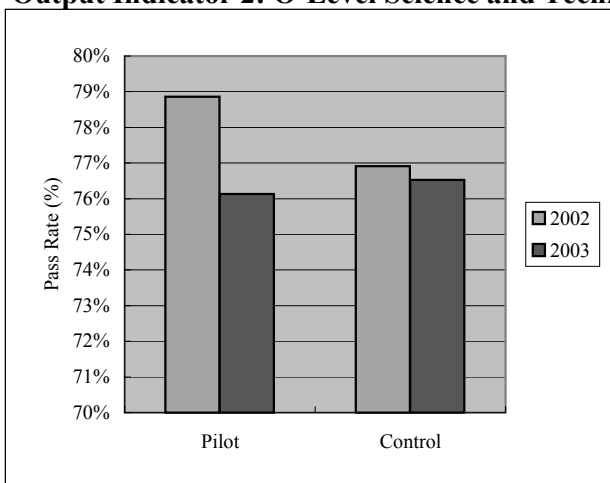
Output Indicator 2: O-Level Maths Exam Results



Pass Rate

	2002	2003
Pilot	67.59%	70.11%
Control	68.66%	68.89%
Total	67.95%	69.72%

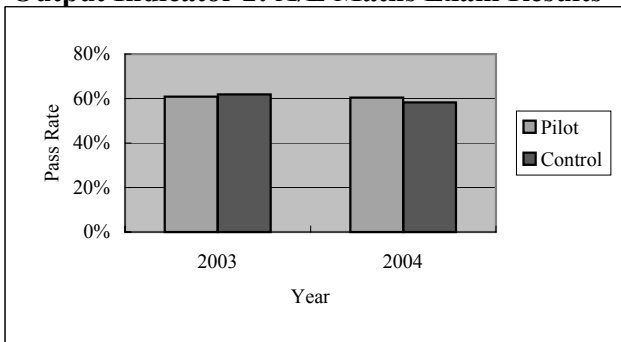
Output Indicator 2: O-Level Science and Technology Exam Results



Pass Rate

	2002	2003
Pilot	78.86%	76.13%
Control	76.91%	76.53%
Total	78.23%	76.26%

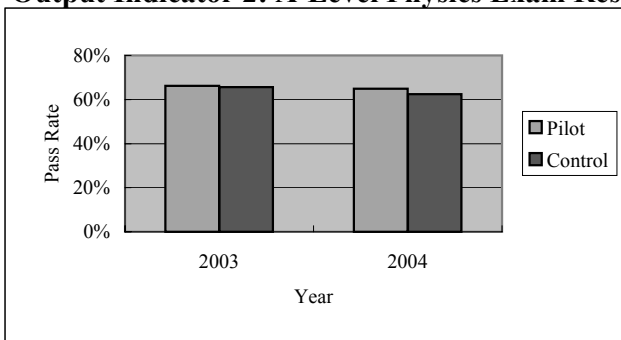
Output Indicator 2: A/L Maths Exam Results



Pass Rate

	2003	2004
Pilot	60.93%	60.37%
Control	61.85%	58.27%
Total	61.36%	59.46%

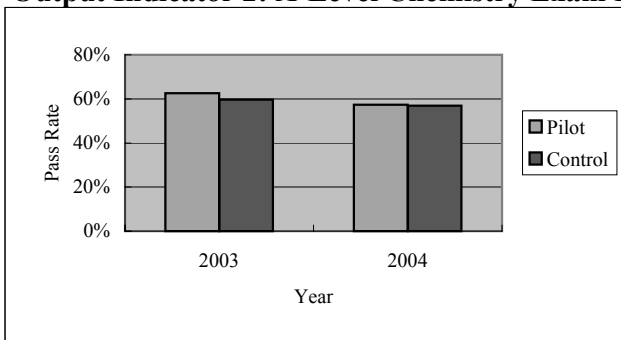
Output Indicator 2: A-Level Physics Exam Results



Pass Rate

	2003	2004
Pilot	66.14%	64.91%
Control	65.69%	62.45%
Total	65.96%	63.97%

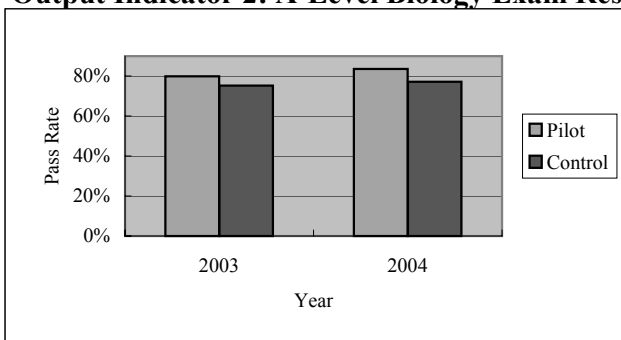
Output Indicator 2: A-Level Chemistry Exam Results



Pass Rate

	2003	2004
Pilot	62.53%	57.32%
Control	59.65%	56.97%
Total	61.35%	57.19%

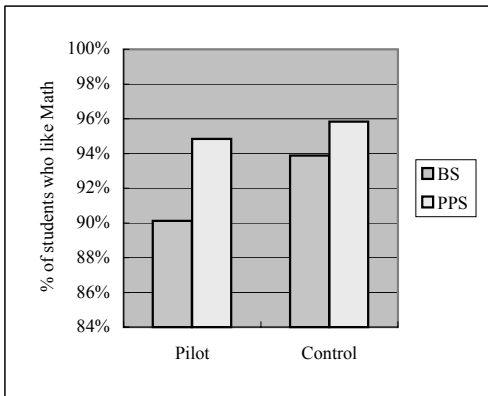
Output Indicator 2: A-Level Biology Exam Results



Pass Rate

	2003	2004
Pilot	79.94%	83.59%
Control	75.21%	77.18%
Total	78.31%	81.44%

Output Indicator 3: Students' Interest in Maths (students' response)



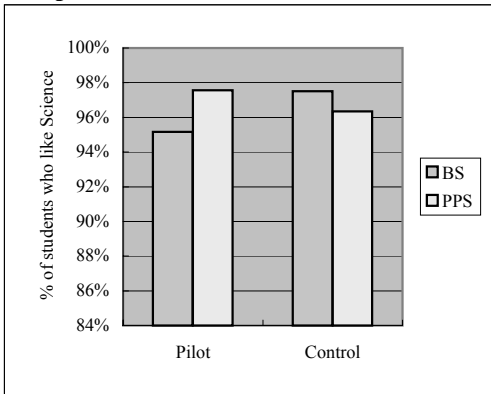
Do you like Maths?

			PPS		
			Yes	No	Total
BS	Pilot	Yes	1,776	74	1,850
			86.5%	3.6%	90.1%
		No	171	32	203
		8.3%	1.6%	9.9%	
	Total	1,947	106	2,053	
		94.8%	5.2%	100.0%	
Control	Yes	649	27	676	
		90.1%	3.8%	93.9%	
	No	41	3	44	
	5.7%	0.4%	6.1%		
Total	690	30	720		
	95.8%	4.2%	100.0%		

McNemar Test

	Value	Exact Sig. (2-sided)
Pilot	2,053	0.000 *
Control	720	0.114

Output Indicator 3: Students' Interest in Science (students' response)



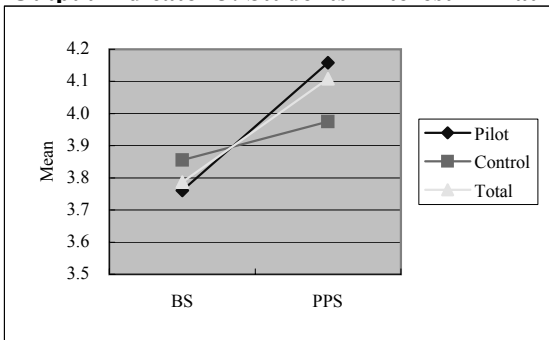
Do you like Science?

			PPS		
			Yes	No	Total
BS	Pilot	Yes	1,871	42	1,913
			93.1%	2.1%	95.2%
		No	90	7	97
		4.5%	0.3%	4.8%	
	Total	1,961	49	2,010	
		97.6%	2.4%	100.0%	
Control	Yes	669	25	694	
		94.0%	3.5%	97.5%	
	No	17	1	18	
	2.4%	0.1%	2.5%		
Total	686	26	712		
	96.3%	3.7%	100.0%		

McNemar Test

	Value	Exact Sig. (2-sided)
Pilot	2,010	0.000 *
Control	712	0.280

Output Indicator 3: Students' Interest in Maths and Science (teachers' rating)



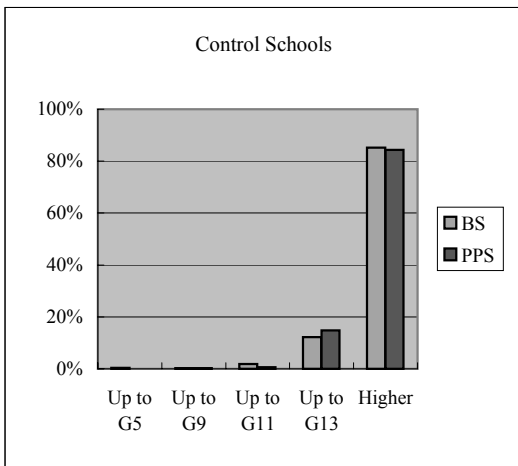
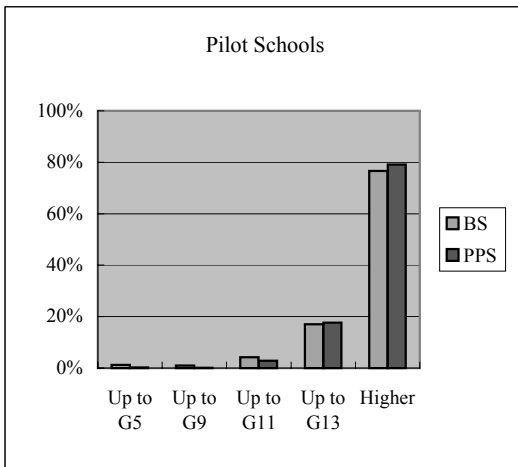
The mean ranges from 1 to 5

	BS		PPS	
	N	Mean	N	Mean
Pilot	134	3.761	135	4.158
Control	51	3.855	51	3.975
Total	185	3.787	186	4.108

T-test on individual changes between BS and PPS

Mean Difference	Pilot	0.4011
	Control	0.1193
	t	2.833
	df	183
	p	0.005 *

Output Indicator 4: Students' Education Goal (Students' rating)



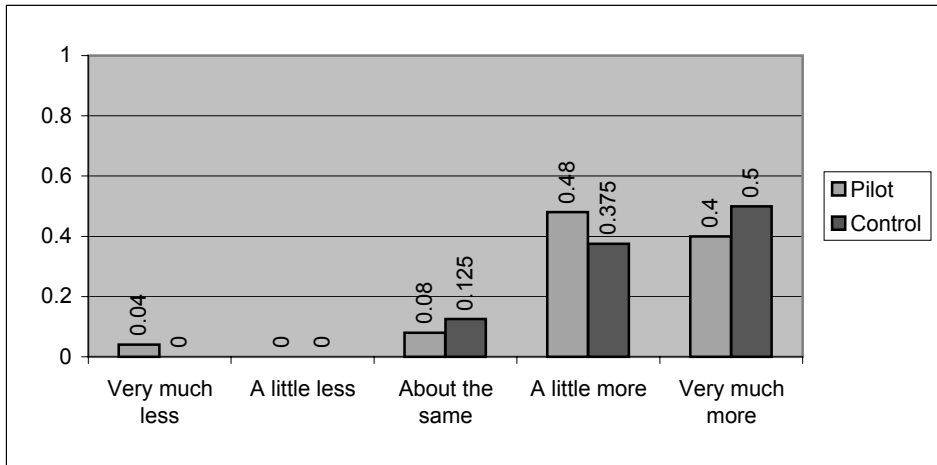
		PPS						
		Up to G5	Up to G9	Up to G11	Up to G13	Higher	Total	
BS	Pilot	Up to G5	0	0	0	7	20	27
			0.0%	0.0%	0.0%	0.3%	1.0%	1.3%
		Up to G9	0	0	0	4	16	20
			0.0%	0.0%	0.0%	0.2%	0.8%	1.0%
		Up to G11	0	0	21	26	38	85
			0.0%	0.0%	1.0%	1.3%	1.9%	4.2%
	Up to G13	3	0	13	132	196	344	
		0.1%	0.0%	0.6%	6.5%	9.6%	16.9%	
	Higher	3	3	24	188	1339	1557	
		0.1%	0.1%	1.2%	9.2%	65.9%	76.6%	
	Total	6	3	58	357	1609	2033	
		0.3%	0.1%	2.9%	17.6%	79.1%	100.0%	
Control	Up to G5	0	0	0	0	3	3	
		0.0%	0.0%	0.0%	0.0%	0.4%	0.4%	
	Up to G9	0	0	0	1	1	2	
		0.0%	0.0%	0.0%	0.1%	0.1%	0.3%	
	Up to G11	0	0	0	5	8	13	
		0.0%	0.0%	0.0%	0.7%	1.1%	1.8%	
Up to G13	0	0	1	33	53	87		
	0.0%	0.0%	0.1%	4.6%	7.5%	12.2%		
Higher	0	2	3	66	535	606		
	0.0%	0.3%	0.4%	9.3%	75.2%	85.2%		
Total	0	2	4	105	600	711		
	0.0%	0.3%	0.6%	14.8%	84.4%	100.0%		

Appendix 3-5

Results of Additional Questions

Results of Additional Questions (Principal)

Q1. Number of new students enrolled

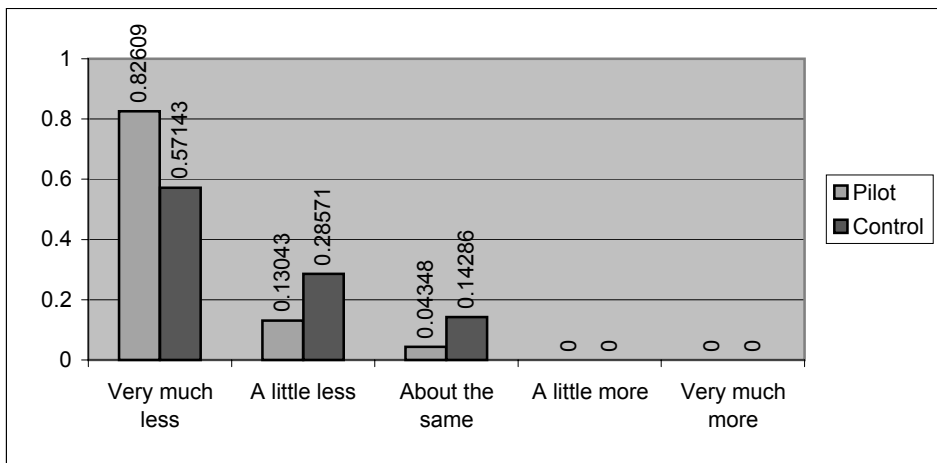


		Very much less	A little less	About the same	A little more	Very much more	Total
Pilot school	Count	1	0	2	12	10	25
	%	4%	0%	8%	48%	40%	100%
Control school	Count	0	0	1	3	4	8
	%	0%	0%	13%	38%	50%	100%
Total	Count	1	0	3	15	14	33
	%	3%	0%	9%	45%	42%	100%

Pearson Chi-Square Test

Value= 0.745, df=3, p=0.863

Q2. Students dropping out of your school



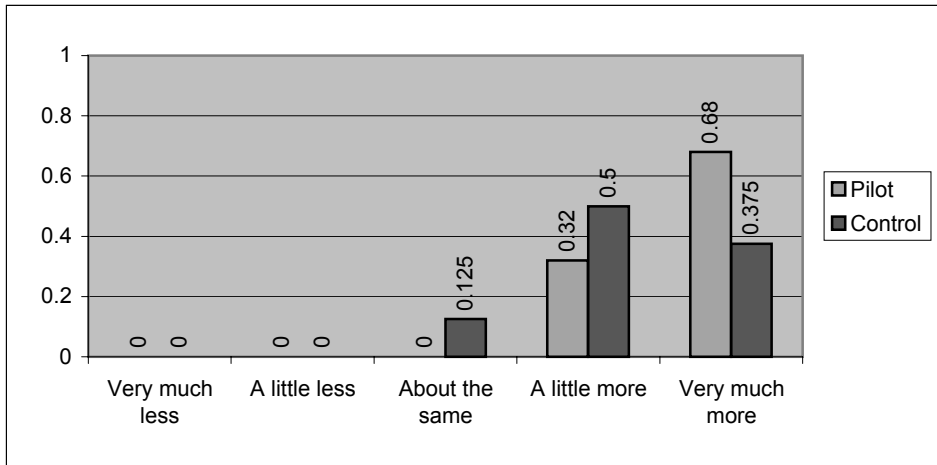
		Very much less	A little less	About the same	A little more	Very much more	Total
Pilot school	Count	19	3	1	0	0	23
	%	83%	13%	4%	0%	0%	100%
Control school	Count	4	2	1	0	0	7
	%	57%	29%	14%	0%	0%	100%
Total	Count	23	5	2	0	0	30
	%	77%	17%	7%	0%	0%	100%

Pearson Chi-Square Test

Value= 2.025, df=2, p=0.363

Results of Additional Questions (Principal)

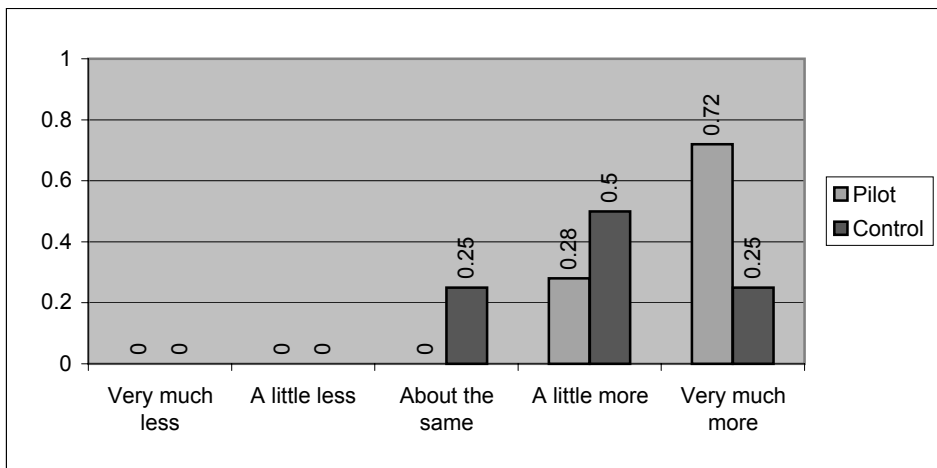
Q3. Students' enthusiasm and liking to attend school



		Very much less	A little less	About the same	A little more	Very much more	Total
Pilot school	Count	0	0	0	8	17	25
	%	0%	0%	0%	32%	68%	100%
Control school	Count	0	0	1	4	3	8
	%	0%	0%	13%	50%	38%	100%
Total	Count	0	0	1	12	20	33
	%	0%	0%	3%	36%	61%	100%

Pearson Chi-Square Test Value= 4.595, df=2, p=0.100

Q4. Students' enthusiasm and liking to science and maths

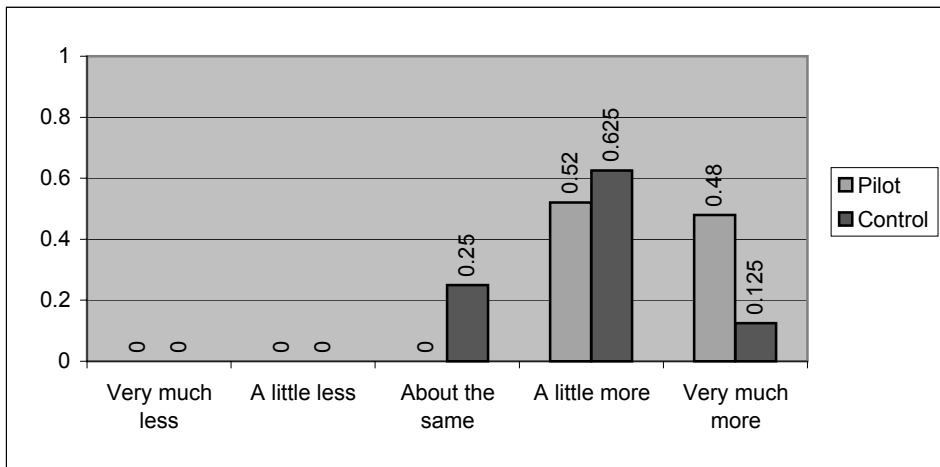


		Very much less	A little less	About the same	A little more	Very much more	Total
Pilot school	Count	0	0	0	7	18	25
	%	0%	0%	0%	28%	72%	100%
Control school	Count	0	0	2	4	2	8
	%	0%	0%	25%	50%	25%	100%
Total	Count	0	0	2	11	20	33
	%	0%	0%	6%	33%	61%	100%

Pearson Chi-Square Test Value= 9.339, df=2, p=0.009

Results of Additional Questions (Principal)

Q5. Students' ability and competence in science and maths

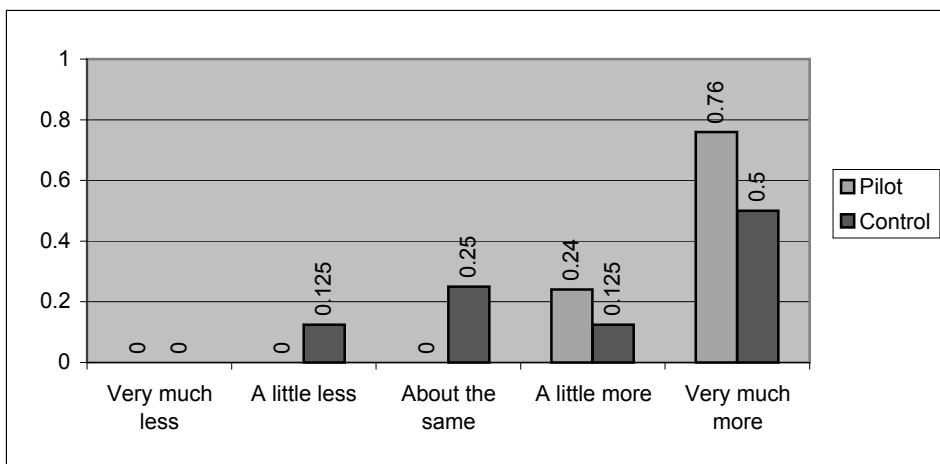


		Very much less	A little less	About the same	A little more	Very much more	Total
Pilot school	Count	0	0	0	13	12	25
	%	0%	0%	0%	52%	48%	100%
Control school	Count	0	0	2	5	1	8
	%	0%	0%	25%	63%	13%	100%
Total	Count	0	0	2	18	13	33
	%	0%	0%	6%	55%	39%	100%

Pearson Chi-Square Test

Value= 8.311, df=2, p=0.016

Q6. Enthusiasm or commitment of teachers



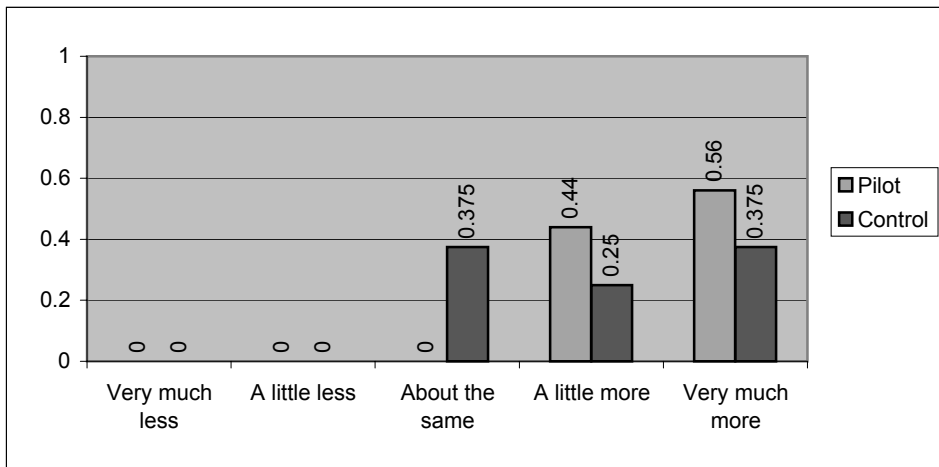
		Very much less	A little less	About the same	A little more	Very much more	Total
Pilot school	Count	0	0	0	6	19	25
	%	0%	0%	0%	24%	76%	100%
Control school	Count	0	1	2	1	4	8
	%	0%	13%	25%	13%	50%	100%
Total	Count	0	1	2	7	23	33
	%	0%	3%	6%	21%	70%	100%

Pearson Chi-Square Test

Value= 10.341, df=3, p=0.016

Results of Additional Questions (Principal)

Q7. General teaching ability or skills of teachers

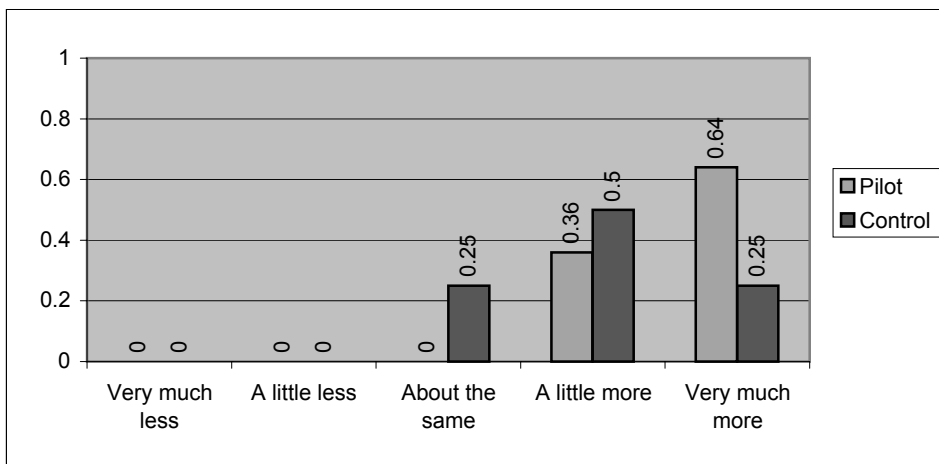


		Very much less	A little less	About the same	A little more	Very much more	Total
Pilot school	Count	0	0	0	11	14	25
	%	0%	0%	0%	44%	56%	100%
Control school	Count	0	0	3	2	3	8
	%	0%	0%	38%	25%	38%	100%
Total	Count	0	0	3	13	17	33
	%	0%	0%	9%	39%	52%	100%

Pearson Chi-Square Test

Value= 10.333, df=2, p=0.006

Q8. Ability of teachers in teaching science



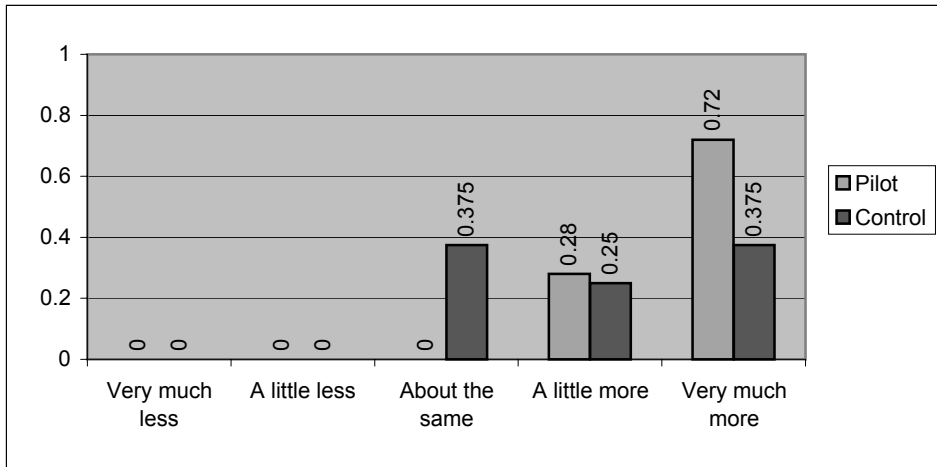
		Very much less	A little less	About the same	A little more	Very much more	Total
Pilot school	Count	0	0	0	9	16	25
	%	0%	0%	0%	36%	64%	100%
Control school	Count	0	0	2	4	2	8
	%	0%	0%	25%	50%	25%	100%
Total	Count	0	0	2	13	18	33
	%	0%	0%	6%	39%	55%	100%

Pearson Chi-Square Test

Value= 8.242, df=2, p=0.016

Results of Additional Questions (Principal)

Q9. Ability of teachers in teaching maths

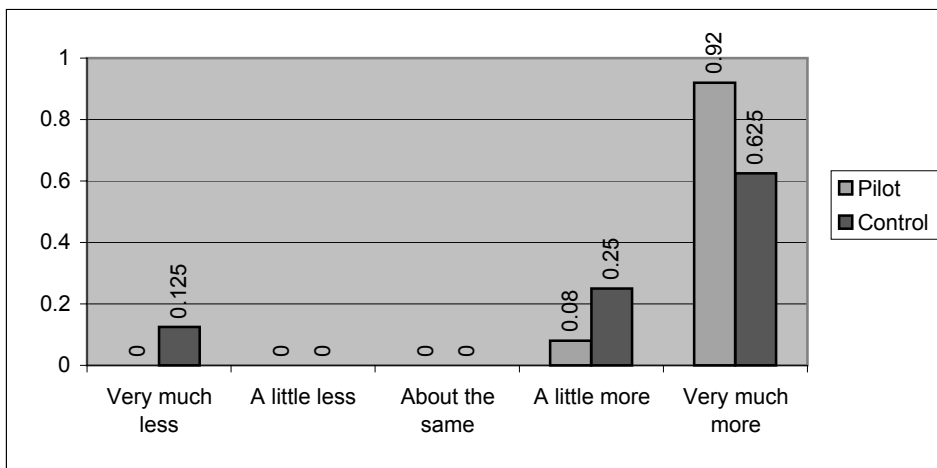


		Very much less	A little less	About the same	A little more	Very much more	Total
Pilot school	Count	0	0	0	7	18	25
	%	0%	0%	0%	28%	72%	100%
Control school	Count	0	0	3	2	3	8
	%	0%	0%	38%	25%	38%	100%
Total	Count	0	0	3	9	21	33
	%	0%	0%	9%	27%	64%	100%

Pearson Chi-Square Test

Value= 10.529, df=2, p=0.005

Q10. Your own enthusiasm



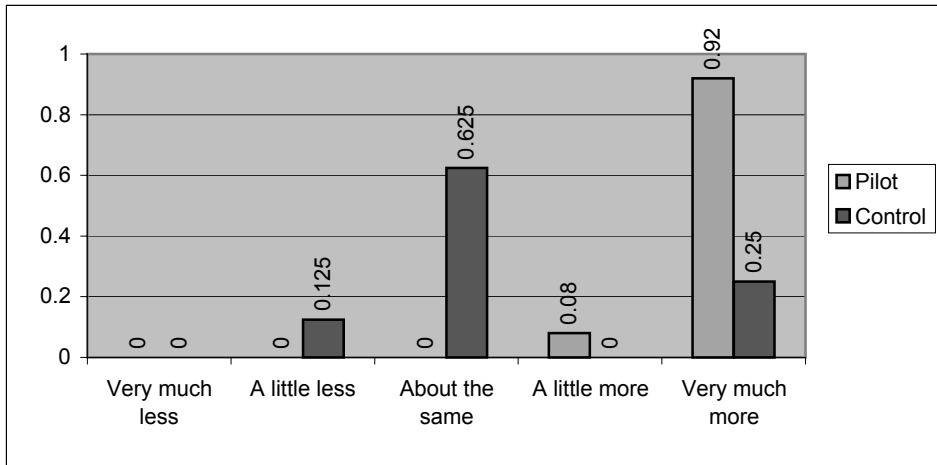
		Very much less	A little less	About the same	A little more	Very much more	Total
Pilot school	Count	0	0	0	2	23	25
	%	0%	0%	0%	8%	92%	100%
Control school	Count	1	0	0	2	5	8
	%	13%	0%	0%	25%	63%	100%
Total	Count	1	0	0	4	28	33
	%	3%	0%	0%	12%	85%	100%

Pearson Chi-Square Test

Value= 5.192, df=2, p=0.075

Results of Additional Questions (Principal)

Q11. Use of teaching facilities

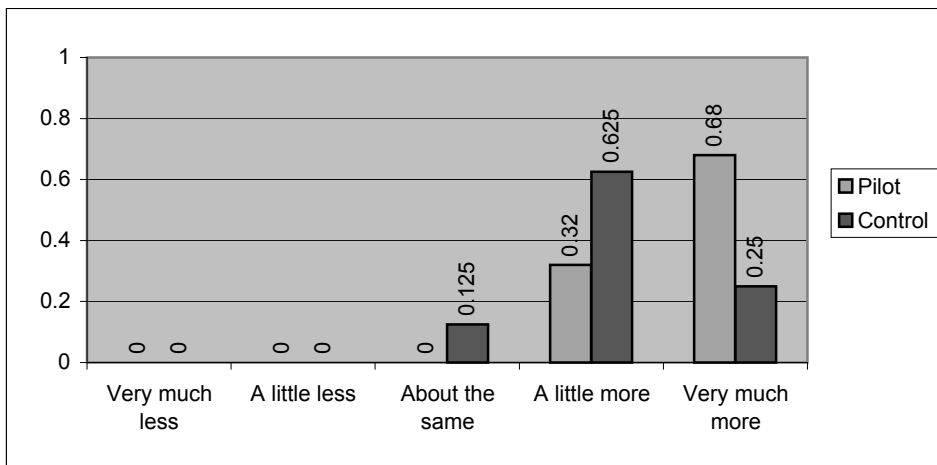


		Very much less	A little less	About the same	A little more	Very much more	Total
Pilot school	Count	0	0	0	2	23	25
	%	0%	0%	0%	8%	92%	100%
Control school	Count	0	1	5	0	2	8
	%	0%	13%	63%	0%	25%	100%
Total	Count	0	1	5	2	25	33
	%	0%	3%	15%	6%	76%	100%

Pearson Chi-Square Test

Value= 22.981, df=3, p<0.0005

Q12. Contribution to quality education from a changed school environment



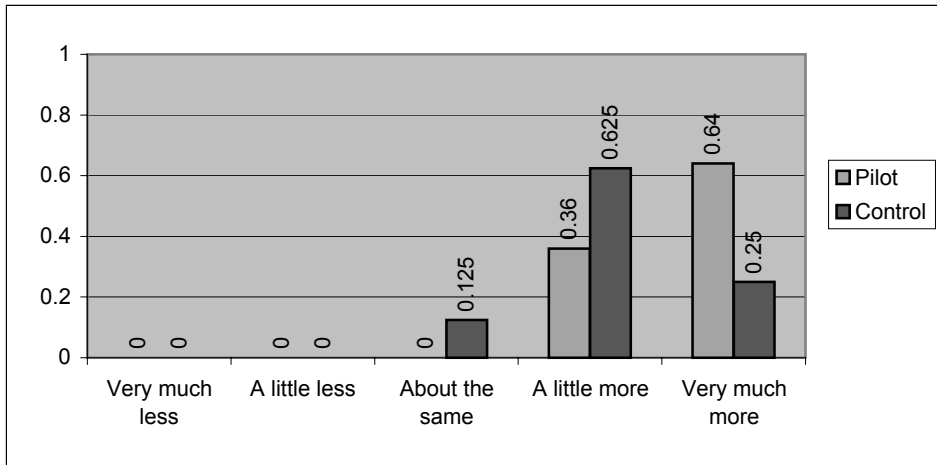
		Very much less	A little less	About the same	A little more	Very much more	Total
Pilot school	Count	0	0	0	8	17	25
	%	0%	0%	0%	32%	68%	100%
Control school	Count	0	0	1	5	2	8
	%	0%	0%	13%	63%	25%	100%
Total	Count	0	0	1	13	19	33
	%	0%	0%	3%	39%	58%	100%

Pearson Chi-Square Test

Value= 6.502, df=2, p=0.039

Results of Additional Questions (Principal)

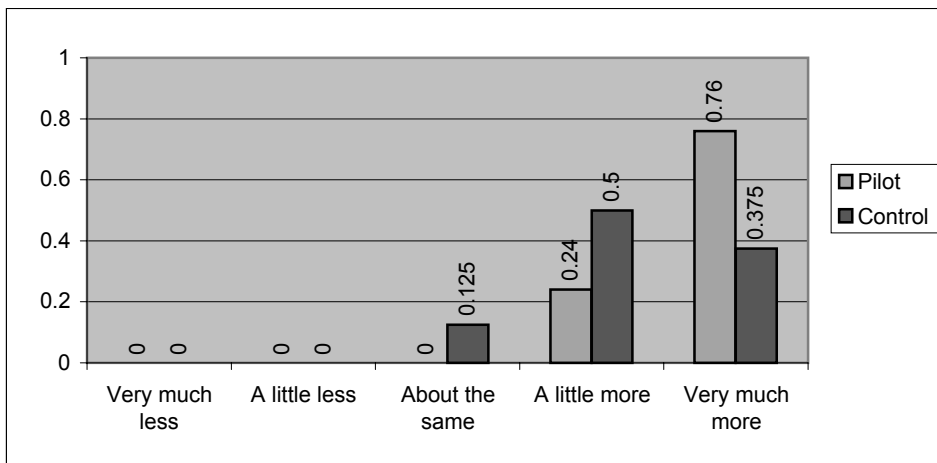
Q13. Contribution to quality education from a changed school management system



		Very much less	A little less	About the same	A little more	Very much more	Total
Pilot school	Count	0	0	1	9	16	25
	%	0%	0%	3%	36%	64%	100%
Control school	Count	0	0	1	5	2	8
	%	0%	0%	13%	63%	25%	100%
Total	Count	0	0	1	14	18	33
	%	0%	0%	3%	42%	55%	100%

Pearson Chi-Square Test Value= 5.818, df=2, p=0.055

Q14. Contribution to quality education from good teaching materials

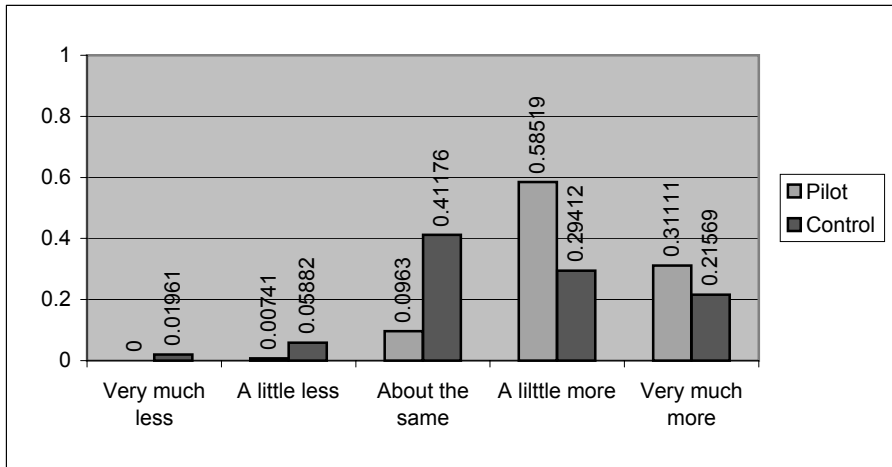


		Very much less	A little less	About the same	A little more	Very much more	Total
Pilot school	Count	0	0	0	6	19	25
	%	0%	0%	0%	24%	76%	100%
Control school	Count	0	0	1	4	3	8
	%	0%	0%	13%	50%	38%	100%
Total	Count	0	0	1	10	22	33
	%	0%	0%	3%	30%	67%	100%

Pearson Chi-Square Test Value= 5.825, df=2, p=0.054

Results of Additional Questions (Teachers)

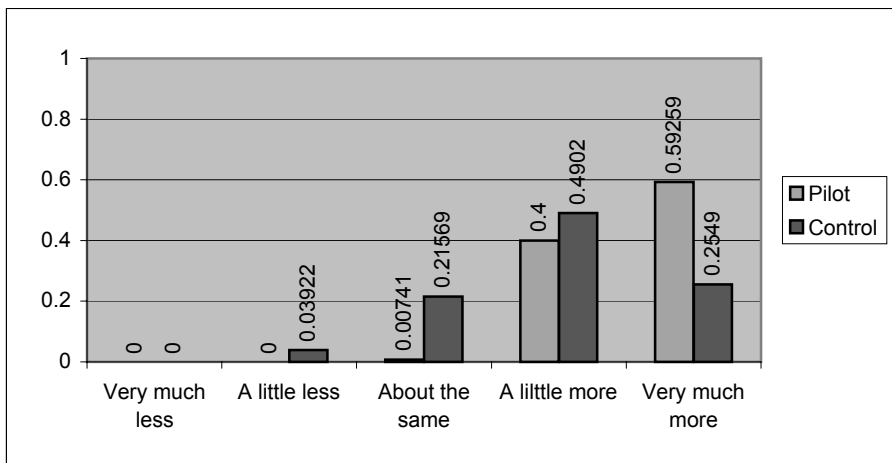
Q1. Students' enthusiasm and liking to attend school



		Very much less	A little less	About the same	A little more	Very much more	Total
Pilot School	Count		1	13	79	42	135
	%	0%	1%	10%	59%	31%	100%
Control School	Count	1	3	21	15	11	51
	%	2%	6%	41%	29%	22%	100%
Total	Count	1	4	34	94	53	186
	%	1%	2%	18%	51%	28%	100%

Pearson Chi-Square Test Value= 34.739, df=4, p<0.0005

Q2. Students' enthusiasm and liking to science and maths

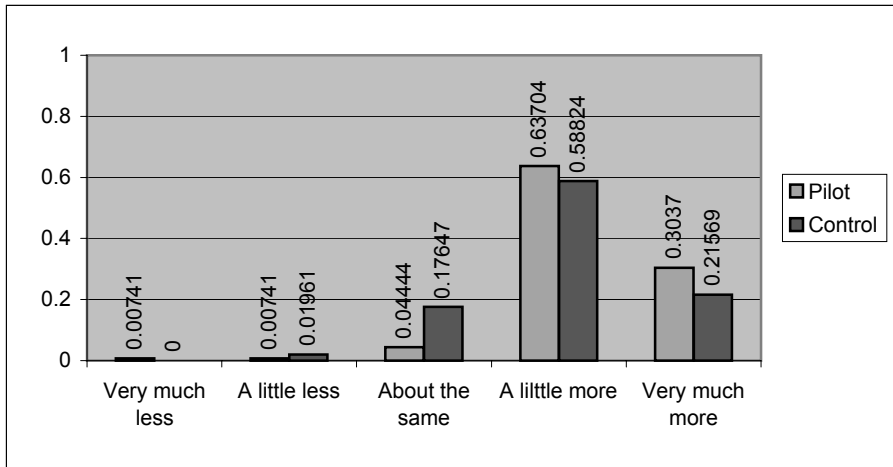


		Very much less	A little less	About the same	A little more	Very much more	Total
Pilot School	Count	0	0	1	54	80	135
	%	0%	0%	1%	40%	59%	100%
Control School	Count	0	2	11	25	13	51
	%	0%	4%	22%	49%	25%	100%
Total	Count	0	2	12	79	93	186
	%	0%	1%	6%	42%	50%	100%

Pearson Chi-Square Test Value= 39.335, df=3, p<0.0005

Results of Additional Questions (Teachers)

Q3. Students' ability and competence in science and maths

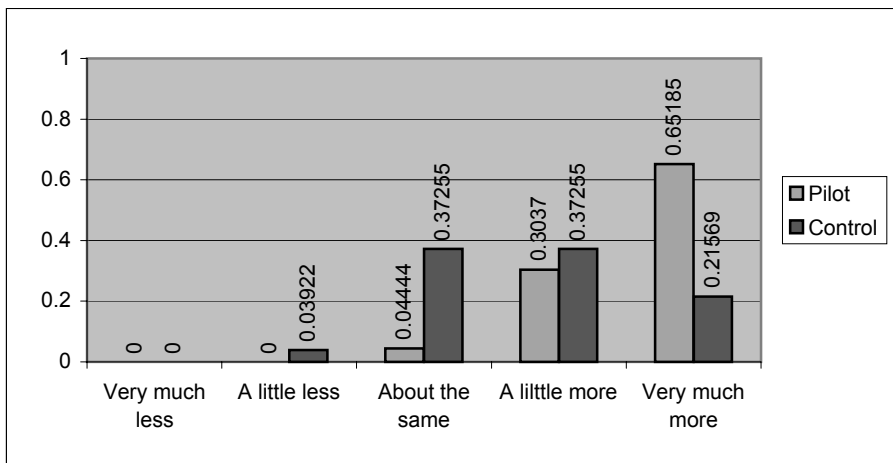


		Very much less	A little less	About the same	A little more	Very much more	Total
Pilot School	Count	1	1	6	86	41	135
Pilot School	%	1%	1%	4%	64%	30%	100%
Control School	Count	0	1	9	30	11	51
Control School	%	0%	2%	18%	59%	22%	100%
Total	Count	1	2	15	116	52	186
Total	%	1%	1%	8%	62%	28%	100%

Pearson Chi-Square Test

Value= 10.058, df=4, p=0.039

Q4. Enthusiasm or commitment of teachers



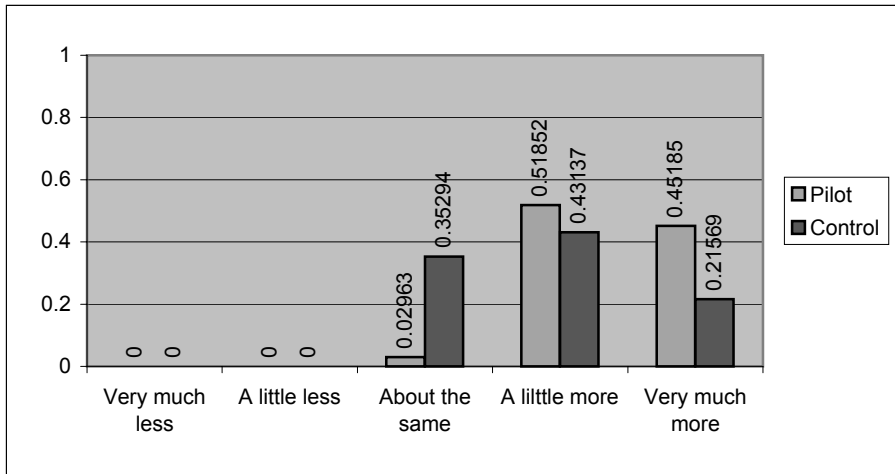
		Very much less	A little less	About the same	A little more	Very much more	Total
Pilot School	Count	0	0	6	41	88	135
Pilot School	%	0%	0%	4%	30%	65%	100%
Control School	Count	0	2	19	19	11	51
Control School	%	0%	4%	37%	37%	22%	100%
Total	Count	0	2	25	60	99	186
Total	%	0%	1%	13%	32%	53%	100%

Pearson Chi-Square Test

Value= 48.716, df=3, p<0.0005

Results of Additional Questions (Teachers)

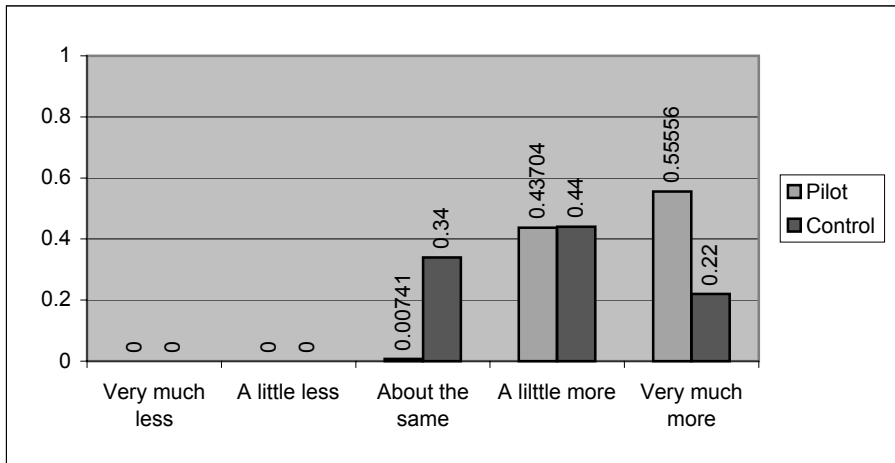
Q5. General teaching ability or skills of teachers



		Very much less	A little less	About the same	A little more	Very much more	Total
Pilot School	Count	0	0	4	70	61	135
	%	0%	0%	3%	52%	45%	100%
Control School	Count	0	0	18	22	11	51
	%	0%	0%	35%	43%	22%	100%
Total	Count	0	0	22	92	72	186
	%	0%	0%	12%	49%	39%	100%

Pearson Chi-Square Test Value= 38.615, df=2, p<0.0005

Q6. Ability of teachers in teaching science

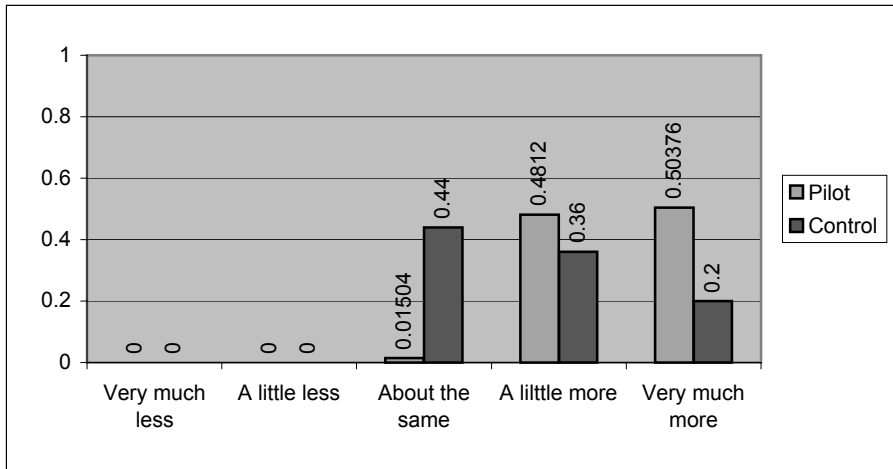


		Very much less	A little less	About the same	A little more	Very much more	Total
Pilot School	Count	0	0	1	59	75	135
	%	0%	0%	1%	44%	56%	100%
Control School	Count	0	0	17	22	11	50
	%	0%	0%	34%	44%	22%	100%
Total	Count	0	0	18	81	86	185
	%	0%	0%	10%	44%	46%	100%

Pearson Chi-Square Test Value= 50.320, df=2, p<0.0005

Results of Additional Questions (Teachers)

Q7. Ability of teachers in teaching maths

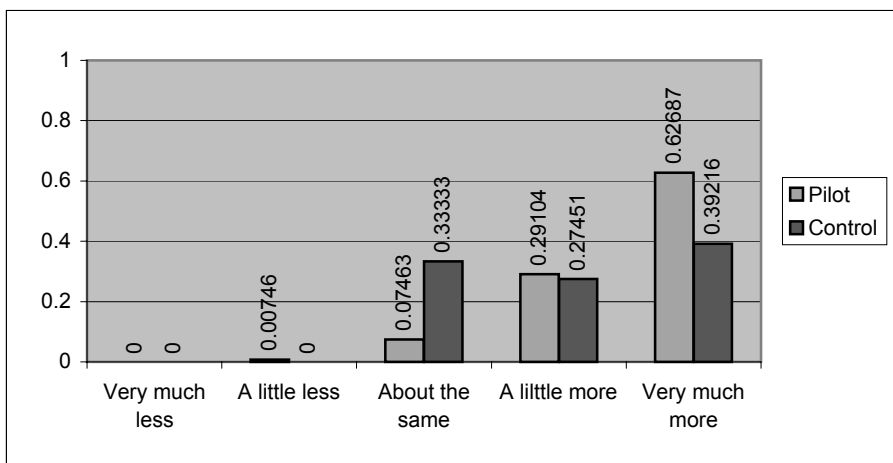


		Very much less	A little less	About the same	A little more	Very much more	Total
Pilot School	Count	0	0	2	64	67	133
Pilot School	%	0%	0%	2%	48%	50%	100%
Control School	Count	0	0	22	18	10	50
Control School	%	0%	0%	44%	36%	20%	100%
Total	Count	0	0	24	82	77	183
Total	%	0%	0%	13%	45%	42%	100%

Pearson Chi-Square Test

Value= 59.199, df=2, p<0.0005

Q8. The principal's enthusiasm



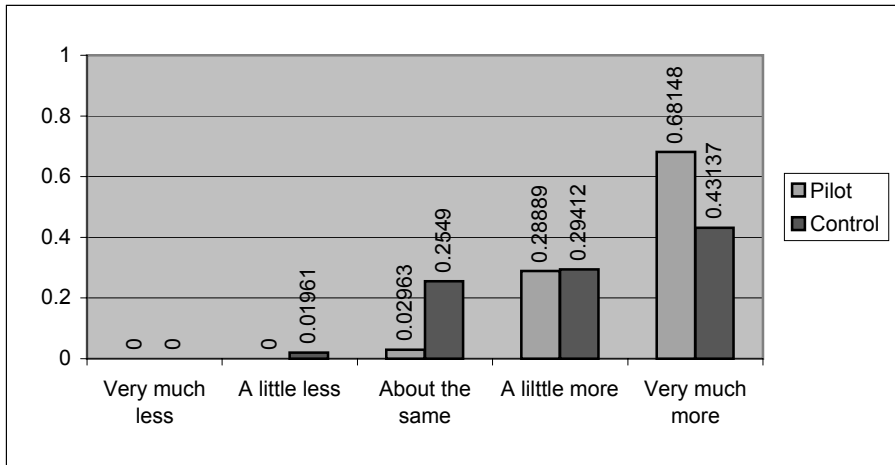
		Very much less	A little less	About the same	A little more	Very much more	Total
Pilot School	Count	0	1	10	39	84	134
Pilot School	%	0%	1%	7%	29%	63%	100%
Control School	Count	0	0	17	14	20	51
Control School	%	0%	0%	33%	27%	39%	100%
Total	Count	0	1	27	53	104	185
Total	%	0%	1%	15%	29%	56%	100%

Pearson Chi-Square Test

Value= 20.976, df=3, p<0.0005

Results of Additional Questions (Teachers)

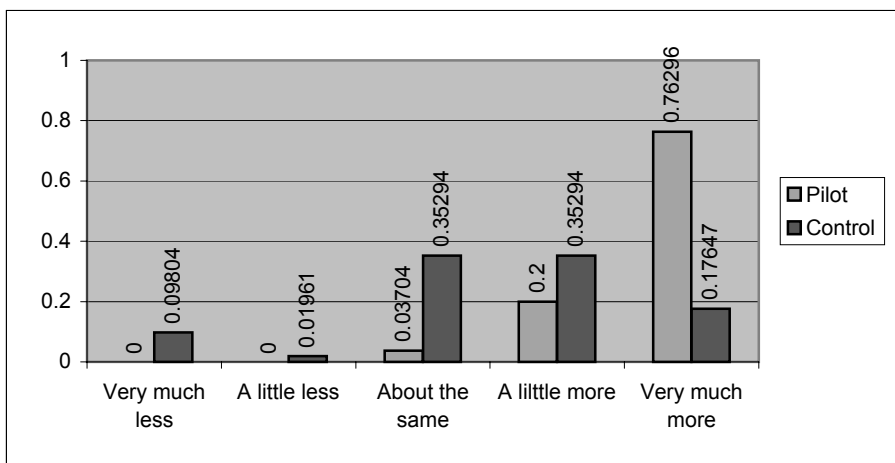
Q9. Your own enthusiasm



		Very much less	A little less	About the same	A little more	Very much more	Total
Pilot School	Count	0	0	4	39	92	135
	%	0%	0%	3%	29%	68%	100%
Control School	Count	0	1	13	15	22	51
	%	0%	2%	25%	29%	43%	100%
Total	Count	0	1	17	54	114	186
	%	0%	1%	9%	29%	61%	100%

Pearson Chi-Square Test Value= 26.981, df=3, p<0.0005

Q10. Use of teaching facilities

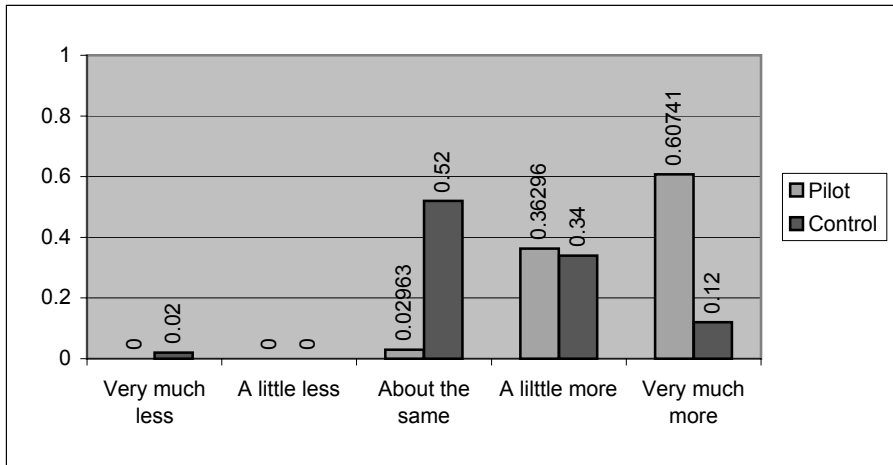


		Very much less	A little less	About the same	A little more	Very much more	Total
Pilot School	Count	0	0	5	27	103	135
	%	0%	0%	4%	20%	76%	100%
Control School	Count	5	1	18	18	9	51
	%	10%	2%	35%	35%	18%	100%
Total	Count	5	1	23	45	112	186
	%	3%	1%	12%	24%	60%	100%

Pearson Chi-Square Test Value= 70.480, df=4, p<0.0005

Results of Additional Questions (Teachers)

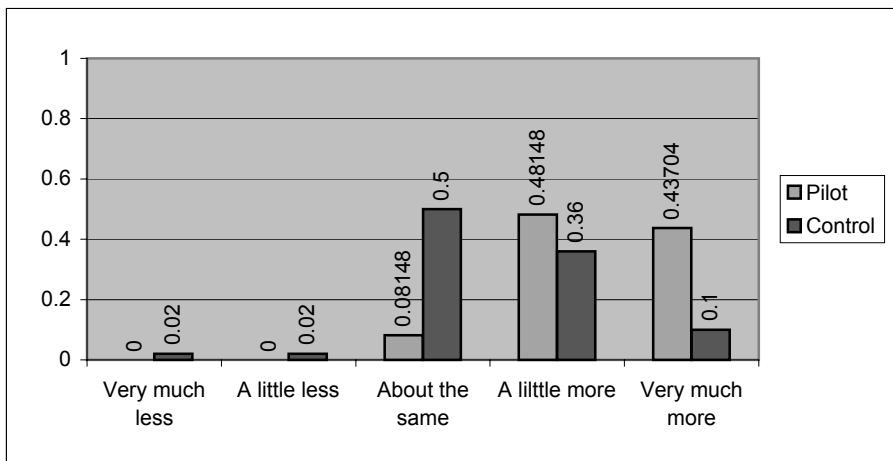
Q11. Contribution to quality education from a changed school environment



		Very much less	A little less	About the same	A little more	Very much more	Total
Pilot School	Count	0	0	4	49	82	135
	%	0%	0%	3%	36%	61%	100%
Control School	Count	1	0	26	17	6	50
	%	2%	0%	52%	34%	12%	100%
Total	Count	1	0	30	66	88	185
	%	1%	0%	16%	36%	48%	100%

Pearson Chi-Square Test Value= 75.081, df=3, p<0.0005

Q12. Contribution to quality education from a changed school management system

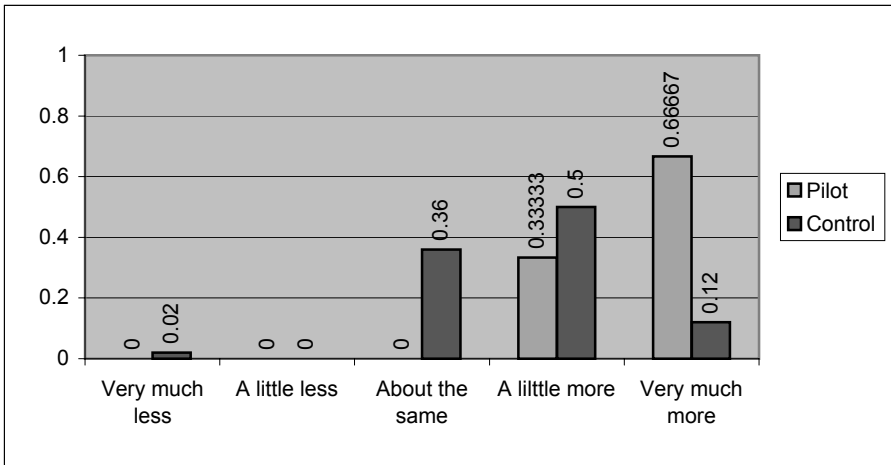


		Very much less	A little less	About the same	A little more	Very much more	Total
Pilot School	Count	0	0	11	65	59	135
	%	0%	0%	8%	48%	44%	100%
Control School	Count	1	1	25	18	5	50
	%	2%	2%	50%	36%	10%	100%
Total	Count	1	1	36	83	64	185
	%	1%	1%	19%	45%	35%	100%

Pearson Chi-Square Test Value= 51.423, df=4, p<0.0005

Results of Additional Questions (Teachers)

Q13. Contribution to quality education from good teaching materials



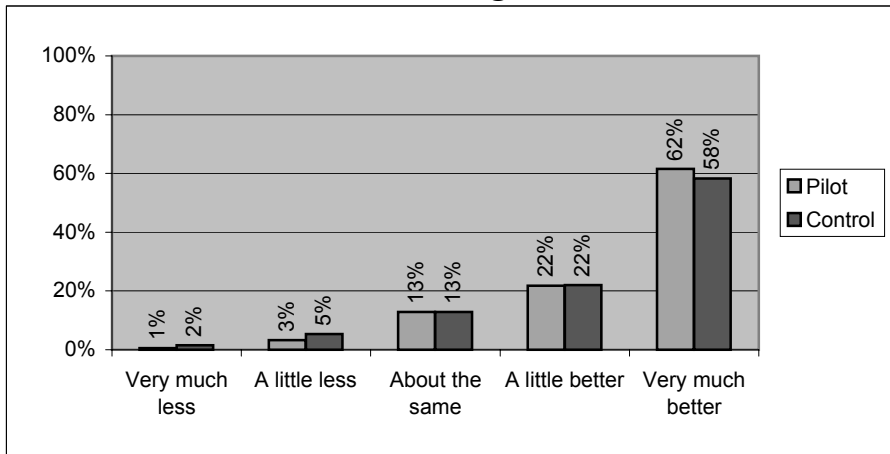
		Very much less	A little less	About the same	A little more	Very much more	Total
Pilot School	Count	0	0	0	45	90	135
	%	0%	0%	0%	33%	67%	100%
Control School	Count	1	0	18	25	6	50
	%	2%	0%	36%	50%	12%	100%
Total	Count	1	0	18	70	96	185
	%	1%	0%	10%	38%	52%	100%

Pearson Chi-Square Test

Value= 74.991, df=3, p<0.0005

Results of Additional Questions (Students)

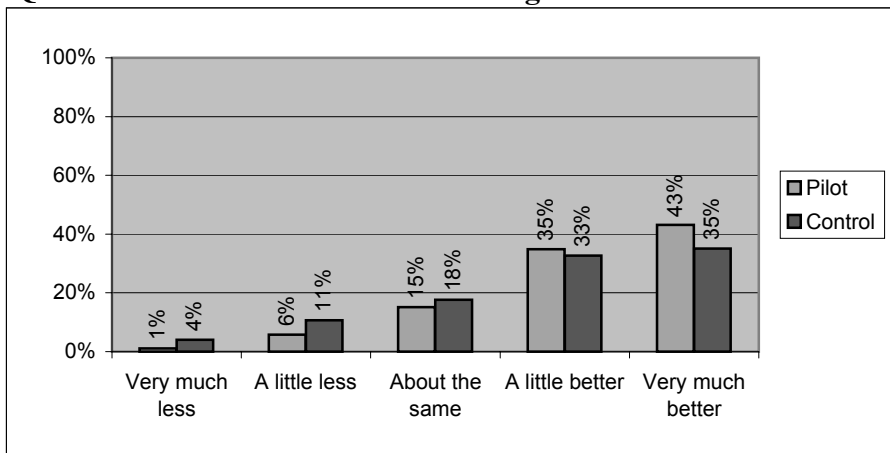
Q1. Students' enthusiasm and liking to attend school



		Very much less	A little less	About the same	A little better	Very much better	Total
Pilot school	Count	13	72	282	479	1357	2203
	%	1%	3%	13%	22%	62%	100%
Control school	Count	12	42	100	171	454	779
	%	2%	5%	13%	22%	58%	100%
Total	Count	25	114	382	650	1811	2982
	%	1%	4%	13%	22%	61%	100%

Pearson Chi-Square Test Value= 14.01, df=4, p=0.007

Q2. Classmates' enthusiasm and liking to attend school

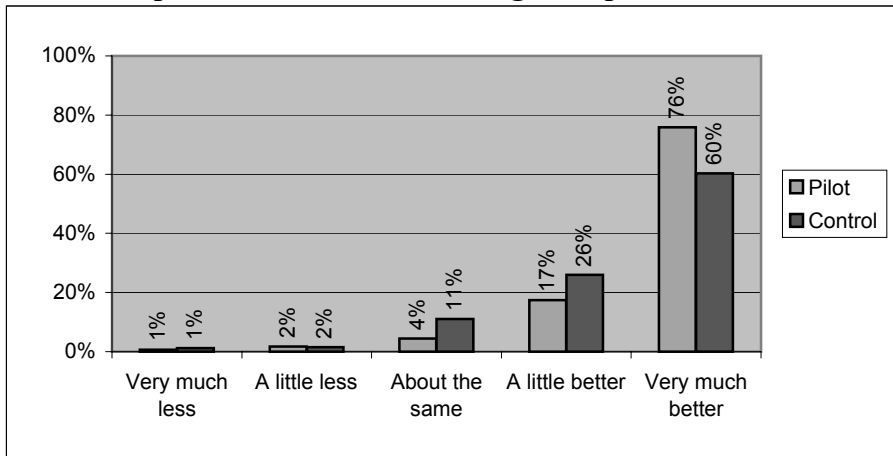


		Very much less	A little less	About the same	A little better	Very much better	Total
Pilot school	Count	25	127	333	767	951	2203
	%	1%	6%	15%	35%	43%	100%
Control school	Count	31	83	137	254	273	778
	%	4%	11%	18%	33%	35%	100%
Total	Count	56	210	470	1021	1224	2981
	%	2%	7%	16%	34%	41%	100%

Pearson Chi-Square Test Value= 56.675, df=4, p<0.0005

Results of Additional Questions (Students)

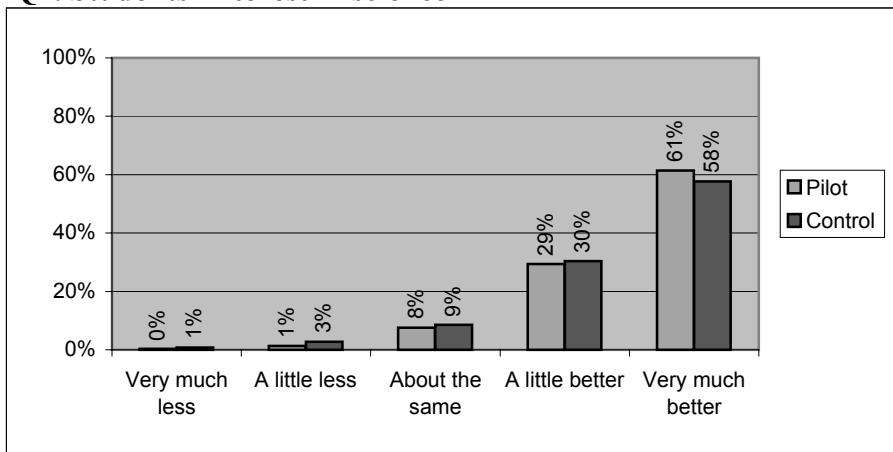
Q3. Principal's enthusiasm and liking to improvement of school



		Very much less	A little less	About the same	A little better	Very much better	Total
Pilot school	Count	14	37	98	383	1670	2202
	%	1%	2%	4%	17%	76%	100%
Control school	Count	9	12	86	202	468	777
	%	1%	2%	11%	26%	60%	100%
Total	Count	23	49	184	585	2138	2979
	%	1%	2%	6%	20%	72%	100%

Pearson Chi-Square Test Value= 83.9666, df=4, p<0.0005

Q4. Students' interest in science

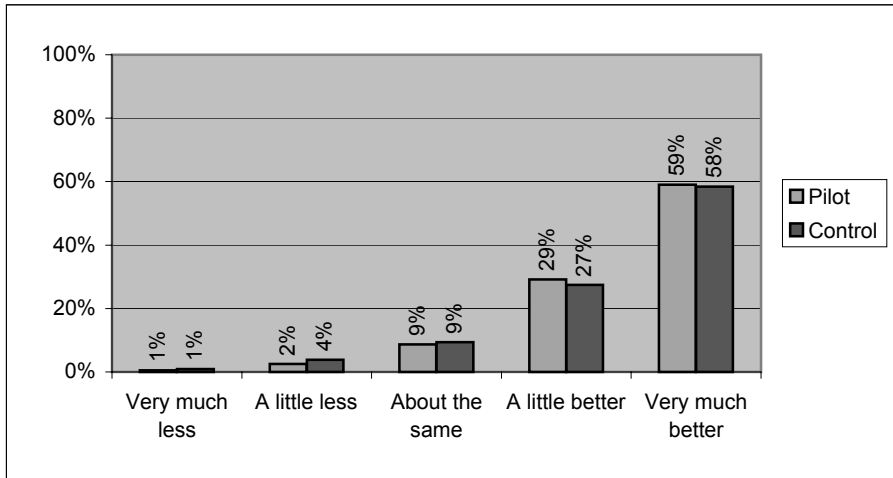


		Very much less	A little less	About the same	A little better	Very much better	Total
Pilot school	Count	8	28	167	647	1350	2200
	%	0%	1%	8%	29%	61%	100%
Control school	Count	6	21	66	235	447	775
	%	1%	3%	9%	30%	58%	100%
Total	Count	14	49	233	882	1797	2975
	%	0%	2%	8%	30%	60%	100%

Pearson Chi-Square Test Value= 11.315, df=4, p=0.023

Results of Additional Questions (Students)

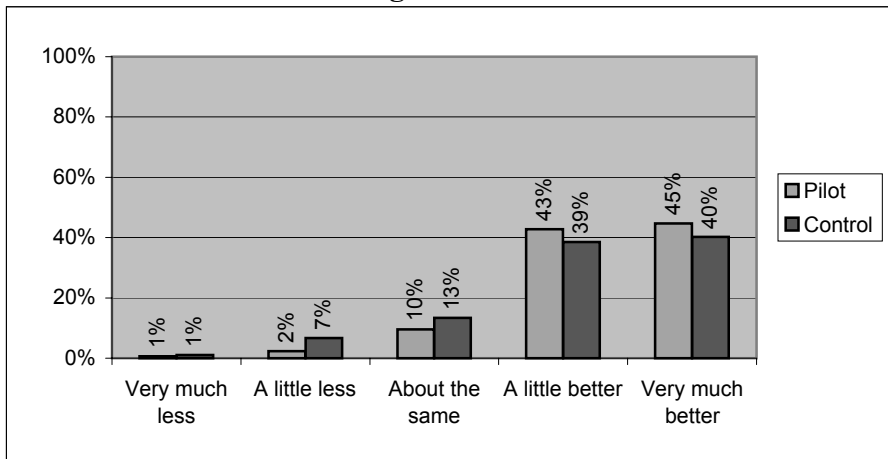
Q5. Students' interest in maths



		Very much less	A little less	About the same	A little better	Very much better	Total
Pilot school	Count	12	54	190	638	1290	2184
	%	1%	2%	9%	29%	59%	100%
Control school	Count	7	30	73	213	454	777
	%	1%	4%	9%	27%	58%	100%
Total	Count	19	84	263	851	1744	2961
	%	1%	3%	9%	29%	59%	100%

Pearson Chi-Square Test Value= 5.995, df=4, p=0.200

Q6. Students' understanding in science

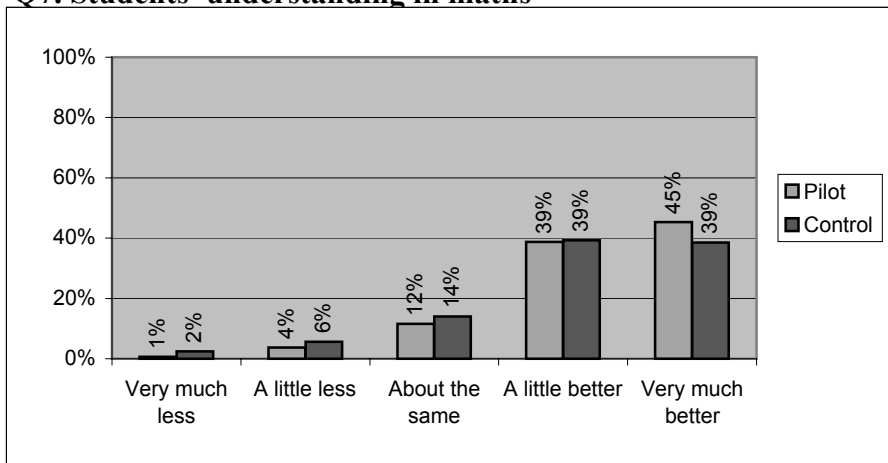


		Very much less	A little less	About the same	A little better	Very much better	Total
Pilot school	Count	15	51	210	941	983	2200
	%	1%	2%	10%	43%	45%	100%
Control school	Count	8	52	104	299	312	775
	%	1%	7%	13%	39%	40%	100%
Total	Count	23	103	314	1240	1295	2975
	%	1%	3%	11%	42%	44%	100%

Pearson Chi-Square Test Value= 45.976, df=4, p<0.0005

Results of Additional Questions (Students)

Q7. Students' understanding in maths

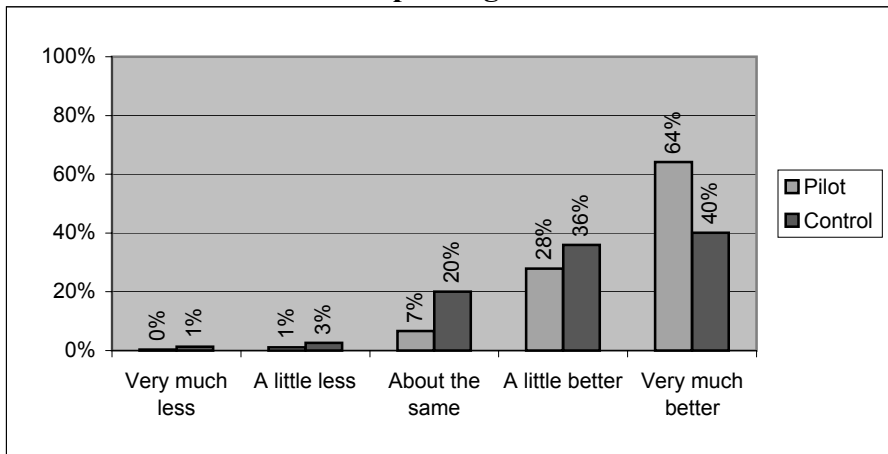


		Very much less	A little less	About the same	A little better	Very much better	Total
Pilot school	Count	14	81	252	847	990	2184
	%	1%	4%	12%	39%	45%	100%
Control school	Count	19	44	109	304	299	775
	%	2%	6%	14%	39%	39%	100%
Total	Count	33	125	361	1151	1289	2959
	%	1%	4%	12%	39%	44%	100%

Pearson Chi-Square Test

Value=31.064, df=4, p<0.0005

Q8. Teachers' interest in improving the school



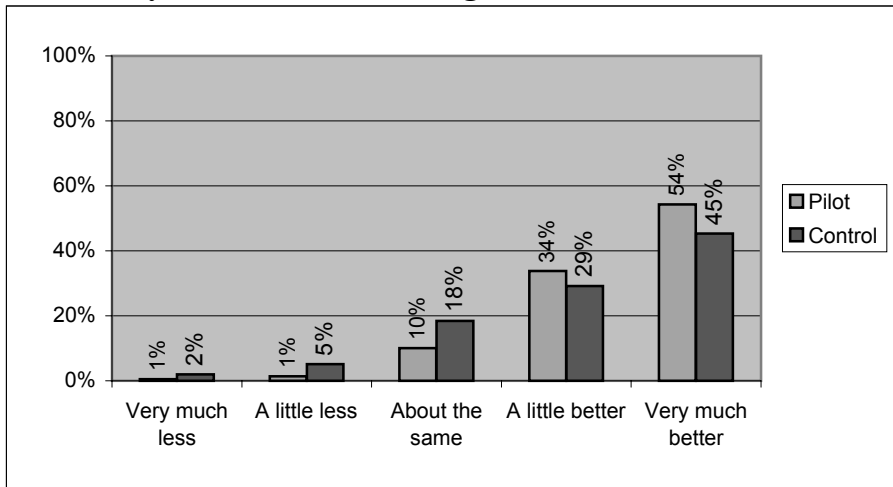
		Very much less	A little less	About the same	A little better	Very much better	Total
Pilot school	Count	6	23	147	614	1413	2203
	%	0%	1%	7%	28%	64%	100%
Control school	Count	10	20	155	279	311	775
	%	1%	3%	20%	36%	40%	100%
Total	Count	16	43	302	893	1724	2978
	%	1%	1%	10%	30%	58%	100%

Pearson Chi-Square Test

Value= 190.574, df=4, p<0.0005

Results of Additional Questions (Students)

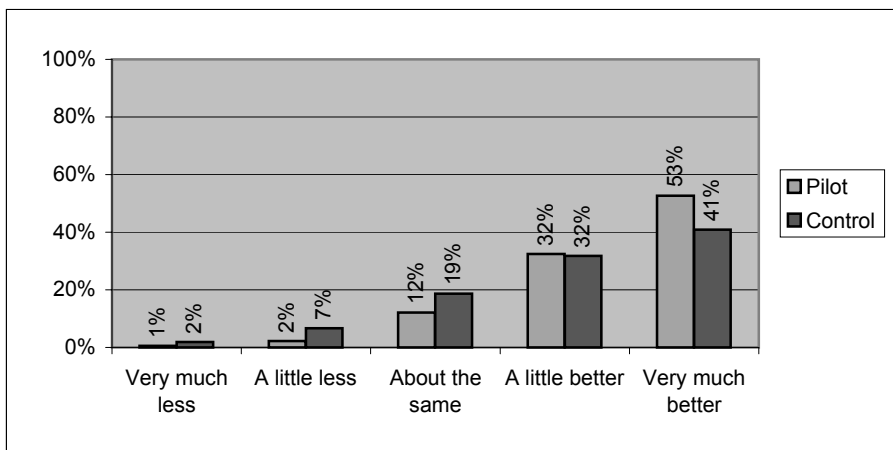
Q9. Ability of teachers in teaching science



		Very much less	A little less	About the same	A little better	Very much better	Total
Pilot school	Count	11	30	221	743	1193	2198
	%	1%	1%	10%	34%	54%	100%
Control school	Count	15	40	143	226	351	775
	%	2%	5%	18%	29%	45%	100%
Total	Count	26	70	364	969	1544	2973
	%	1%	2%	12%	33%	52%	100%

Pearson Chi-Square Test Value= 94.260, df=4, p<0.0005

Q10. Ability of teachers in teaching maths

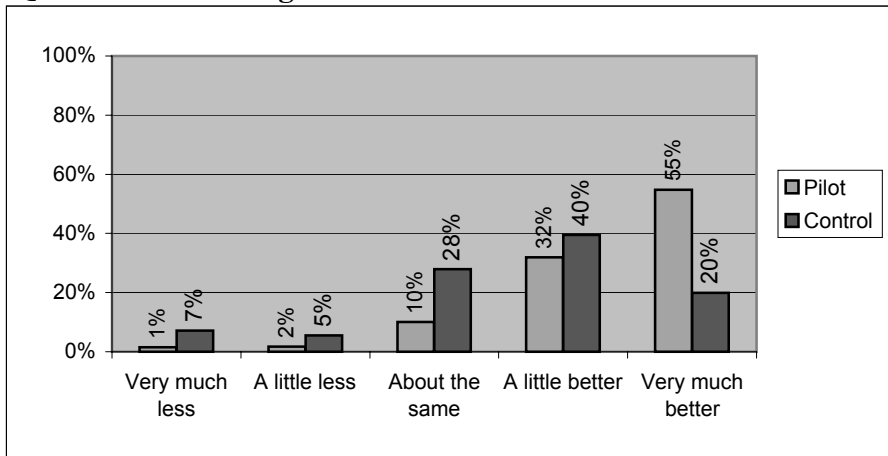


		Very much less	A little less	About the same	A little better	Very much better	Total
Pilot school	Count	13	48	264	709	1152	2186
	%	1%	2%	12%	32%	53%	100%
Control school	Count	15	52	146	248	319	780
	%	2%	7%	19%	32%	41%	100%
Total	Count	28	100	410	957	1471	2966
	%	1%	3%	14%	32%	50%	100%

Pearson Chi-Square Test Value= 79.386, df=4, p<0.0005

Results of Additional Questions (Students)

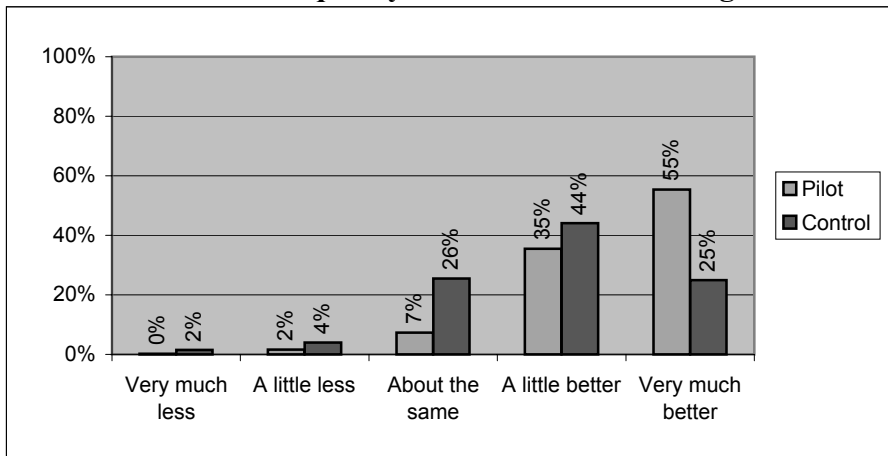
Q11. Use of teaching facilities



		Very much less	A little less	About the same	A little better	Very much better	Total
Pilot school	Count	26	31	178	561	964	1760
	%	1%	2%	10%	32%	55%	100%
Control school	Count	47	36	184	260	131	658
	%	7%	5%	28%	40%	20%	100%
Total	Count	73	67	362	821	1095	2418
	%	3%	3%	15%	34%	45%	100%

Pearson Chi-Square Test Value= 313.422, df=4, p<0.0005

Q12. Contribution to quality education from a changed school environment

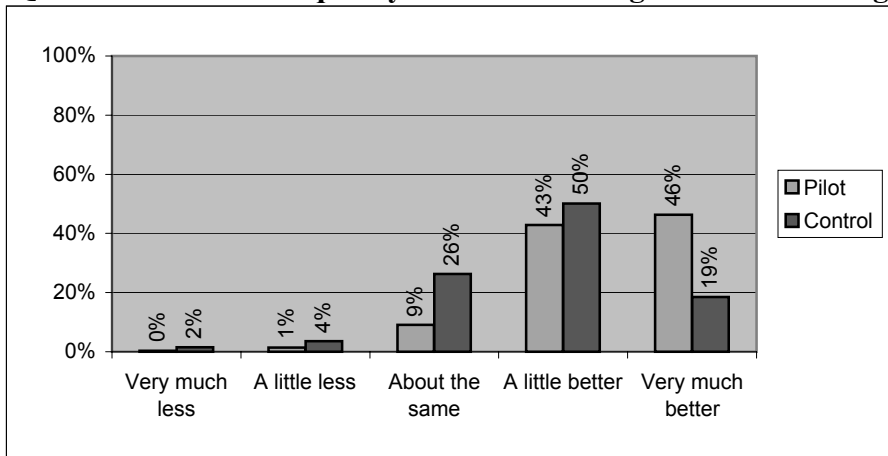


		Very much less	A little less	About the same	A little better	Very much better	Total
Pilot school	Count	4	28	128	622	972	1754
	%	0%	2%	7%	35%	55%	100%
Control school	Count	10	26	167	288	163	654
	%	2%	4%	26%	44%	25%	100%
Total	Count	14	54	295	910	1135	2408
	%	1%	2%	12%	38%	47%	100%

Pearson Chi-Square Test Value= 258.471, df=4, p<0.0005

Results of Additional Questions (Students)

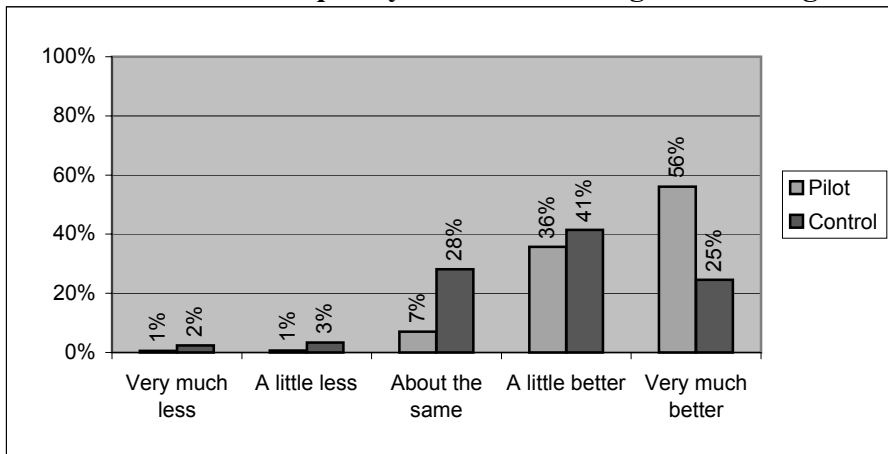
Q13. Contribution to quality education from good school management system



		Very much less	A little less	About the same	A little better	Very much better	Total
Pilot school	Count	5	25	160	752	812	1754
	%	0%	1%	9%	43%	46%	100%
Control school	Count	10	23	172	327	121	653
	%	2%	4%	26%	50%	19%	100%
Total	Count	15	48	332	1079	933	2407
	%	1%	2%	14%	45%	39%	100%

Pearson Chi-Square Test Value= 224.767, df=4, p<0.0005

Q14. Contribution to quality education from good teaching materials

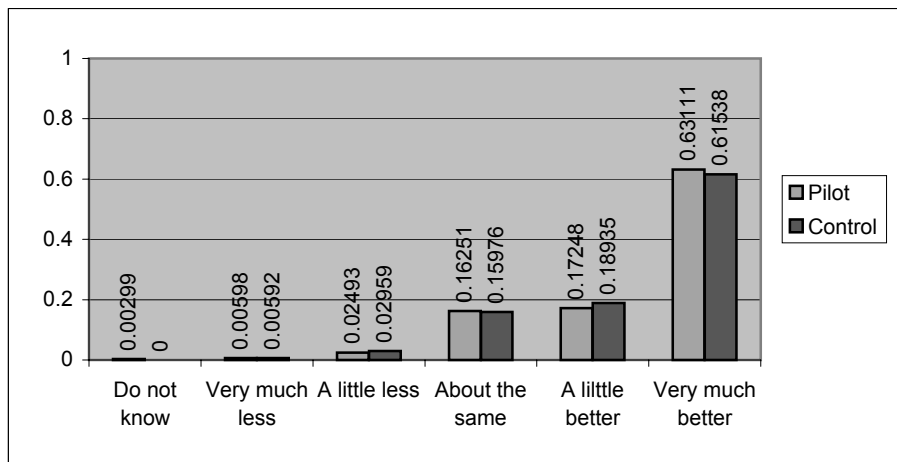


		Very much less	A little less	About the same	A little better	Very much better	Total
Pilot school	Count	10	12	124	628	986	1760
	%	1%	1%	7%	36%	56%	100%
Control school	Count	16	22	185	273	162	658
	%	2%	3%	28%	41%	25%	100%
Total	Count	26	34	309	901	1148	2418
	%	1%	1%	13%	37%	47%	100%

Pearson Chi-Square Test Value= 309.797, df=4, p<0.0005

Results of Additional Questions (Students' Parents)

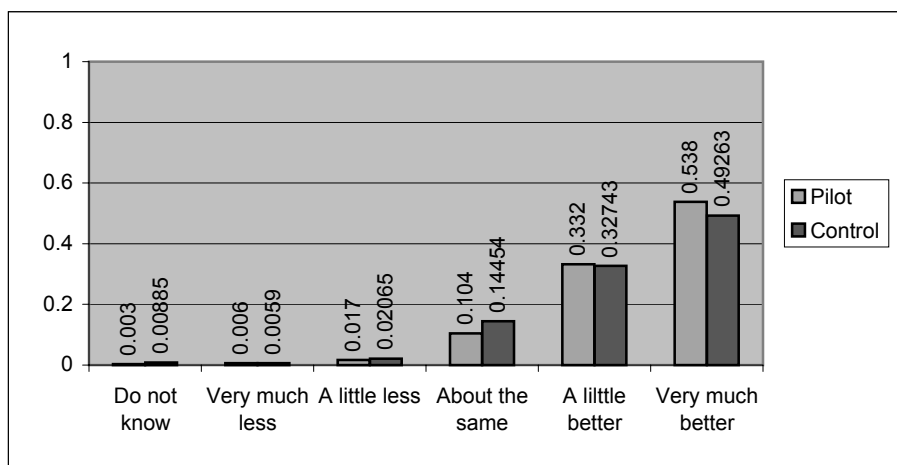
Q1. Students' enthusiasm and liking to attend school



		Do not know	Very much less	A little less	About the same	A little better	Very much better	Total
Pilot School	Count	3	6	25	163	173	633	1003
Pilot School	%	0%	1%	2%	16%	17%	63%	100%
Control School	Count		2	10	54	64	208	338
Control School	%	0%	1%	3%	16%	19%	62%	100%
Total	Count	3	8	35	217	237	841	1341
Total	%	0%	1%	3%	16%	18%	63%	100%

Pearson Chi-Square Test Value= 1.740, df=5, p=0.884

Q2. Students' enthusiasm and liking to science and maths

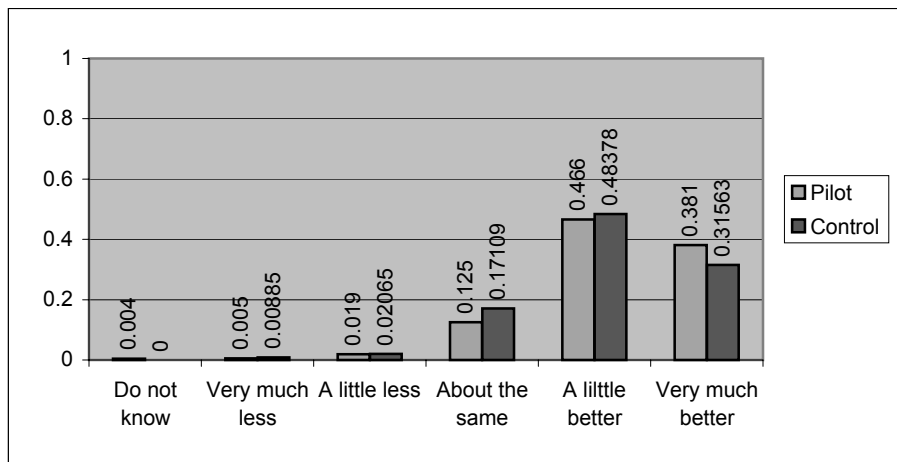


		Do not know	Very much less	A little less	About the same	A little better	Very much better	Total
Pilot School	Count	3	6	17	104	332	538	1000
Pilot School	%	0%	1%	2%	10%	33%	54%	100%
Control School	Count	3	2	7	49	111	167	339
Control School	%	1%	1%	2%	14%	33%	49%	100%
Total	Count	6	8	24	153	443	705	1339
Total	%	0%	1%	2%	11%	33%	53%	100%

Pearson Chi-Square Test Value= 6.770, df=5, p=0.238

Results of Additional Questions (Students' Parents)

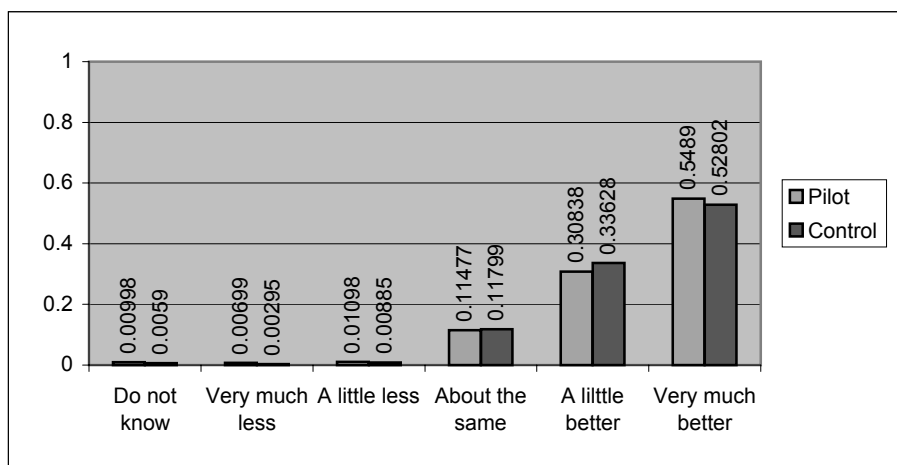
Q3. Students' ability and competence in science and maths



		Do not know	Very much less	A little less	About the same	A little better	Very much better	Total
Pilot School	Count	4	5	19	125	466	381	1000
	%	0%	1%	2%	13%	47%	38%	100%
Control School	Count		3	7	58	164	107	339
	%	0%	1%	2%	17%	48%	32%	100%
Total	Count	4	8	26	183	630	488	1339
	%	0%	1%	2%	14%	47%	36%	100%

Pearson Chi-Square Test Value= 9.093, df=5, p=0.105

Q4. Enthusiasm or commitment of teachers

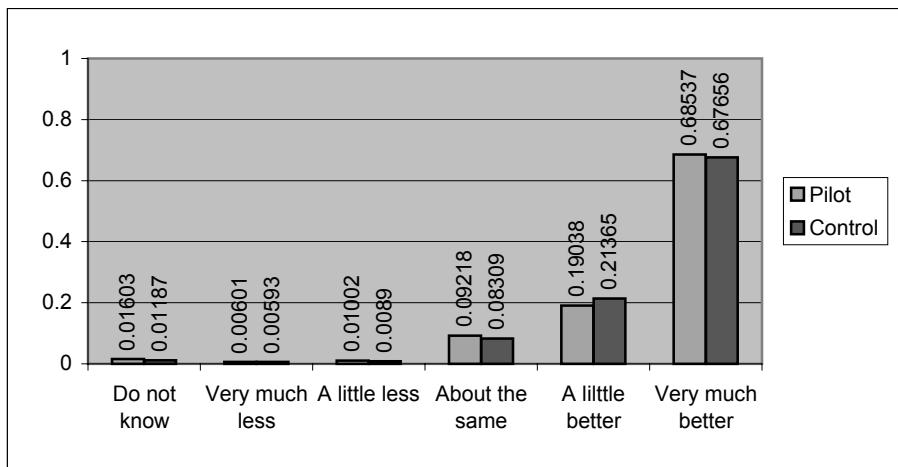


		Do not know	Very much less	A little less	About the same	A little better	Very much better	Total
Pilot School	Count	10	7	11	115	309	550	1002
	%	1%	1%	1%	11%	31%	55%	100%
Control School	Count	2	1	3	40	114	179	339
	%	1%	0%	1%	12%	34%	53%	100%
Total	Count	12	8	14	155	423	729	1341
	%	1%	1%	1%	12%	32%	54%	100%

Pearson Chi-Square Test Value= 2.124, df=5, p=0.832

Results of Additional Questions (Students' Parents)

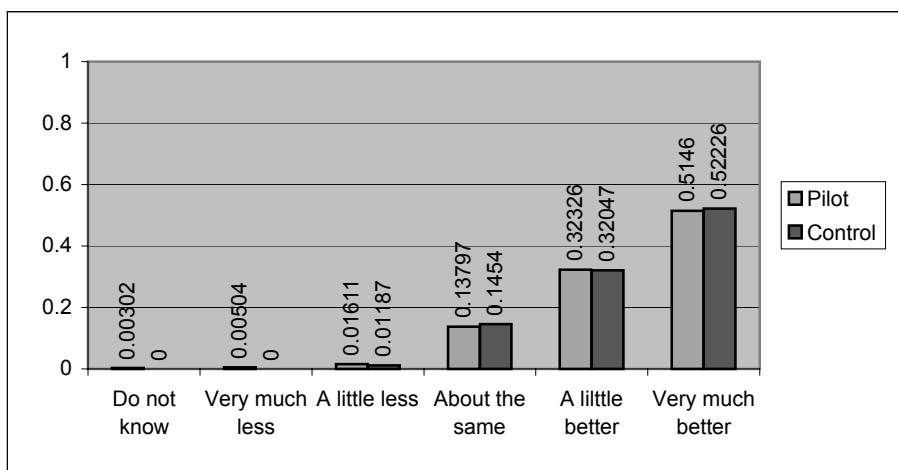
Q5. The principal's enthusiasm



		Do not know	Very much less	A little less	About the same	A little better	Very much better	Total
Pilot School	Count	16	6	10	92	190	684	998
Pilot School	%	2%	1%	1%	9%	19%	69%	100%
Control School	Count	4	2	3	28	72	228	337
Control School	%	1%	1%	1%	8%	21%	68%	100%
Total	Count	20	8	13	120	262	912	1335
Total	%	1%	1%	1%	9%	20%	68%	100%

Pearson Chi-Square Test Value= 1.280, df=5, p=0.937

Q6. Your own enthusiasm

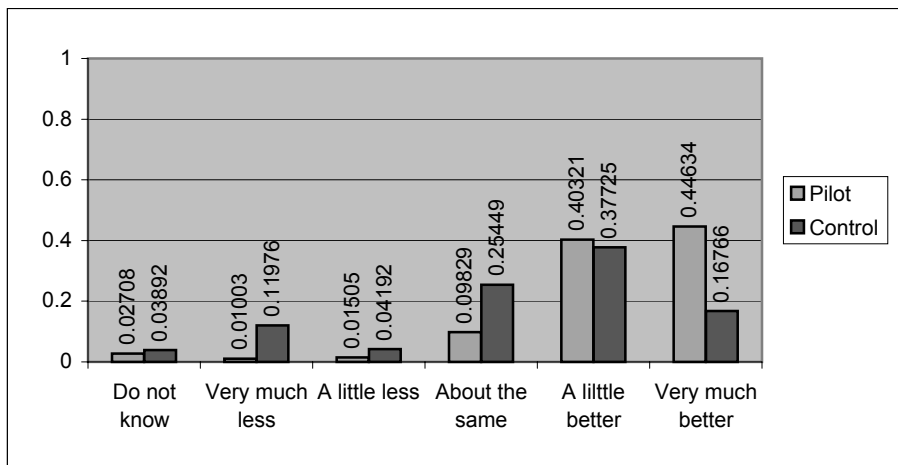


		Do not know	Very much less	A little less	About the same	A little better	Very much better	Total
Pilot School	Count	3	5	16	137	321	511	993
Pilot School	%	0%	1%	2%	14%	32%	51%	100%
Control School	Count	0	0	4	49	108	176	337
Control School	%	0%	0%	1%	15%	32%	52%	100%
Total	Count	3	5	20	186	429	687	1330
Total	%	0%	0%	2%	14%	32%	52%	100%

Pearson Chi-Square Test Value= 3.150, df=5, p=0.677

Results of Additional Questions (Students' Parents)

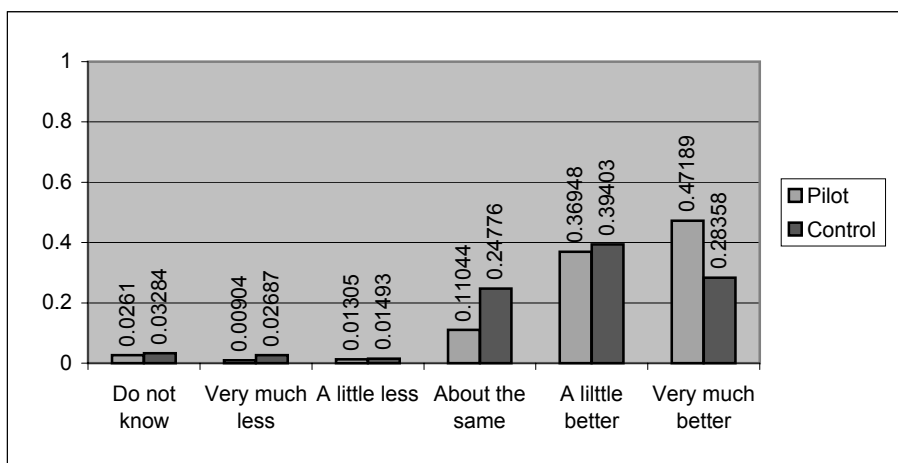
Q7. Use of teaching facilities



		Do not know	Very much less	A little less	About the same	A little better	Very much better	Total
Pilot School	Count	27	10	15	98	402	445	997
Pilot School	%	3%	1%	2%	10%	40%	45%	100%
Control School	Count	13	40	14	85	126	56	334
Control School	%	4%	12%	4%	25%	38%	17%	100%
Total	Count	40	50	29	183	528	501	1331
Total	%	3%	4%	2%	14%	40%	38%	100%

Pearson Chi-Square Test Value= 186.087, df=5, p<0.0005

Q8. Contribution to quality education from a changed school environment

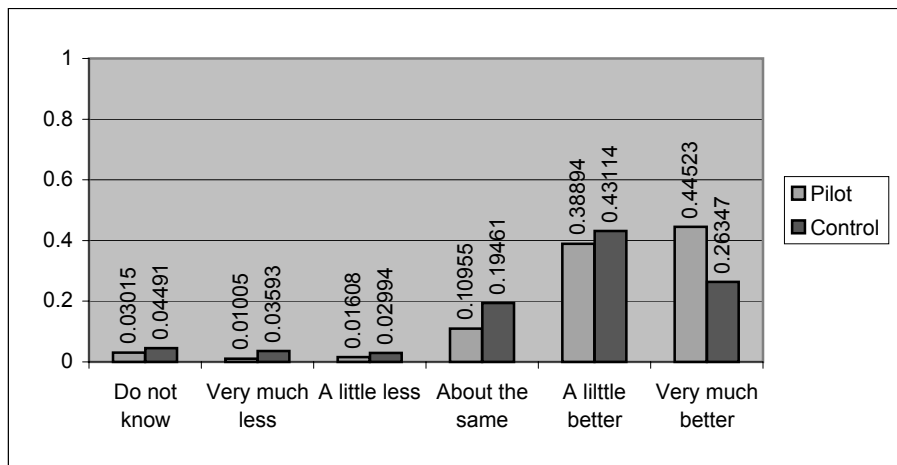


		Do not know	Very much less	A little less	About the same	A little better	Very much better	Total
Pilot School	Count	26	9	13	110	368	470	996
Pilot School	%	3%	1%	1%	11%	37%	47%	100%
Control School	Count	11	9	5	83	132	95	335
Control School	%	3%	3%	1%	25%	39%	28%	100%
Total	Count	37	18	18	193	500	565	1331
Total	%	3%	1%	1%	15%	38%	42%	100%

Pearson Chi-Square Test Value= 60.308, df=5, p<0.0005

Results of Additional Questions (Students' Parents)

Q9. Contribution to quality education from a changed school management system

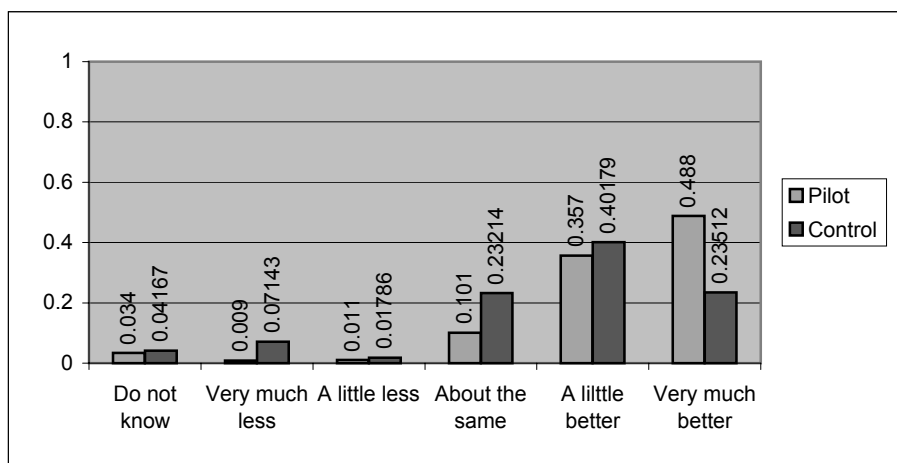


		Do not know	Very much less	A little less	About the same	A little better	Very much better	Total
Pilot School	Count	30	10	16	109	387	443	995
Pilot School	%	3%	1%	2%	11%	39%	45%	100%
Control School	Count	15	12	10	65	144	88	334
Control School	%	4%	4%	3%	19%	43%	26%	100%
Total	Count	45	22	26	174	531	531	1329
Total	%	3%	2%	2%	13%	40%	40%	100%

Pearson Chi-Square Test

Value= 49.789, df=5, p<0.0005

Q10. Contribution to quality education from good teaching materials



		Do not know	Very much less	A little less	About the same	A little better	Very much better	Total
Pilot School	Count	34	9	11	101	357	488	1000
Pilot School	%	3%	1%	1%	10%	36%	49%	100%
Control School	Count	14	24	6	78	135	79	336
Control School	%	4%	7%	2%	23%	40%	24%	100%
Total	Count	48	33	17	179	492	567	1336
Total	%	4%	2%	1%	13%	37%	42%	100%

Pearson Chi-Square Test

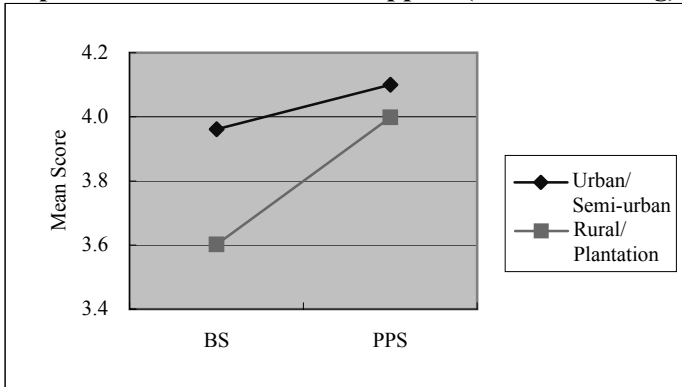
Value= 112.571, df=5, p<0.0005

Appendix 3-6

Comparison of Pilot Schools

- by Location / by School Type -

Input Indicator 5: Parents' Support (students' rating)



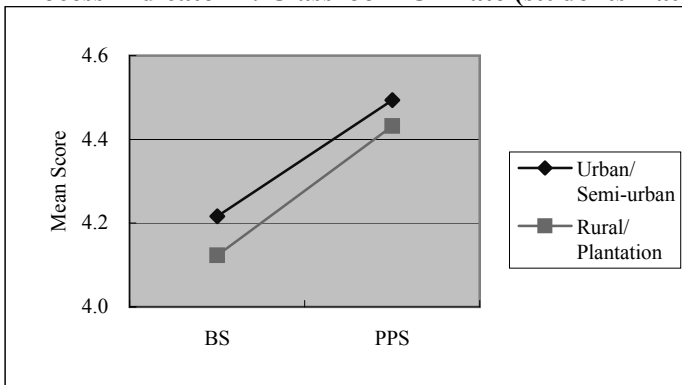
	BS		PPS	
	N	Mean	N	Mean
Urban/Semi-	1502	3.961	1510	4.100
Rural/Plantat	685	3.602	696	3.998

T-test of individual changes b/w BS and PPS

Mean	Urban/S	0.139
Difference	Rural/P	0.395
t		-7.443
df		2185
p		<0.0005

**

Process Indicator 1: Classroom Climate (students' rating)

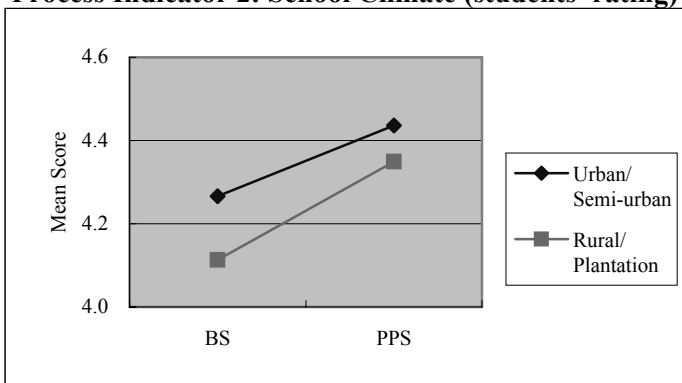


	BS		PPS	
	N	Mean	N	Mean
Urban/Semi-	1495	4.216	1508	4.494
Rural/Plantat	690	4.123	696	4.432

T-test of individual changes b/w BS and PPS

Mean	Urban/S	0.278
Difference	Rural/P	0.308
t		-0.863
df		2181
p		0.388

Process Indicator 2: School Climate (students' rating)

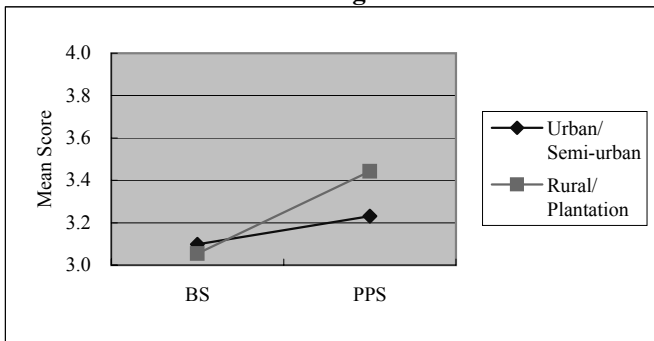


	BS		PPS	
	N	Mean	N	Mean
Urban/Semi-	1496	4.266	1509	4.436
Rural/Plantat	688	4.113	696	4.349

T-test of individual changes b/w BS and PPS

Mean	Urban/S	0.168
Difference	Rural/P	0.234
t		-1.950
df		2181
p		0.051

Process Indicator 8: Teaching Method in Mathematics (students' rating)



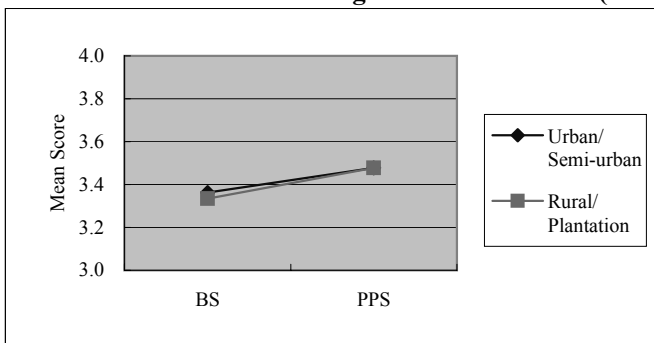
	BS		PPS	
	N	Mean	N	Mean
Urban/Semi-urban	1404	3.098	1415	3.231
Rural/Plantation	644	3.055	695	3.442

T-test of individual changes b/w BS and PPS

Mean Difference	Urban/S	0.121
	Rural/P	0.328
t		-5.472
df		2039
p		<0.0005

**

Process Indicator 8: Teaching Method in Science (students' rating)

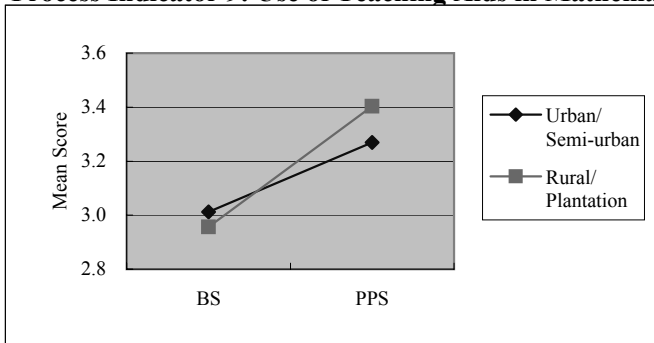


	BS		PPS	
	N	Mean	N	Mean
Urban/Semi-urban	1507	3.362	1508	3.477
Rural/Plantation	692	3.335	696	3.477

T-test of individual changes b/w BS and PPS

Mean Difference	Urban/S	0.0965
	Rural/P	0.0988
t		-0.065
df		2195
p		0.948

Process Indicator 9: Use of Teaching Aids in Mathematics (students' rating)



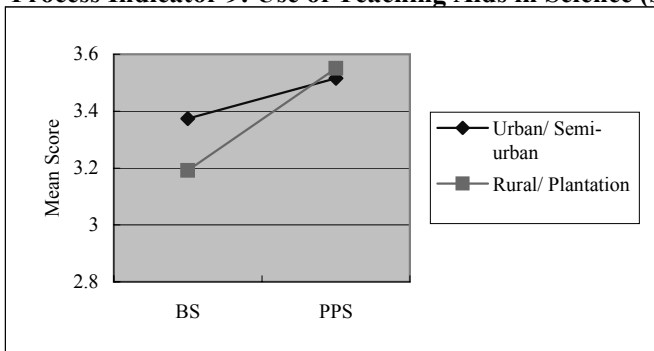
	BS		PPS	
	N	Mean	N	Mean
Type 1AB	1403	3.012	1415	3.269
Others	642	2.956	696	3.403

T-test of individual changes b/w BS and PPS

Mean Difference	Urban/S	0.257
	Rural/P	0.432
t		-5.104
df		2039
p		<0.0005

**

Process Indicator 9: Use of Teaching Aids in Science (students' rating)



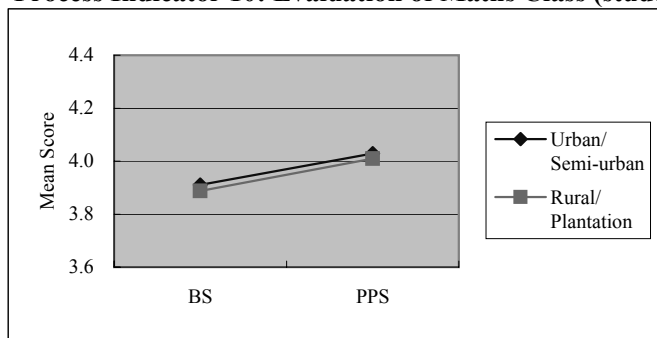
	BS		PPS	
	N	Mean	N	Mean
Urban/Semi-urban	1507	3.374	1508	3.516
Rural/Plantation	692	3.192	696	3.55

T-test of individual changes b/w BS and PPS

Mean Difference	Urban/S	0.141
	Rural/P	0.353
t		-6.464
df		2195
p		<0.0005

**

Process Indicator 10: Evaluation of Maths Class (students' rating)

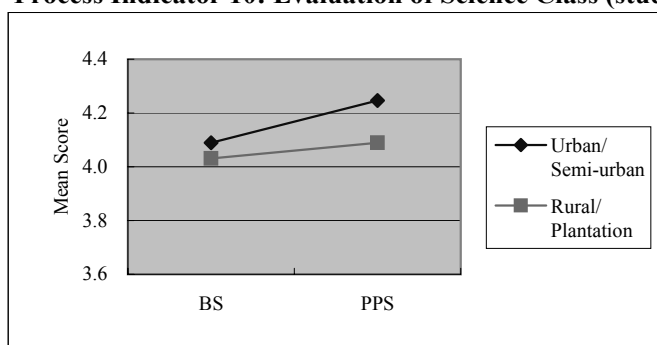


	BS		PPS	
	N	Mean	N	Mean
Urban/Semi-urban	1348	3.910	1414	4.029
Rural/Plantation	603	3.888	695	4.010

T-test of individual changes b/w BS and PPS

Mean Difference	Urban/Semi-urban	0.112
	Rural/Plantation	0.124
t		-0.321
df		1945
p		0.748

Process Indicator 10: Evaluation of Science Class (students' rating)

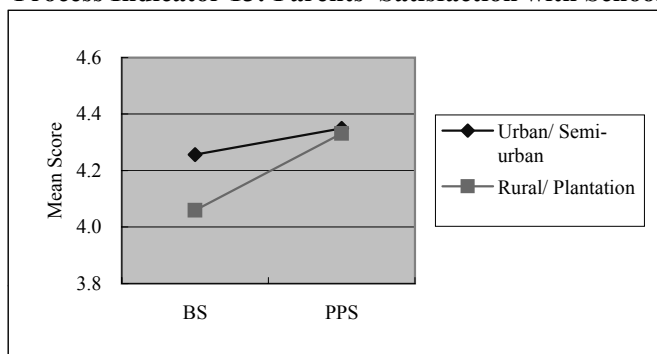


	BS		PPS	
	N	Mean	N	Mean
Urban/Semi-urban	1450	4.089	1508	4.247
Rural/Plantation	590	4.031	695	4.089

T-test of individual changes b/w BS and PPS

Mean Difference	Urban/Semi-urban	0.158
	Rural/Plantation	0.067
t		2.474
df		2036
p		0.013 *

Process Indicator 13: Parents' Satisfaction with School (students' rating)

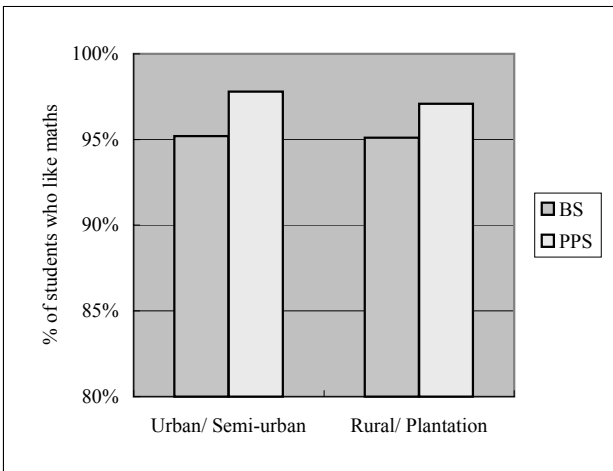


	BS		PPS	
	N	Mean	N	Mean
Urban/Semi-urban	1493	4.257	1510	4.350
Rural/Plantation	678	4.060	696	4.331

T-test of individual changes b/w BS and PPS

Mean Difference	Urban/Semi-urban	0.092
	Rural/Plantation	0.272
t		-5.014
df		2169
p		<0.0005 **

Output Indicator 3: Students' Interest in Maths (students' response)



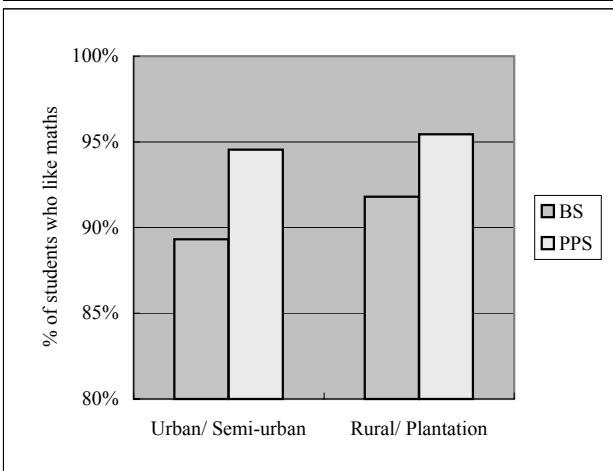
Do you like Maths?

			PPS		
			Yes	No	Total
BS	Urban/ Semi-urban	Yes	1,265 93.3%	26 1.9%	1,291 95.2%
		No	61 4.5%	4 0.3%	65 4.8%
		Total	1,326 97.8%	30 2.2%	1,356 100.0%
	Rural/ Plantation	Yes	606 92.7%	16 2.4%	622 95.1%
		No	29 4.4%	3 0.5%	32 4.9%
		Total	635 97.1%	19 2.9%	654 100.0%

McNemar Test

	Value	Exact Sig. (2-sided)	
Urban/ Semi-urban	1,356	<0.0005	**
Rural/ Plantation	654	0.072	

Output Indicator 3: Students' Interest in Science (students' response)



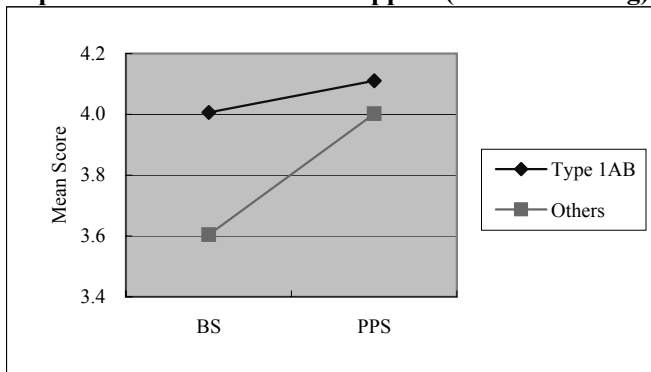
Do you like Science?

			PPS		
			Yes	No	Total
BS	Urban/ Semi-urban	Yes	1,193 85.5%	53 3.8%	1,246 89.3%
		No	126 9.0%	23 1.6%	149 10.7%
		Total	1,319 94.6%	76 5.4%	1,395 100.0%
	Rural/ Plantation	Yes	583 88.6%	21 3.2%	604 91.8%
		No	45 6.8%	9 1.4%	54 8.2%
		Total	628 95.4%	30 4.6%	658 100.0%

McNemar Test

	Value	Exact Sig. (2-sided)	
Urban/ Semi-urban	1,395	<0.0005	**
Rural/ Plantation	658	0.004	**

Input Indicator 5: Parents' Support (students' rating)



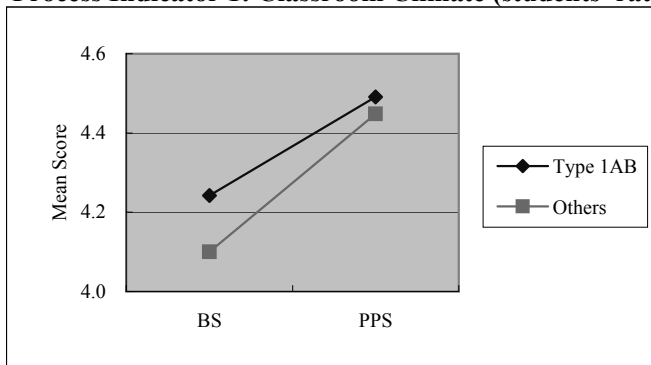
	BS		PPS	
	N	Mean	N	Mean
Type 1AB	1333	4.006	1341	4.111
Others	854	3.604	865	4.002

T-test of individual changes b/w BS and PPS

Mean Difference	1AB	0.1051
	Others	0.3979
	t	-9.003
	df	2185
	p	<0.0005

**

Process Indicator 1: Classroom Climate (students' rating)



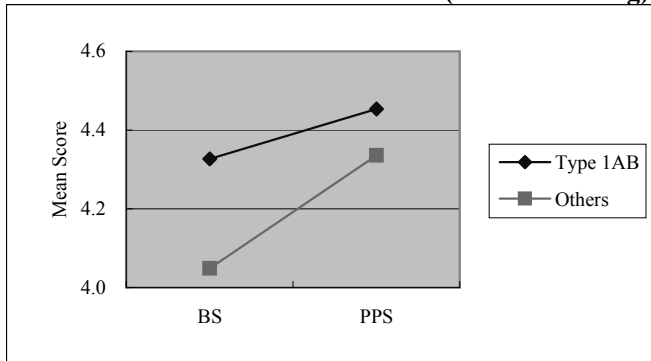
	BS		PPS	
	N	Mean	N	Mean
Type 1AB	1328	4.242	1340	4.491
Others	857	4.100	864	4.448

T-test of individual changes b/w BS and PPS

Mean Difference	1AB	0.2502
	Others	0.3446
	t	-2.856
	df	2181
	p	0.004

**

Process Indicator 2: School Climate (students' rating)



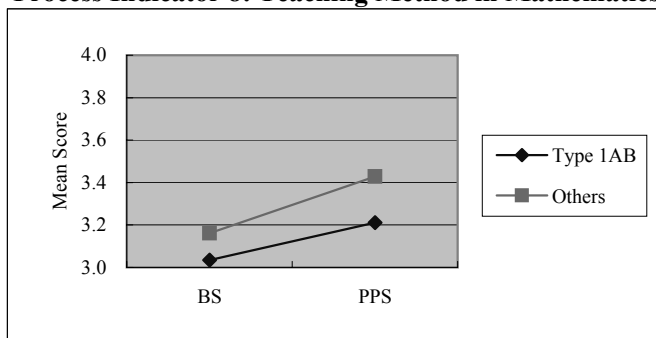
	BS		PPS	
	N	Mean	N	Mean
Type 1AB	1329	4.327	1340	4.454
Others	855	4.049	865	4.336

T-test of individual changes b/w BS and PPS

Mean Difference	1AB	0.1263
	Others	0.2856
	t	-4.988
	df	2181
	p	<0.0005

**

Process Indicator 8: Teaching Method in Mathematics (students' rating)

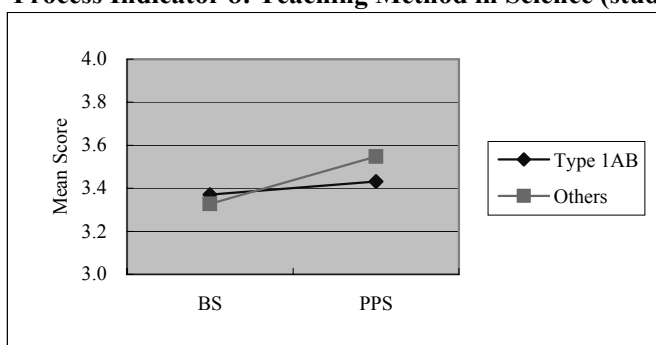


	BS		PPS	
	N	Mean	N	Mean
Type 1AB	1235	3.034	1246	3.211
Others	813	3.161	864	3.429

T-test of individual changes b/w BS and PPS

Mean Difference	1AB	0.1837
	Others	0.2459
	t	1.767
	df	2039
	p	0.077

Process Indicator 8: Teaching Method in Science (students' rating)



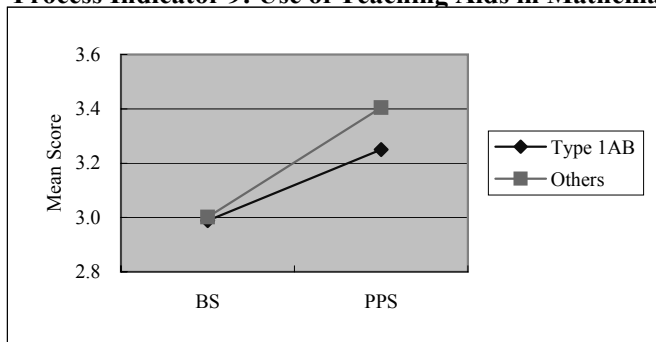
	BS		PPS	
	N	Mean	N	Mean
Type 1AB	1338	3.371	1339	3.432
Others	861	3.327	865	3.547

T-test of individual changes b/w BS and PPS

Mean Difference	1AB	0.0601
	Others	0.2175
	t	4.912
	df	2195
	p	<0.0005

**

Process Indicator 9: Use of Teaching Aids in Mathematics (students' rating)



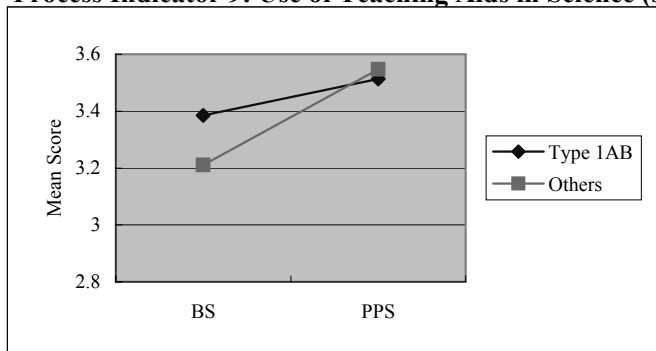
	BS		PPS	
	N	Mean	N	Mean
Type 1AB	1234	2.989	1246	3.250
Others	811	3.002	865	3.404

T-test of individual changes b/w BS and PPS

Mean Difference	1AB	0.2608
	Others	0.39
	t	3.969
	df	2039
	p	<0.0005

**

Process Indicator 9: Use of Teaching Aids in Science (students' rating)



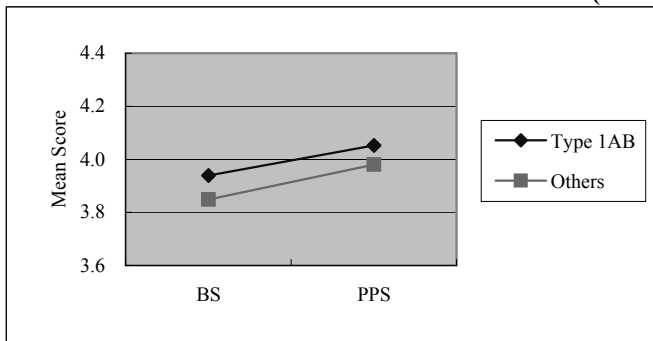
	BS		PPS	
	N	Mean	N	Mean
Type 1AB	1338	3.385	1339	3.513
Others	861	3.211	865	3.547

T-test of individual changes b/w BS and PPS

Mean Difference	1AB	0.1276
	Others	0.3331
	t	6.585
	df	2195
	p	<0.0005

**

Process Indicator 10: Evaluation of Maths Class (students' rating)

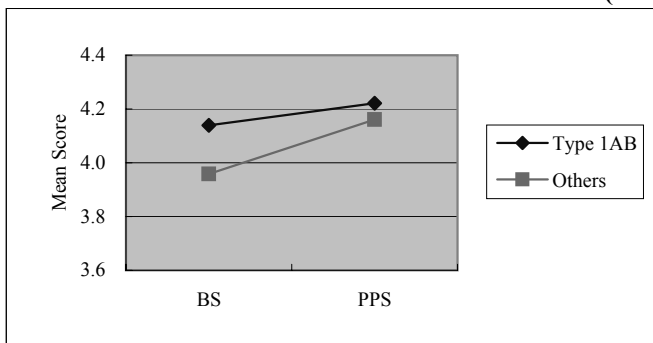


	BS		PPS	
	N	Mean	N	Mean
Type 1AB	1179	3.939	1246	4.052
Others	772	3.848	863	3.980

T-test of individual changes b/w BS and PPS

Mean Difference	1AB	0.1064
	Others	0.1302
	t	-0.659
	df	1945
	p	0.51

Process Indicator 10: Evaluation of Science Class (students' rating)



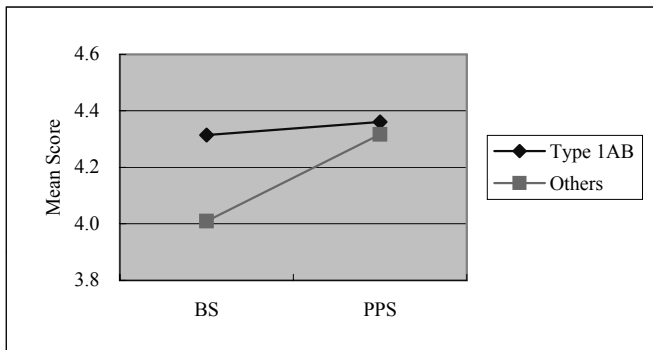
	BS		PPS	
	N	Mean	N	Mean
Type 1AB	1281	4.139	1339	4.221
Others	759	3.958	864	4.161

T-test of individual changes b/w BS and PPS

Mean Difference	1AB	0.0795
	Others	0.2195
	t	-4.076
	df	2036
	p	<0.0005

**

Process Indicator 13: Parents' Satisfaction with School (students' rating)



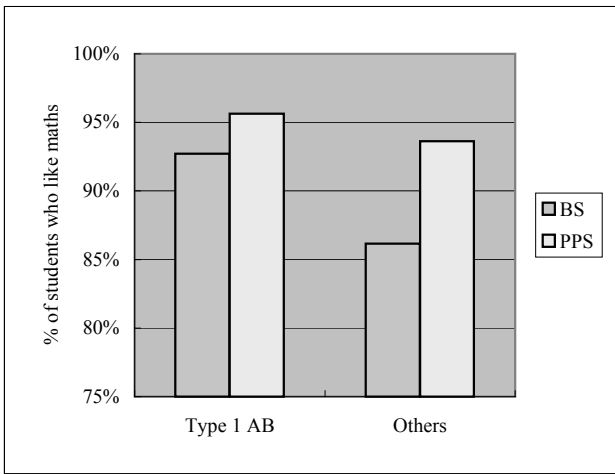
	BS		PPS	
	N	Mean	N	Mean
Type 1AB	1327	4.314	1341	4.361
Others	844	4.010	865	4.317

T-test of individual changes b/w BS and PPS

Mean Difference	1AB	0.0465
	Others	0.3074
	t	-7.708
	df	2169
	p	<0.0005

**

Output Indicator 3: Students' Interest in Maths (students' response)



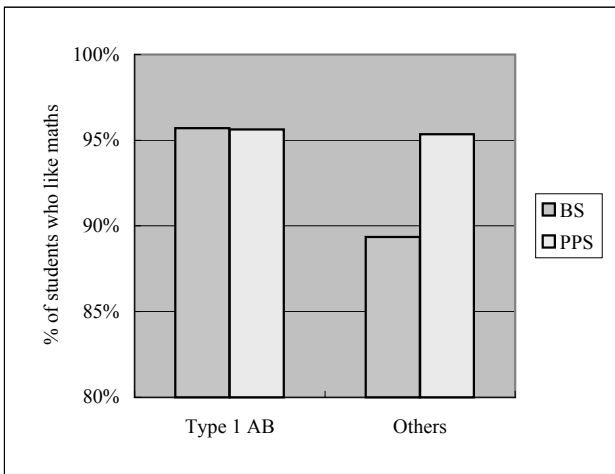
Do you like Maths?

			PPS		
			Yes	No	Total
BS	Type 1AB	Yes	1,106	40	1,146
			89.5%	3.2%	92.7%
		No	76	14	90
		6.1%	1.1%	7.3%	
	Total	1,182	54	1,236	
		95.6%	4.4%	100.0%	
Others	Yes	670	34	704	
		82.0%	4.2%	86.2%	
	No	95	18	113	
	11.6%	2.2%	13.8%		
Total	765	52	817		
	93.6%	6.4%	100.0%		

McNemar Test

	Value	Exact Sig. (2-sided)	
Type 1AB	1,236	0.001	**
Others	817	<0.0005	**

Output Indicator 3: Students' Interest in Science (students' response)



Do you like Science?

			PPS		
			Yes	No	Total
BS	Type 1AB	Yes	1,161	22	1,183
			93.9%	1.8%	95.7%
		No	21	2	23
		1.7%	0.2%	1.9%	
	Total	1,182	24	1,206	
		95.6%	1.9%	97.6%	
Others	Yes	710	20	730	
		86.9%	2.4%	89.4%	
	No	69	5	74	
	8.4%	0.6%	9.1%		
Total	779	25	804		
	95.3%	3.1%	98.4%		

McNemar Test

	Value	Exact Sig. (2-sided)	
Type 1AB	1,206	1.000	
Others	804	<0.0005	**

Appendix 3-7

Evaluation Workshop

EVALUATION WORKSHOPS

1. Katuwellegama Maha Vidyalaya - 2 September 2004

Descriptions:

- Located in about 50 km from the capital Colombo
- All students from the local area, not particularly well-to-do households
- Only a few students remain up to A-Level class, with many failing to qualify and the better performers moving to other schools

Participants:

Principal

Teachers (9)

* all representatives of QE circles

Students (4)

Parents (3)

Evaluation team (4)

JICA Study Team (3)

Reported impacts and contributory causes:

Overall:

People from the area have a good opinion of the school after the project. Parents previously used to bypass the school and send their children to other schools far away have now changed. The number of applicants to join the school in 2005 increased to 92, compared to 72 last year.

Academic achievement:

In particular, improved academic performance in science and mathematics is clearly reported. According to the principal, the real impact will be seen only from the next examination because the change began to be felt mostly in the last four to five months.

Interest in studies:

Teachers confirmed students' increased interest in studies. Students in individual interviews also confirmed the change in the enthusiasm of the teachers and the increased interest in studies, among their friends. 'There are only three or four students in my class who are not interested now. Previously more than half the students were not allowing others to study.'

Other student indices:

Students like to come to school more than they did before. Teachers were more interested in teaching and the appearance of the school has improved. 'Even passengers say the school looks better now' (parent)

In addition, prior to this project there were problems with discipline. 'Teachers come early to class now, so students do not become unruly. Previously teachers took a long time before they come to class (student).'

Inputs – i. Change in school management and milieu:

Initial changes were of the appearance and neatness of school. Only from a few months ago, the attitude of teachers started to change which led to change the school culture. Now there is a role for teachers and for parents in the decision-making process.

Contributors to change in management and milieu:

Regular participation in QEC meetings and the process of consultation and sharing has led to progress in many areas. However students still seem to have rather little to say in school activities.

The change in school culture was strengthened after the Regional Workshop, the assessment of teachers by students and feedback from the monitoring visits. When they realised the importance of regular feedback and especially when the performance of all QE circles in the 25 schools were being compared, the the speed of improvement was pushed forward.

In addition, school-based workshop helped to give a better image of the school. Opportunities for school staff and students to participate was provided leading to an increase in self-esteem.

Inputs – ii. Better teaching methods and materials:

More than one source reported that there is a more active learning environment and that students participate much more in classroom activities. The principal has described as ‘ student-centred’ teaching style.

Inputs – iii. Improved infrastructure and facilities

The teacher in charge of the library claimed that there was a remarkable increase in its use following the improvements due to the project’s funding. ‘Now they come to the library and read, work with a computer or play chess whereas previously they caused problems and were difficult to control’

2. Hindagala Maha Vidyalaya – 5 September 2004

Descriptions:

- Medium sized school in the hill country
- Parents are mostly low-income
- Students often try to go to the ‘better’ schools far away, if possible

Participants:

Principal

Co-ordinator

Teachers (6)

Students (4)

Parents (2)

Evaluation team (3)

JICA Study Team and counterparts (4)

Reported impacts and contributory causes:

Overall:

Most of the reports state enthusiastically that the school has changed recently. Particularly in ways of how students and parents see the school. All parents, teachers and students showed genuine pleasure when talking on school’s achievements.

Academic achievement:

Parents, students and teachers all reported, with great conviction and joy, that students were performing much better.

Interest in studies:

The two parents attended have both stated how happy they are now to see children’s interest to their studies. Students commented in the individual interviews that the mood in the classrooms had changed. Other students who had previously made fun of schoolwork were now either interested, or remain quiet.

All students have showed improvement in the 100-box exercises and science as well. ‘We even feel like going to the laboratory by ourselves and learning things now.’ There is much more opportunity for students to see and do things and show’ (parent).

Other student indices:

There is a definite improvement reported regarding students’ discipline. Also they are more interested in academic and extra-curricula activities.

Inputs – i. Change in school management and milieu:

Ownership of events seems to have moved towards students. They are respected, almost as equals, by several teachers. This is surprising in a culture where teachers are usually looked at as awe, or with fear. Decisions appear to be much more in the hands of the school staff, and parents and students too, rather than the principal alone. Students seem to be proud of them and also begun to have a sense of responsibility.

Contributors to change in management and milieu:

Working together in QE circles, regular inputs from the monitoring, and a stimulus to look at the culture among the staff, following the Regional Workshop in Rambukpitiya have al

contributed. 'We came to Rambukpitiya Regional Workshop completely disheartened, but we saw where we were going wrong. Thus we left with much hope'(teacher).

Later the school began to address those who were obstructing progress and always saying 'Can't' and 'Won't'. Some of them became less negative and participated in activities to improve the school. 'Some people who could never smile before were smiling after your school visit.'(teacher).

Inputs – ii. Better teaching methods and materials

The teaching style has changed considerably towards helping children to discover and learn, instead of being taught by just listening to the teacher reading the textbook. 'Previously the teacher talks and we write. Our abilities are now expressed and teachers now sometimes watch while we teach or explain things – this never happened earlier'.

Inputs – iii. Improved infrastructure and facilities

Now children spend a great time at the play garden and it has helped to stimulate the change of the mood. This was used not only for primary students, but also to explain things related to science and mathematics. The improved laboratory facilities went beyond just an opportunity to do experiments; it changed the attitude of students to learn-by-doing.

3. Devi Balika Vidyalaya – 6 September 2004

Description:

- Large National School, situated in the capital Colombo
- High performance in public examinations
- High demand for scholarships to apply for good schools selected by Grade 5 examination

Participants:

Acting principal

Deputy principal

Coordinator

Teachers (6)

Students (4)

Parent

Past pupil

Evaluation team (4)

JICA Study Team and counterparts (3)

Reported impacts and contributory causes

Overall:

Improvement in the commitment and enthusiasm of a majority of teachers is the key finding. This is all the more impressive because the school was already amongst the highest performers and teachers were already pressed hard to do their teaching well, thus the room for improvement seemed to be small at first.

On the other hand, more interested in science and mathematics but not much improvement in the attitude towards school despite the visible change of teachers.

Academic achievement:

Although the school was already one of the highest performers, there was improvement in exams within the school after this project began. At the last GCE (O-Level) examination, no student had failed any subject for the first time.

However students did not seem to appreciate the fact that their academic performance had improved. They speculated that a few disgruntled 'bookworms' were creating a negative mood, because there was a shift in teaching towards giving such students a more active role.

Interest in studies:

No significant increase was reported overall except the growth of interest in computer studies and the use of computers due to the improved facilities. An increase in interest towards science and mathematics was also reported, but not with great enthusiasm.

Other student indices:

No other improvements among students were convincingly reported.

Inputs – i. Change in school management and milieu:

The biggest change is that students have the opportunity to give specific feedback to individual teachers about their performance. Teacher interest and enthusiasm has definitely grown afterwards.

Contributors to change in management and milieu:

The idea of getting the opinion of students about teacher's performance followed a suggestion given at the Regional Workshop held in Colombo. All teachers got a profile of their strong and weak areas which was a great feedback for them.

Inputs – ii. Better teaching methods and materials:

Both teachers and students report better teaching as a result of increased enthusiasm. Changes in style of teaching to make students play an active role has contributed to improve grades, but does not seem to be greatly appreciated by the students.

Inputs – iii. Improved infrastructure and facilities:

Better access to computers is a positive development that the students report with enthusiasm. So are the improved laboratory facilities. The improvement in teaching environment, by the provision of a proper staff room to keep their private things and to rest has clearly contributed in teacher's attitude towards teaching.

4. Poonagala Tamil Maha Vidyalaya – 10 September 2004

Descriptions:

- Tamil plantation school with little physical facilities
- Teaches in Tamil medium
- Most students are from poor homes, emphasis on academic studies has only recently begun

Participants:

Principal

Co-ordinator

Teachers (8)

Students (20)

Parents (5)

Past pupil

Evaluation team

JICA Study Team (3)

Reported impacts and contributory causes

Overall:

All reports confirm significant improvement. Previously the school was very disorganised. The majority of teachers have become more active and interested in teaching. Students are also more involved in studies and parent participation is high now. Respect and liking for the school has increased. The demand for the school has gone up but they are not able to take new students to Grade 1 because of the lack of teachers.

Academic achievement:

Students are clearly more competent in mathematics. In science previously six to eight students scored zero marks at school examinations, however this year there is no student with zero marks.

Interest in studies:

The time and energy spent on studies has clearly increased. Not only in academic context but also enthusiasm and joy towards study appears to be more widespread than ever. Interest in mathematics has increased owing to the use of 100-box calculation.

Other student indices:

Students behave more decently than before. 'Only one fourth of the students were in class in the morning when I came previously. Now nearly all are present well before I come. If anyone is late the others give a reason'(Maths teacher) 'Nobody answered to a question earlier, now nearly 75% answers'.

Inputs – i. Change in school management and milieu:

Teachers are in short supply. They were all previously discouraged because many vacancies had not been filled. The shortage persists, with only 18 teachers on the staff, of a cadre of 53. Despite this, teaching is now proceeding with great enthusiasm. Now teachers start extra classes one hour earlier than other schools (7am) despite the poor transport to school

Contributors to change in management and milieu:

An improvement in co-operation among teachers is strongly visible. 'In the past we just did our subject and left. Now after the QE circle activities, we have become one family' (teacher)

Teachers and parents all comment on the change in the principal's attitude to the process started at the Regional Workshop. 'After seeing some of the things that changed dramatically after our staff went to a workshop in Trincomalee, we thought that students should also be given a chance to go to this Regional Workshop' (teacher). The project devised to provide the poorest children with exercise books, pens, pencils and other basic needs has also made everybody happier.

Inputs – ii. Better teaching methods and materials:

The main improvement is the time spent on teaching. Their interest in teaching and quality of teaching has improved as well. 'Previously teaching was to cover the syllabus. Now it is to make sure that children learn.' (teacher) This came about after the students started assessing teachers following the Regional Workshop. The open class system seemed to be good but the lack of teachers made it difficult to implement.

Inputs – iii. Improved infrastructure and facilities

The teachers' quarters has led to a big change. Students are able to access the teachers even before and after school hours. Staff members get together at quarters and most school activities are planned there.

The video equipment and the increase of library books available for students have made a big change. These provide things for children to do after school.

Appendix 3-8

Results of Survey on Teaching Time

Results of Survey on Teaching Time

School	Grade	Subject	Recommended Teaching Time	Actual Teaching Time		Total Lost Time	Lost Time Category			Total Lost Time	
			(Min.)	(Min.)	(%)	(Min.)	1	2	3	(%)	
						(%)	(%)	(%)	(%)		
P/CP/1/S/1	Hindagala Maha Vidyalaya	4	Maths	11,640	9,300	79.9	2,340	12.6	7.0	0.5	20.1
			ERA	13,968	10,998	78.7	2,970	14.6	6.2	0.4	21.3
		8	Maths	9,312	7,512	80.7	1,800	13.1	5.8	0.4	19.3
			Science	9,312	5,652	60.7	3,660	30.3	8.6	0.4	39.3
		10	Maths	9,312	7,512	80.7	1,800	12.9	6.0	0.4	19.3
Science	9,312		6,952	74.7	2,360	18.5	6.4	0.4	25.3		
P/CP/2/R/2	Rambukpitiya Maha Vidyalaya	4	Maths	11,640	8,415	72.3	3,225	16.4	7.7	3.6	27.7
			ERA	13,968	10,143	72.6	3,825	15.9	7.8	3.7	27.4
		8	Maths	9,312	7,192	77.2	2,120	12.0	6.9	3.9	22.8
			Science	9,312	7,232	77.7	2,080	9.0	9.5	3.9	22.3
		10	Maths	9,312	6,472	69.5	2,840	19.3	7.7	3.4	30.5
Science	9,312		7,592	81.5	1,720	7.7	7.3	3.4	18.5		
P/CP/3/P/3	St. Andrews T.V.	4	Maths	11,640	9,900	85.1	1,740	13.4	1.5	0.0	14.9
			ERA	13,968	11,778	84.3	2,190	14.2	1.5	0.0	15.7
		8	Maths								
			Science								
		10	Maths								
Science											
P/CP/1/S/4	Mahaweli Maha Vidyalaya	4	Maths	11,640	9,360	80.4	2,280	5.9	13.7	0.0	19.6
			ERA	13,968	11,073	79.3	2,895	6.3	14.4	0.0	20.7
		8	Maths	9,312	6,132	65.9	3,180	19.8	14.4	0.0	34.1
			Science	9,312	5,212	56.0	4,100	29.0	15.0	0.0	44.0
		10	Maths	9,312	6,659	71.5	2,653	15.3	13.2	0.0	28.5
Science	9,312		6,272	67.4	3,040	19.9	12.7	0.0	32.6		
N/NC/0/S/5	Ananda Balika National School	4	Maths	11,640	7,610	65.4	4,030	21.7	12.9	0.0	34.6
			ERA	13,968	10,018	71.7	3,950	15.6	12.7	0.0	28.3
		8	Maths	9,312	6,202	66.6	3,110	15.4	18.0	0.0	33.4
			Science	9,312	5,142	55.2	4,170	26.7	18.0	0.0	44.8
		10	Maths	9,312	5,379	57.8	3,933	29.4	12.9	0.0	42.2
Science	9,312		6,672	71.6	2,640	15.5	12.9	0.0	28.4		
P/NC/2/R/6	Thammennapura Vidyalaya	4	Maths	11,640	10,530	90.5	1,110	6.2	3.4	0.0	9.5
			ERA	13,968	12,348	88.4	1,620	7.5	4.1	0.0	11.6
		8	Maths	9,312	7,002	75.2	2,310	19.7	5.2	0.0	24.8
			Science	9,312	7,632	82.0	1,680	12.9	5.2	0.0	18.0
		10	Maths	9,312	7,002	75.2	2,310	19.7	5.2	0.0	24.8
Science	9,312		7,652	82.2	1,660	12.9	4.9	0.0	17.8		
P/NC/2/S/7	Mihintale Pathiraja Tennekoon Kanishta Vidyalaya	4	Maths	11,640	8,780	75.4	2,860	16.0	8.6	0.0	24.6
			ERA	13,968	10,928	78.2	3,040	13.9	7.9	0.0	21.8
		8	Maths	9,312	6,852	73.6	2,460	19.5	6.9	0.0	26.4
			Science	9,312	6,972	74.9	2,340	16.1	9.0	0.0	25.1
		10	Maths								
Science											
N/NE/0/U/8	St. Mary's College	4	Maths	11,640	10,320	88.7	1,320	6.5	4.3	0.5	11.3
			ERA	13,968	12,648	90.5	1,320	5.4	3.6	0.4	9.5
		8	Maths	9,312	7,159	76.9	2,153	9.0	12.3	1.8	23.1
			Science	9,312	7,059	75.8	2,253	10.7	11.7	1.7	24.2
		10	Maths	9,312	7,079	76.0	2,233	8.2	14.2	1.6	24.0
Science	9,312		6,492	69.7	2,820	14.9	13.7	1.6	30.3		
N/NE/0/U/9	Vembadi Girls' High School	4	Maths								
			ERA								
		8	Maths	9,312	6,899	74.1	2,413	13.0	12.5	0.4	25.9
			Science	9,312	6,912	74.2	2,400	9.9	15.5	0.4	25.8
		10	Maths	9,312	7,085	76.1	2,227	9.3	14.2	0.4	23.9
Science	9,312		6,925	74.4	2,387	9.7	15.5	0.4	25.6		

School	Grade	Subject	Recommended Teaching Time	Actual Teaching Time		Total Lost Time	Lost Time Category			Total Lost Time	
			(Min.)	(Min.)	(%)	(Min.)	1	2	3	(%)	
							(%)	(%)	(%)		
P/NE/0/S/10	Canagaratnam Madya Maha Vidyalayam	4	Maths								
		ERA									
	8	Maths	9,312	7,252	77.9	2,060	12.7	9.5	0.0	22.1	
		Science	9,312	7,232	77.7	2,080	12.9	9.5	0.0	22.3	
	10	Maths	9,312	6,939	74.5	2,373	16.0	9.5	0.0	25.5	
Science		9,312	6,765	72.7	2,547	17.9	9.5	0.0	27.3		
P/NW/0/S/11	Wen Girls' College - Dankotuwa	4	Maths	11,640	10,520	90.4	1,120	7.0	2.6	0.0	9.6
		ERA	13,968	12,788	91.6	1,180	6.3	2.1	0.0	8.4	
	8	Maths	9,312	7,992	85.8	1,320	11.5	2.7	0.0	14.2	
		Science	9,312	7,579	81.4	1,733	16.3	2.3	0.0	18.6	
	10	Maths	9,312	7,552	81.1	1,760	16.2	2.7	0.0	18.9	
Science		9,312	7,259	77.9	2,053	19.6	2.4	0.0	22.1		
P/NW/3/R/12	Gonulla Kanishta Vidyalaya	4	Maths	11,640	10,640	91.4	1,000	8.6	0.0	0.0	8.6
		ERA	13,968	13,248	94.8	720	5.2	0.0	0.0	5.2	
	8	Maths									
		Science									
	10	Maths									
Science											
N/NW/0/U/13	Maliyadeva Balika Vidyalaya	4	Maths	11,640	10,500	90.2	1,140	7.2	2.6	0.0	9.8
		ERA	13,968	12,318	88.2	1,650	8.9	2.9	0.0	11.8	
	8	Maths	9,312	8,205	88.1	1,107	10.9	1.0	0.0	11.9	
		Science	9,312	8,379	90.0	933	9.2	0.9	0.0	10.0	
	10	Maths	9,312	8,192	88.0	1,120	11.2	0.9	0.0	12.0	
Science		9,312	8,319	89.3	993	9.7	1.0	0.0	10.7		
P/SB/2/R/14	Maduwanwela Sri Sarananda Vidyalaya	4	Maths	11,640	6,420	55.2	5,220	32.5	3.4	8.9	44.8
		ERA	13,968	8,008	57.3	5,960	32.4	3.0	7.3	42.7	
	8	Maths	9,312	7,032	75.5	2,280	13.1	3.4	7.9	24.5	
		Science	9,312	7,159	76.9	2,153	12.6	3.0	7.5	23.1	
	10	Maths	9,312	7,012	75.3	2,300	14.2	3.0	7.5	24.7	
Science		9,312	6,112	65.6	3,200	23.2	3.4	7.7	34.4		
P/SB/2/R/15	Galpaya Vidyalaya	4	Maths	11,640	9,840	84.5	1,800	6.5	3.8	5.2	15.5
		ERA	13,968	12,168	87.1	1,800	5.4	3.2	4.3	12.9	
	8	Maths	9,312	7,712	82.8	1,600	9.7	2.4	5.2	17.2	
		Science	9,312	6,972	74.9	2,340	16.8	2.8	5.6	25.1	
	10	Maths	9,312	7,272	78.1	2,040	15.0	2.6	4.3	21.9	
Science		9,312	6,672	71.6	2,640	18.9	3.0	6.4	28.4		
P/SB/2/P/16	Golinda Tamil Kanishta Vidyalayam	4	Maths	11,640	9,660	83.0	1,980	16.0	1.0	0.0	17.0
		ERA	13,968	12,098	86.6	1,870	12.7	0.7	0.0	13.4	
	8	Maths	9,312	8,272	88.8	1,040	9.9	1.3	0.0	11.2	
		Science	9,312	8,112	87.1	1,200	11.6	1.3	0.0	12.9	
	10	Maths	9,312	8,312	89.3	1,000	9.5	1.3	0.0	10.7	
Science		9,312	7,832	84.1	1,480	14.6	1.3	0.0	15.9		
N/SP/0/R/17	Vijaya National College	4	Maths								
		ERA									
	8	Maths	9,312	7,732	83.0	1,580	7.0	9.9	0.0	17.0	
		Science	9,312	7,162	76.9	2,150	12.1	11.0	0.0	23.1	
	10	Maths	9,312	8,005	86.0	1,307	5.0	9.0	0.0	14.0	
Science		9,312	7,425	79.7	1,887	11.4	8.9	0.0	20.3		
N/SP/0/S/18	Rajapaksa Central College	4	Maths								
		ERA									
	8	Maths	9,312	4,539	48.7	4,773	36.2	15.0	0.0	51.3	
		Science	9,312	5,772	62.0	3,540	27.1	11.0	0.0	38.0	
	10	Maths	9,312	6,352	68.2	2,960	20.5	11.3	0.0	31.8	
Science		9,312	6,912	74.2	2,400	14.5	11.3	0.0	25.8		

School	Grade	Subject	Recommended Teaching Time	Actual Teaching Time		Total Lost Time	Lost Time Category			Total Lost Time
			(Min.)	(Min.)	(%)	(Min.)	1	2	3	(%)
						(%)	(%)	(%)	(%)	
P/SP/2/R/19	4	Maths	11,640	7,080	60.8	4,560	31.6	5.5	2.1	39.2
		ERA	13,968	11,728	84.0	2,240	13.2	2.3	0.6	16.0
	8	Maths	9,312	7,052	75.7	2,260	18.9	4.3	1.1	24.3
		Science	9,312	7,292	78.3	2,020	16.5	3.9	1.3	21.7
	10	Maths	9,312	7,612	81.7	1,700	13.5	3.7	1.1	18.3
Science		9,312	7,192	77.2	2,120	18.0	3.7	1.1	22.8	
P/UV/1/P/20	4	Maths	11,640	8,280	71.1	3,360	25.3	3.6	0.0	28.9
		ERA	13,968	10,608	75.9	3,360	21.0	3.0	0.0	24.1
	8	Maths	9,312	7,032	75.5	2,280	21.0	3.4	0.0	24.5
		Science	9,312	6,019	64.6	3,293	31.9	3.4	0.0	35.4
	10	Maths	9,312	7,712	82.8	1,600	13.7	3.4	0.0	17.2
Science		9,312	5,272	56.6	4,040	39.9	3.4	0.0	43.4	
N/UV/0/U/21	4	Maths	11,640	9,980	85.7	1,660	9.1	1.5	3.6	14.3
		ERA	13,968	12,308	88.1	1,660	7.6	1.1	3.2	11.9
	8	Maths	9,312	5,672	60.9	3,640	30.5	5.2	3.4	39.1
		Science	9,312	6,352	68.2	2,960	22.5	5.3	4.0	31.8
	10	Maths	9,312	7,205	77.4	2,107	13.9	4.9	3.9	22.6
Science		9,312	6,619	71.1	2,693	20.3	5.0	3.6	28.9	
P/WP/3/R/22	4	Maths	11,640	9,000	77.3	2,640	13.1	4.8	4.8	22.7
		ERA	13,968	11,988	85.8	1,980	1.6	6.3	6.3	14.2
	8	Maths								
		Science								
	10	Maths								
Science										
N/WP/0/U/23	4	Maths	11,640	10,360	89.0	1,280	6.9	4.1	0.0	11.0
		ERA	13,968	12,288	88.0	1,680	7.9	4.2	0.0	12.0
	8	Maths	9,312	7,232	77.7	2,080	16.3	6.0	0.0	22.3
		Science	9,312	7,792	83.7	1,520	10.6	5.7	0.0	16.3
	10	Maths	9,312	8,099	87.0	1,213	9.0	4.0	0.0	13.0
Science		9,312	8,112	87.1	1,200	7.7	5.2	0.0	12.9	
P/WP/1/R/24	4	Maths	11,640	7,890	67.8	3,750	18.8	13.4	0.0	32.2
		ERA	13,968	10,413	74.5	3,555	17.6	7.8	0.0	25.5
	8	Maths	9,312	6,622	71.1	2,690	11.9	17.0	0.0	28.9
		Science	9,312	6,186	66.4	3,127	16.6	17.0	0.0	33.6
	10	Maths	9,312	6,092	65.4	3,220	13.3	21.3	0.0	34.6
Science		9,312	4,972	53.4	4,340	24.7	21.9	0.0	46.6	
N/WP/0/U/25	4	Maths								
		ERA								
	8	Maths	9,312	7,739	83.1	1,573	7.2	9.7	0.0	16.9
		Science	9,312	7,845	84.2	1,467	6.6	9.2	0.0	15.8
	10	Maths	9,312	7,992	85.8	1,320	3.9	10.3	0.0	14.2
Science		9,312	7,772	83.5	1,540	6.2	10.3	0.0	16.5	
Average			10,421	8,082	77.6	2,339	14.5	6.7	1.2	22.4

**FINAL REPORT
SUPPORTING REPORT**

**PART IV
THE PRE-FEASIBILITY STUDY
FOR
THE MINIMUM SCHOOL FACILITIES
IMPROVEMENT IN THE PRIMARY AND
SECONDARY LEVELS**

**THE MASTER PLAN STUDY FOR THE DEVELOPMENT OF SCIENCE AND
MATHEMATICS IN THE PRIMARY AND SECONDARY LEVELS IN THE
DEMOCRATIC SOCIALIST REPUBLIC OF SRI LANKA**

**FINAL REPORT: SUPPORTING REPORT
PART IV
THE PRE-FEASIBILITY STUDY
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CHAPTER 1 STUDY BACKGROUND AND OBJECTIVES

1.1 Background

JICA has been conducting the Master Plan study for the development of Science and Mathematics in the primary and second levels in Sri Lanka. A long-term program with the target year of 2012 will be formulated in the Master Plan. One of the six components included in the Master Plan is the minimum school facilities improvement plan for type 2 and 3 schools..

1.2 Objectives

Objectives of this study are to formulate a long-run improvement plan (up to the year 2012) for the improvement of the minimum school facilities in type 2 and type 3 schools and to select the priority plan for which this pre-feasibility study is made.

CHAPTER 2 STUDY APPROACH

The Study approach focuses on the review and finalization of long and short lists prepared by Provincial Departments of Education, the introduction of the new prototype models and the formulation of the improvement project of the minimum school facilities to be implemented up to the year 2006.

A flow chart of the study approach is shown in Figure 1.

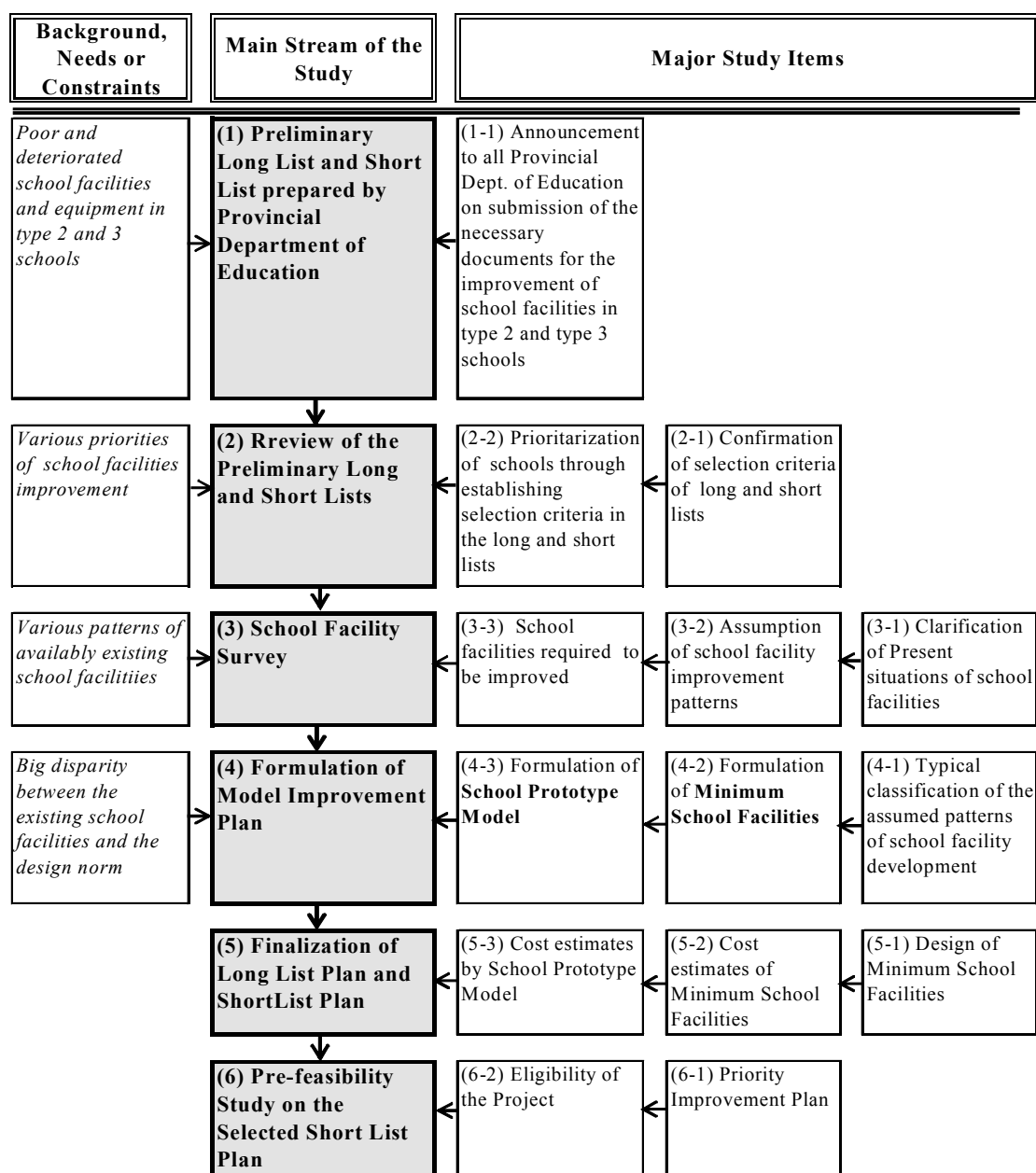


Figure 1 Flow Chart of Study Approach

CHAPTER 3 SCHOOL FACILITY SURVEY

3.1 Methodology

3.1.1 Objectives of the Survey

Objectives of the school facility survey are as follows:

- a) To clarify the present situations of the existing school facilities in the selected type 2 and type 3 schools
- b) To classify the school facilities that require improvement

3.1.2 Selection of the Survey Sites

Out of the preliminary short list prepared by each Provincial Department of Education, 120 schools were selected as the sites of the School Facility Survey taking into consideration the school priority orders described in the list and also very difficult and difficult areas, which show the order of difficulties for the public infrastructure development. The number of the sites by Province was decided by the present provincial share of the existing type 2 and 3 schools.

Survey sites are as shown in Table 1.

Table 1 Sites for the School Facility Survey

Province	Survey Sites		
	Type 2 School	Type 3 School	Total
1. Western	9	7	16
2. Central	13	5	18
3. Southern	6	7	13
4. Northern	6	6	12
5. Eastern	10	1	11
6. North Western	9	6	15
7. North Central	8	2	10
8. UVA	5	6	11
9. Sabaragamuwa	12	2	14
Total	78	42	120

Source: JICA Study Team

3.1.3 Survey Method

Survey period was from June 16 to June 26, 2003. Advance notice to each site was issued through the MOE to ensure undertakings of each school so that the survey team conducted the survey smoothly.

The School Facility Survey consists of questionnaire survey and complementary sketch survey. Major items of the questionnaire are as follows:

- a) Name, location and established year of the school
- b) School type (type 2 or type 3)
- c) Land ownership and land area
- d) Number of students by grade
- e) Number of teachers
- f) Number of existing buildings /blocks
- g) School maintenance activities by SDS
- h) Pass rates of O-Level (ordinary level)
- i) Other Donor's cooperation
- j) Requests for the school improvement from a school principal
- k) Existing conditions (availability) of buildings, facilities, infrastructure, furniture and equipment
- l) Type of existing building structures
- m) Type of assumed prototype models

Questionnaire sheets for the survey are as shown in Annex Table 1.

The sketch survey is conducted to clarify the layouts and sizes of the existing buildings and facilities.

3.2 Results

3.2.1 General Aspects of the Sites

According to the survey results, 15 sites are located in urban areas and 105 sites in rural areas. Land ownerships' of the sites are mainly the MOE or Provincial Councils. Only site was privately owned. On average, the number of students per teacher is twenty two. School Development Society (SDS) maintains the school facilities in 113 sites. Pass rates of O-Level for science and mathematics are relatively low. Pass rate of less than 30 % for science was found at 18 sites and the same rate for mathematics at 37 sites. Forty five (45) sites have experiences of school facility improvement assisted from other donors, namely ADB, WB, SIDA, and BOI (Board of Investment Sri Lanka).

Schools to take part in the Pre-Feasibility Study are to be the schools with the student numbers from 50 to 400 as mentioned in Chapter 6. Thirty (30) sites, however, exceed by 400 students and one site has less than 50 students. Finally, 89 sites consisting of 80 sites in rural areas and 9 sites in urban areas were selected for the Pre-Feasibility Study.

3.2.2 Present Situations of the Existing School Facilities

Out of the 89 survey sites, 78 sites in rural areas get water from the wells. Two (2) sites in rural areas have no water supply. In urban areas most of the sites are served by the public water mains. Toilet facilities for students and teachers are not in a good condition in most of the sites. Only 16 sites have good toilet facilities. Water supply at smaller schools of 50 to 80 students faces maintenance problems.

Many urban schools have problems of vandalism due to unavailability of proper perimeter fences and gates. Seventy five (75) % of rural sites have no perimeter fences and gates where the sites are located on large land areas. Seventy five (75) % of urban sites have been affected by flash floods due to the unavailability of proper internal drains. Regarding availability of electricity, 67 % of urban sites are connected but only 35 % of rural sites are connected.

Fifty five (55) % of urban sites have proper access roads since those schools in urban sites are located close to the main roads. On the other hand, 51 % of rural sites have poor access roads since access to those schools is along difficult paths

Floor areas of most existing classrooms are rather smaller than the required floor areas of the MOE facility norm. Roofing, walls and floors have deteriorated or are not present in those schools. Thirty (30) sites in rural areas have the classes in a single building with no partitions in-between classrooms. Students in those classrooms face difficulties in concentrating on their studies. Furniture in the classrooms has deteriorated at most sites.

The activity room is a convenient classroom for multi-purpose use. Thirty three (33) % of urban sites and 15 % of rural sites have this facility. A library is more important for rural sites rather than for urban sites because the students in rural area have few books. Only 15 % of rural sites have libraries. Laboratory equipment is not present in schools with small student numbers. Some schools with large enrollments have no laboratory.

Teacher quarters in urban areas have low priority because teachers can find accommodation easily. However, teacher quarters in rural areas are a high priority issue because teachers cannot find proper accommodation easily. Only 12 % of rural sites have teacher quarters.

The summary of the data consolidation for the questionnaire are shown in Annex Table 2.

3.2.3 Components of Required Facilities

According to the requests from 89 school principals, components requiring in the schools are classified by the size of school enrollment. That accounts for larger schools getting more improvements.

The group 1 corresponding to 8 sites (schools with enrollments of 50 to 80 students) limits the request for the basic facility. New constructions of water supply, toilet, staff quarters and a principal's room are particularly required due to lack of those facilities or because they have deteriorated.

Components required in the group 2 corresponding to 24 sites (schools with enrollments from 81 to 200 students) are divided into three patterns: pattern 1 (components of the basic facilities), the pattern 2 (components equipped with some particular rooms) and the pattern 3 (components equipped fully). Components of the basic facilities are very similar to the components of first group. In proportion to the student numbers, particular rooms such as an activity room and a library are required in pattern 2. Pattern 3 includes a laboratory in most sites where electricity is available.

The group 3 corresponding to 57 sites (schools with enrollments from 201 to 400 students) is in a similar situation to the pattern 2 or 3 of the second group.

Relations of availabilities and requests of the school facilities according to the student number are as shown in Figure 2.

School Group classified by enrollment	No. of sites corresponding to the pattern of available and required components	Availability of components (upper row) and required components (lower row)	School Facilities and Equipment														
			(a) Water supply	(b) Toilet	(c) Class room	(d) Class room furniture & equipment	(e) Staff quarter	(f) Principal room/Staff rest room	(g) Access road	(h) Perimeter fencing & main gate	(i) Staff toilet	(j) Rain water drain	(k) Activity room	(l) Library	(m) Electricity	(n) O/Level laboratory	(o) Laboratory furniture & equipment
Group 1 50 to 80 students	5	Availability															
		Required	●	●	▲	▲	●	●									
	3	Availability															
		Required	▲	▲	▲	▲	●	●	▲	▲							
Group 2 51 to 200 students	6	Availability															
		Required	●	●	▲	▲	●	▲	▲								
	9	Availability															
		Required	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
	9	Availability															
		Required	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
Group 3 201 to 400 students	14	Availability															
		Required	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
	43	Availability															
		Required	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲

(Legend)	Availability	□	: Available
		▨	: Partially Available
		■	: Not Available
	Required	●	: Required for New Constructions
		▲	: Required for Reconstructions or Repairs
		□	: Not Required

Source: JICA Study Team

Figure 2 Availability and Requirement of the School Facilities by School Group

CHAPTER 4 MINIMUM SCHOOL FACILITIES AND MODEL PLAN FOR IMPROVEMENT

4.1 Components of the Minimum School Facilities

Taking into account the priorities of the physical improvement and the results of discussions with the MOE, minimum school facilities are defined as shown in Table 2. Components of the minimum school facilities are listed according to the priority order.

Table 2 Minimum School Facilities

Components	Standard specification
(a) Water Supply	Hand or electric Pump. Surface water tank or overhead water tank
(b) Toilet	2 booths for the schools with the students from 50 to 80, 5 from 81 to 200 students, 10 from 201 to 400 students. A septic tank and a soil pit
(c) Class Room	For 40 students/room, Floor: color cement and screed, Wall: solid cement brick and mortar and paint finish, Roof: calicut tiles on timber frame and steel truss, Doors: plywood with wooden frame, Windows: weld mesh with wooden frame
(d) Class Room Furniture	Student's desk/chair, Teacher's table/chair, Blackboard, Lockable Cupboard, Shelf, a kit of drawing aid for a blackboard
(e) Staff Quarter	2 single room units for the schools with the students from 50 to 80, 2 two room units from 81 to 400
(f) Principal's Room/Staff Rest Room	36 m ² for the schools with the students from 50 to 80, 54m ² from 81 to 400
(g) Access Road	3 m wide and 30m long
(h) Perimeter Fencing and Main Gate	Barbed wire fence around school and gate at the entrance
(i) Staff Toilet	2 booths
(j) Rain Water Drain	300mm wide x 450 mm deep (depth varies)
(k) Activity Room	Use for information, dancing, work shop and food unit
(l) Library	90 m ²
(m) Electricity	60 Amp single phase (minimum) lights in all areas. 5 Amp power sockets in principal's room, Laboratory and Staff quarters.
(n) O/L Laboratory	72 m ² . Work top and open shelves
(o) O/L Laboratory Furniture and Equipment	Teacher's table and desk, Benches and Stools, Lockable cupboards, a blackboard and Laboratory kit

Source: JICA Study team

Present situations of the provincial schools are classified into three types in accordance with the stages of the development of the school facilities.

Characteristics of the three types are summarized as follows and illustrated in Annex Figure 1.

a) Primitive School Type

Schools categorized in this type have basically only classroom. Schools located in remote areas have no water supply and toilets.

b) Developing School Type

Schools in this type have more school facilities than the primitive school type. This type includes not only a Principal's room but also an activity room and a library. Some schools have a library or a laboratory separated from classroom blocks.

c) Minimum Equipped School Type

Schools in this type have larger student numbers and more facilities compared to the other two types. Some schools include multi-stories blocks, staff quarters and electricity.

4.2 Model Plan for the Improvement of Minimum School Facilities

Model Plan is formulated for the improvement of minimum school facilities by augmenting the existing school facilities with the necessary minimum school facilities on the basis of the three school types mentioned in the preceding section. Seven school prototype models are established.

Features of the seven models are summarized as shown below.

a) Model 1:

To provide the primitive school type with water supply, toilets, staff quarters and a principal's room for the group 1

b) Model 2:

To provide the primitive school type with staff quarters and a principal's room for the group 1

c) Model 3:

To provide the developing school type with water supply, toilets and staff quarters for the group 2

d) Model 4:

To provide the developing school type with an activity room for the group 2

e) Model 5:

To upgrade to the group 2 the minimum equipped school type

f) Model 6:

To provide the developing school type with special rooms for the group 3

g) Model 7:

To upgrade to the group 3 the minimum equipped school type

The proposed prototype model is summarized in Figure 3 indicating relations between student enrollments, the necessary minimum school facilities and the prototype model.

School Size by No. of Students	Components of Minimum School Facilities	Existing School Pattern		Prototype Model		Existing School Pattern		Prototype Model		Existing School Pattern		Prototype Model		Existing School Pattern		Prototype Model		
		Existing School Pattern	Necessary Minimum School Facilities	Existing School Pattern	Necessary Minimum School Facilities	Existing School Pattern	Necessary Minimum School Facilities	Existing School Pattern	Necessary Minimum School Facilities	Existing School Pattern	Necessary Minimum School Facilities	Existing School Pattern	Necessary Minimum School Facilities	Existing School Pattern	Necessary Minimum School Facilities	Existing School Pattern	Necessary Minimum School Facilities	
Group 1 50 to 80 students	(a)Water supply	×	○	●	△	○	△											
	(b)Toilet	×	○	●	△	○	△											
	(c)Class room	△	○	▲	△	○	△											
	(d)Class room furniture & equipment	△	○	▲	△	○	△											
	(e)Staff quarter/Accommodation	×	○	●	×	○	●											
	(f)Principal room/Staff rest room	×	○	●	×	○	●											
	(g)Access road				△	○	△											
	(h)Perimeter fencing & main gate				△	○	△											
	(i)Staff toilet																	
	(j)Rain water drain																	
	(k)Activity room																	
	(l)Library																	
	(m)Electricity																	
	(n)O/Level laboratory(for type 2 and grade 9 of type3)																	
	(o)Laboratory furniture & equipment																	
Group 2 81 to 200 students	(a)Water supply					×	○	●	△	○	△	△	○	△				
	(b)Toilet					×	○	●	△	○	△	△	○	△				
	(c)Class room					△	○	▲	△	○	△	△	○	△				
	(d)Class room furniture & equipment					△	○	▲	△	○	△	△	○	△				
	(e)Staff quarter/Accommodation					×	○	●	△	○	△	△	○	△				
	(f)Principal room/Staff rest room					△	○	▲	△	○	△	△	○	△				
	(g)Access road					△	○	▲	△	○	△	△	○	△				
	(h)Perimeter fencing & main gate					△	○	▲	△	○	△	△	○	△				
	(i)Staff toilet					△	○	▲	△	○	△	△	○	△				
	(j)Rain water drain								△	○	△	△	○	△				
	(k)Activity room								×	○	△	△	○	△				
	(l)Library								△	○	△	△	○	△				
	(m)Electricity										△	○	△					
	(n)O/Level laboratory(for type 2 and grade 9 of type3)										△	○	△					
	(o)Laboratory furniture & equipment										△	○	△					
Group 3 201 to 400 students	(a)Water supply					△	○	▲	△	○	△	△	○	△				
	(b)Toilet					△	○	▲	△	○	△	△	○	△				
	(c)Class room					△	○	▲	△	○	△	△	○	△				
	(d)Class room furniture & equipment					△	○	▲	△	○	△	△	○	△				
	(e)Staff quarter/Accommodation					△	○	▲	△	○	△	△	○	△				
	(f)Principal room/Staff rest room					△	○	▲	△	○	△	△	○	△				
	(g)Access road					△	○	▲	△	○	△	△	○	△				
	(h)Perimeter fencing & main gate					△	○	▲	△	○	△	△	○	△				
	(i)Staff toilet					△	○	▲	△	○	△	△	○	△				
	(j)Rain water drain					△	○	▲	△	○	△	△	○	△				
	(k)Activity room																	
	(l)Library																	
	(m)Electricity																	
	(n)O/Level laboratory(for type 2 and grade 9 of type3)																	
	(o)Laboratory furniture & equipment																	

(Legend) Existing school pattern: ○:Available (Good condition), △:Partially available (Poor condition), ×:Not existing
 Minimum school facilities: ◎:To be improved
 Prototype Models: ●:New Construction/Provision, ▲: Rehabilitation/Additional provision, ×:Out of Scope

Figure 3 School Prototype Model

CHAPTER 5 LONG LIST FOR THE IMPROVEMENT OF THE MINIMUM SCHOOL FACILITIES

5.1 Proposed Long List

A preliminary long list for the minimum school facilities in type 2 and type 3 schools (provincial schools) to be improved up to the year 2012 was prepared by each Provincial Department of Education and submitted to the JICA Study Team. The preliminary long list includes the school name, educational zone and required components, and is summarized in the priority order. Out of 7,481 existing schools, 2,806 schools are nominated in the preliminary long list. This is the Government target of provincial schools to be improved by the year 2012.

Number of schools by Province in the preliminary long list is as shown in Table 3.

Table 3 Number of Schools by Province in the Preliminary Long List

Province	Existing Schools			Schools of Preriminaly Long List		
	Type 2 School	Type 3 School	Total	Type 2 School	Type 3 School	Total
1. Western	691	306	997	104	31	135
2. Central	529	600	1,129	204	134	338
3. Southern	552	278	830	142	186	328
4. Northern	608	825	1,433	306	374	680
5. Eastern						
6. North Western	637	289	926	153	95	248
7. North Central	348	272	620	353	136	489
8. UVA	375	267	642	205	73	278
9. Sabaragamuwa	506	398	904	281	29	310
Total	4,246	3,235	7,481	1,748	1,058	2,806

Source: Provincial Department of Education

5.2 Long List for the Improvement prepared by the JICA Study Team

On the basis of the preliminary list, the final long list for the improvement of the minimum school facilities is formulated by applying the following selection criteria.

- a) The schools with student enrollments from 50 to 400 students are included.
- b) The schools without clear improvement plan are excluded.

Out of 2,806 schools in the preliminary long list, 2,492 schools are selected in the final long list as shown in Annex Table 3.

CHAPTER 6 SELECTION OF PRIORITY IMPROVEMENT PLAN

6.1 Process of Selection

6.1.1 Preliminary Short List

Each Provincial Department of Education prepared a preliminary short list, which includes school name, education zone name, number of students, school type and requested school facilities. Three hundred and sixty (360) is the total number of schools in the preliminary short list and each province lists 40 priority schools.

Number of schools by school type in the preliminary short list is as shown in Table 4.

Table 4 Number of Schools in the Preliminary Short List

Province	Schools in the Preliminary Short List		
	Type 2 School	Type 3 School	Total
1. Western	22	18	40
2. Central	35	5	40
3. Southern	30	10	40
4. Northern	16	24	40
5. Eastern	35	5	40
6. North Western	22	18	40
7. North Central	36	4	40
8. UVA	29	11	40
9. Sabaragamuwa	37	3	40
Total	262	98	360

Source: Provincial Department of Education

6.1.2 Selection Criteria

Following a series of discussions with the MOE and Provincial Department of Education, the selection criteria for priority schools to be improved are summarized below.

- a) Schools located in very difficult and difficult areas are to be selected. (Those areas have the most difficulties for the public infrastructure development island wide. Categories of the indicators are by a hierarchy order such as very difficult, difficult, uncongenial, congenial and very congenial areas.)
- b) Schools with the enrollments from 50 to 400 students are to be selected.
- c) Schools without the minimum school facilities are to be selected.

Applying those criteria, the short list was revised again.

6.2 Finalization of the Short List

6.2.1 Budget of School Construction, Rehabilitation and Maintenance

There are two budget streams for school construction, rehabilitation and maintenance. One stream is through Ministry of Provincial Councils and Home Affairs (MPCHA) and the other through the MOE.

Provincial School Development Grant (PSDG) is a local budget which is allocated from the Finance Commission to MPCHA. The MPCHA allocates PSDG to each Provincial Council for construction, rehabilitation and maintenance of provincial schools. Meanwhile the MOE has a budget from the national Government for construction, rehabilitation and maintenance of National schools and manages the school construction projects.

Related organizations concerned with PSDG, the national budget and international and foreign funds for school construction, rehabilitation and maintenance are shown in Annex Figure 2.

Budgets for construction and rehabilitation of the provincial schools during past four years are shown in Table 5. Excluding the specially allocated DSD from 2002 budget, the budget amount ranges from Rs.320 million to Rs.550 million. Taking into account the increasing trend of the budget for PSDG, average of 2002 and 2003 or around Rs.500 million are assumed to be spent for future investment.

Table 5 Budget for Construction and Rehabilitation of the Provincial Schools

	Unit) Million Rs.			
Year	1999	2001	2002	2003
(1) Primary Schools	154	170	350	270
(2) Secondary Schools				
(2-1) DSD (Development School by Division)	0	0	400	185
(2-2) New Education Reform	231	150	200	
Total	385	320	950	455

Source: MOE

Allocated amount for year 2000 is not available.

6.2.2 Short List Selected by the JICA Study Team

Referring to the allocated PSDG for the facilities improvement of provincial schools, it is assumed that the priority improvement plan is to cover construction and rehabilitation during the next 3 years. The priority plan is, therefore, selected from the secondary list in due consideration that the ceiling investment cost is about Rs.1.5 billion or equivalent to three years budget.

For the selection, the total ceiling cost is distributed to each province in proportion to the number of the students. Priority schools are selected for each

province in their priority order using the estimated cost of prototype models within the ceiling allocated cost. The final number of schools thus selected is 257, distribution of which is presented in the following table. Details of the finally selected schools are shown in Annex Table 4.

Table 6 Number of Schools for the Short List

Province	School Prototype Model							Total
	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7	
1. Western	1	1	0	1	0	12	17	32
2. Central	1	0	0	1	7	2	19	30
3. Southern	1	0	0	2	1	8	5	17
4. Northern	0	0	3	2	0	10	13	28
5. Eastern	0	0	1	0	2	8	18	29
6 North Western	0	3	2	3	9	5	8	30
7. North Central	2	1	1	2	7	2	21	36
8. UVA	0	1	4	6	7	2	11	31
9. Sabaragamuwa	0	0	0	1	1	2	20	24
Total	5	6	11	18	34	51	132	257

Source: JICA Study Team

CHAPTER 7 IMPLEMENTING ORGANIZATION AND SCHEDULE

7.1 Implementing Organization

A Project Implementation Unit (PIU) is to be established for the implementation of the priority plan. PIU is responsible for evaluation and execution of the plan. Consultants are to be procured by the MOE and to be put under the PIU. The reasons of procurement of the Consultants are as follows:

a) Premature of the implementation plan

Improvement plan and cost estimate for the priority schools was prepared on the basis of the prototype model and their costs. Confirmation of project components and preliminary design for each of the priority schools are to be made prior to the project implementation.

b) Lack of experiences of supervision and monitoring of Provincial Department of Education

c) Needs for overall supervising services for procurement, construction and fund disbursement

For the implementation of the priority plan, two different implementing organizations are proposed.

One is to set up a steering committee under the MOE and MPCHA, and the PIU will be put under the steering committee. Another option is to set up the PIU under the MOE, which provides necessary supervising services using Consultants.

The proposed implementing organizations are presented in Figure 4.

7.2 Schedule

Priority improvement plan is planned to start from 2004 and continual for three years. First half of the 1st year is the period for additional School Facility Survey and detailed designs and the preparation of tender documents. The latter half of 1st year, 2nd year and 3rd year are for the construction periods.

Proposed implementation schedule is shown in Figure 5.

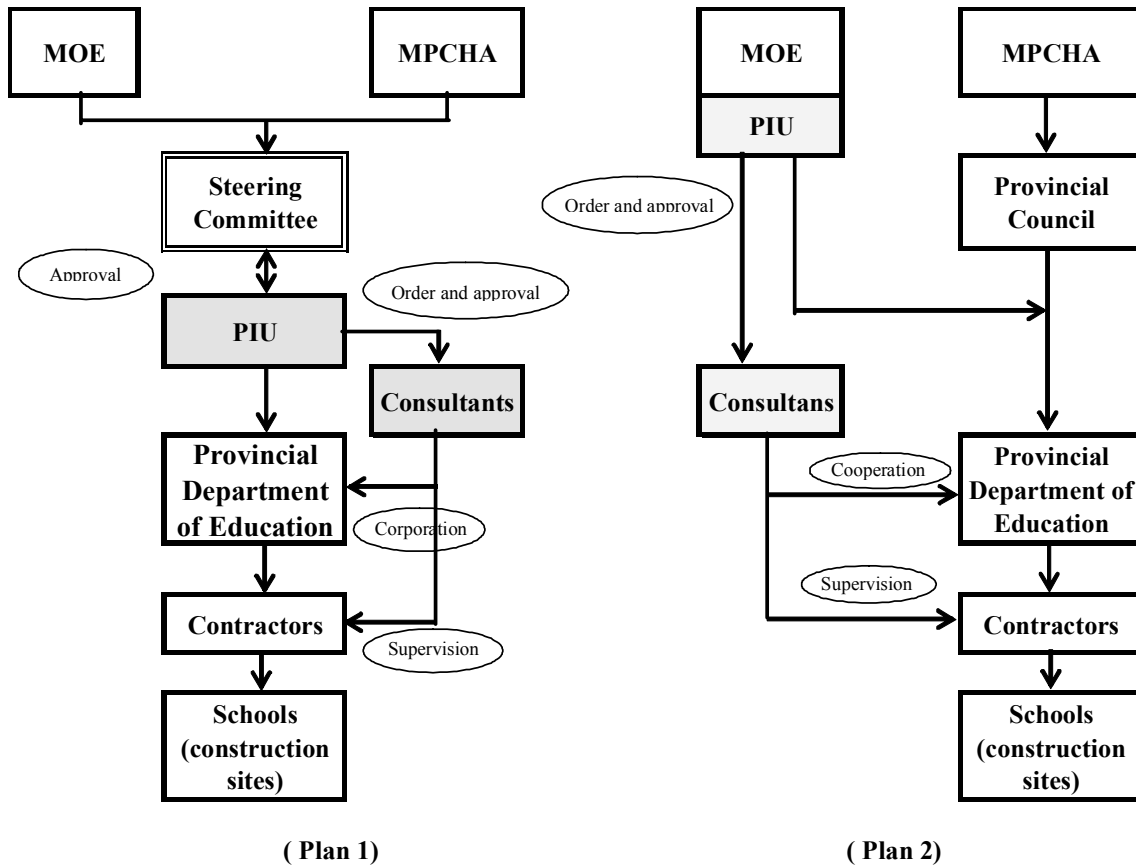


Figure 4 Implementing Organization chart

	1 st year												2nd year												3rd year											
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12
1. Constructions																																				
1.1 Tender	▲																																			
1.2 Contract	▲																																			
1.3 Construction 1	■																																			
Construction 2	■																																			
2. Consultant services																																				
2.1 Additional School Facility Survey	■																																			
2.2 Preparation of complete short list with the prototype models	■																																			
2.3 Detailed design and preparation of tender documents	■																																			
2.4 Assistance of tenderings and the contracts	■																																			
2.5 Supervision of the works	■																																			

Source: JICA Study Team

Figure 5 Implementation Schedule

CHAPTER 8 DESIGN AND COST ESTIMATE

8.1 Design of the Minimum School Facilities

8.1.1 Design Standard

Designs of the minimum school facilities are based on the school facility norms and standard of the MOE.

8.1.2 Design of the Minimum School Facilities

Designs of the minimum school facilities include the following items. Drawings of the minimum school facilities are as shown in Annex Figure 3.

(1) Infrastructure

a) Water Supply

Water supply facilities consist of a well, piping, a pump, a water reservoir and an intake from outside main water pipes. Typical water supply systems are applied to a hand pump use or an electrical pump use.

b) Access road

Typical distance of the access road to be improved is estimated at 30 m according to the observation during the School Facility Survey. Asphalt pavement and 1 Hume pipe culvert is included.

c) Electricity

Electricity is considered only for the reconstruction of electricity facilities. Electricity facilities consist of connecting wirings from outside of the school, main supply cables and wirings, replacing the existing wiring and switches and installation of lights and plugs.

(2) Buildings and facilities

a) Classroom

Rehabilitations and new constructions of classrooms are designed. Rehabilitations consist of floor repair, roof repair, new partitions and new door/window. Floor area of a classroom applies 36 m² to reconstruction according to the existing classroom size and 52 m² to new constructions according to the school facility norm of the MOE.

b) Classroom furniture & equipment

Classroom furniture and equipment per classroom consist of 40 sets of student desks and chairs, a set of teacher table and chair, 1 bookshelf, 1 blackboard, 1 lockable cupboard and 1 kit of drawing aid for a blackboard.

c) Principal's room and teacher rest room

Floor area of a principal's room applies 36 m² according to the typical existing room. In addition, the floor area of a teacher rest room applies 18 m² to only schools with 81 to 400 students according to the school facility norm of the MOE.

d) Staff quarter

Size of staff quarter applies 2 single room units (1 bed room, 1 bath room and 1 kitchen) to the schools with 50 to 80 students and 2 twin room units (2 bed rooms, 1 bath room, 1 kitchen and hall) to the schools with 81 to 400 students.

e) Activity room

Activity room consists of 1 workshop, 1 dancing room, 1 information room and entrance hall.

f) Library

Based on the school facility norm of the MOE, 72m² is applied to the size of the library.

g) O-Level Laboratory

Based on the school facility norm of the MOE, 72m² is applied to the size of the laboratory.

h) Laboratory furniture and equipment

Laboratory furniture and equipment consist of 40 sets of student stools, a set of teacher table and chair, 12 sets of laboratory table, 1 blackboard, 3 lockable cupboards and 1 set of standard science laboratory equipment.

i) Toilet

Toilet facilities consist of a toilet building, a septic tank and a soil pit. Sizes of student toilets are decided according to the number of the toilet booths corresponding to the student number. Staff toilet is designed to be two booths.

j) Perimeter fencing and main gate

According to the School Facility Survey, typical land areas of schools are estimated at 5 acres (approx. 20,000m²) for the schools with 50 to 80 students, 3.5 acres (approx. 14,000m²) for the schools with 81 to 200 students and 2.5 acres (approx. 10,000m²) for the schools with 201 to 400 students. Distance of perimeter fencing to be improved is assumed that the land is square.

k) Rainwater drainage

Typical land areas of schools assumed in the item of perimeter fencing and main gate are applied for quantity of the rainwater drainage.

8.2 Cost Estimate

8.2.1 Cost Estimate of the Priority Improvement of Plan

Cost estimate of the priority improvement plan was made in the following manner.

- (a) Cost for the minimum school facilities was firstly estimated on the basis of the designs using the prevailing unit prices.
- (b) The costs of the school prototype models were, then, estimated by applying the estimated costs of facilities to each model as summarized in Table 7.
- (c) Detailed costs of each school prototype model are presented in Annex Table 5.

Table 7 Estimated Costs by School Prototype Model

Unit) Thousand Rs.

No.	Minimum School Facilities	School Prototype Model						
		Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7
1	Water supply	57	40	57	40	90	40	90
2	Toilet	106	43	259	104	104	152	152
3	Classroom	1,333	799	3,041	2,156	2,485	1,417	2,644
4	Classroom furniture & equipment	195	195	612	612	612	918	918
5	Staff quater	790	790	1,022	410	410	410	410
6	Principal room/Teacher rest room	468	468	486	486	486	486	486
7	Access road	0	36	36	0	0	0	36
8	Perimeter fencing & Main gate	0	228	196	196	196	164	164
9	Staff toilet	0	0	0	53	53	53	53
10	Rain water drainage	0	0	0	87	87	72	72
11	Activity room	0	0	0	486	486	0	486
12	Library	0	0	0	418	418	0	418
13	Electricity	0	0	0	0	80	0	80
14	O/level Laboratory	0	0	0	0	482	0	482
15	Laboratory furniture and equipment	0	0	0	0	326	0	326
	Total Cost	2,949	2,599	5,709	5,048	6,315	3,712	6,817

Source: JICA Study Team

Cost estimate for the priority improvement plan was made based on the number of prototype models included in the final short list and the costs of the model.

Total cost for the priority improvement plan was estimated at Rs.1.63 billion. Costs of the priority improvement plan by province by school prototype model are as shown in Table 8.

Table 8 Cost Estimates for the Priority Improvement Plan

unit) Thousand Rs.

Province	School Prototype Model							
	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7	Total
1. Western	2,949	2,599	0	5,048	0	44,544	115,889	171,029
2. Central	2,949	0	0	5,048	44,205	7,424	129,523	189,149
3. Southern	2,949	0	0	10,096	6,315	29,696	34,085	83,141
4. Northern	0	0	17,127	10,096	0	37,120	88,621	152,964
5. Eastern	0	0	5,709	0	12,630	29,696	122,706	170,741
6 North Western	0	7,797	11,418	15,144	56,835	18,560	54,536	164,290
7. North Central	5,898	2,599	5,709	10,096	44,205	7,424	143,157	219,088
8. UVA	0	2,599	22,836	30,288	44,205	7,424	74,987	182,339
9. Sabaragamuwa	0	0	0	5,048	6,315	7,424	136,340	155,127
Sub-total	14,745	15,594	62,799	90,864	214,710	189,312	899,844	1,487,868
								(Round offing at less than million) 1,487,000
Contingency(10%)								148,000
Grand total								1,635,000

Source: JICA Study Team

8.2.2 Cost of Consultant Services

After this Pre-Feasibility Study, the following engineering services are required.

- a) Additional School Facility Survey to clarify the actual conditions of the sites
- b) Assistance in designing and procurement
- c) Assistance for supervision and fund disbursement

Consultant cost is estimated at Rs.165 million or 10 % of the facility cost.

8.2.3 Total Cost

Total cost for the priority improvement plan is estimated at Rs.1.8 billion.

CHAPTER 9 SOCIO-ECONOMIC EVALUATION

After completion of the priority improvement plan, the minimum school facilities in 257 provincial schools, especially those located in difficult or very difficult areas will be improved. More than 80 % of these 257 schools are located in rural areas. This means that the rural schools will be greatly benefited by this plan.

Improvement of basic facilities such as water supplies and toilets will greatly benefit student's learning environment in all the schools. Properly equipped separate classrooms will make for more effective learning and teaching. Modern teachers' quarters will also attract teachers to rural schools. In 70 % of the schools new library facilities will assist students with their studies. Properly equipped laboratories in 65 % of the schools will enable students to do practical science lessons.

In Total, sixty four thousand students in all nine provinces will be the beneficiaries of the improvement plan.

The plan will also be a very positive factor in increasing student attendance figures and positive attitudes and enjoyment of their lessons. Therefore, there is an urgent need for the plan to be implemented as soon as practicable.

ANNEX TABLES AND FIGURES

Annex Table 1 Questionnaire Sheets for the School Facility Survey (1/2)

Survey Date ()
 Time Start : ()
 Finish : ()
 Survey Team ()
 In-charge ()

1	Name of School ()		School ID											
2	Location/Address													
	(a)	Province												
	(b)	Education Zone ()												
	(c)	Division ()												
	(d)	Urban or Rural												
3	Established year ()													
4	school type													
5	(a)	Land ownership ()												
	(b)	Land area (Acre) ()												
Note: 1Acre=160 Perches, 1Perch=272.25Feet=25m ²														
6	No. of Students		(a) 1st grade	(b) 2nd grade	(c) 3rd grade	(d) 4th grade	(e) 5th grade	(f) 6th grade	(g) 7th grade	(h) 8th grade	(i) 9th grade	(j) 10th grade	(k) 11th grade	(l) Total
7	No. of teachers													
8	No. of buildings													
9	Experience of school facility's maintenance executed by SDS(School development Society)													
10	Pass rates of O/L (in 2002)		(a) Science				(b) Mathematics							
11	Other Donor's cooperation of school construction and rehabilitation													
	(a)	Past ()												
	(b)	On-going ()												
	(c)	Future Plan ()												

Item No.	Remarks/Legend
2(a)	Western:1, Central:2, Southern:3, Northern:4, Eastern:5, North Western6:, North Central:7 UVA:8, Sabaragamuwa:9
2(b)	See educational zones of Sri Lanka
2(d)	Urban:1, Rural:2
4	Type 2:1, Type3:2
5(a)	MOE:1, Provincial council:2, Other public sector:3, Private:4
6	Put the number of students
7	Put the number of teachers including a principal
8	Put the total number of buildings/facilities excluding a well and water tank
9	Yes:1, No:2
10	Put the pass rates by the subject
11	Put the corresponded components

Annex Table 1 Questionnaire Sheets for the School Facility Survey (2/2)

Facilities/Furniture		(a) Water supply	(b) Toilet	(c) Class room	(d) Class room furniture (desk & chair, black board, lockable cupboard, shelf)	(e) Staff quarter/Accommodation		(f) Principal room/Staff rest room	(g) Access road	(h) Perimeter fencing & main gate	(i) Staff toilet	(j) Rain water drain	(k) Activity room	(l) Library	(m) Electricity	(n) O/Level laboratory (for type 2 and grade 9 of type 3)	(o) Laboratory furniture (table, desk, bench, stool) & equipment
12	(a) Requests from a school on improvement of Facilities/Furniture (total)					Family type	Single Type										
	(b) Newconstruction/new provision																
	(c) Rehabilitation																
13	Existing facilities/Furniture (total)																
	(a) Good(Usable)																
	(b) Poor(To be rehabilitated)				/											/	/
	(c) Extremely poor(To be replaced)																
14	Type of existing building structures																
	(a) RCC/masonry construction	/			/				/	/		/			/		/
	(b) Timber or indigenous materials	/			/				/	/		/			/		/
15	Type of Prototype Model																

Item	Remarks/legend
12(a)	Put the total number of the facilities/furniture to be improved
12(b) and (c)	Put the corresponded number
13	Put the number of the existing facilities/equipment by present condition
14	Put the number of corresponded facilities /furniture
15	M1:1, M2:2, M3:3, M4:4, M5:5, M6:6

Annex Table 2 (1/2) Summary of Data Consolidation for the Questionnaire (Existing Conditions of the Facilities)

Province	School Name	Education Zone	(a) Water supply			(b) Toilet			(c) Class room			(d) Class room furniture			(e) Staff quarters			(f) Principal's room or Staff rest room			(g) Access road			(h) Perimeter fencing & main gate			(i) Staff toilet			(j) Rain water drain			(k) Activity room			(l) Library			(m) Electricity			(n) O/Level laboratory			(o) Laboratory furniture & equipment		
			good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor									
I. Western	Rajagiriya Siri Harda KV	Sri J'Pura	-	1	-	-	6	8	-	3	2	9	-	-	-	-	1	-	1	1	-	-	1	-	-	-	1	-	1	-	-	1	-	-	-	1	1	-	-								
	Moratumulla Lanka Sabha KV	Piliyandala	1	1	-	2	-	-	7	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	1	-	-	-	-	-	1								
	St. Michael's College	Colombo	1	-	-	-	4	7	4	-	-	12	-	-	-	-	1	-	1	-	-	1	-	-	-	2	-	-	1	-	1	-	-	1	-	-	1	-	1								
	Al. Ameena V	Colombo	-	1	-	-	4	5	5	-	11	-	-	-	-	-	1	-	1	-	-	1	-	-	-	2	-	-	1	1	-	1	-	-	1	-	-	1									
	Janadhipathi PV	Sri J'Pura	-	-	-	4	-	-	11	2	-	1	-	-	1	-	-	1	-	-	1	-	-	1	-	-	-	1	-	2	2	-	1	-	-	1	-	-	1								
	St. James Primary School	Colombo	-	-	-	-	3	-	4	1	8	-	-	-	-	1	-	-	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-									
	Mirishena Tamil V	Horana	-	-	-	-	1	-	3	-	1	-	-	-	-	2	-	-	1	1	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-									
	Wallawita Primary V	Mathugama	-	-	-	-	-	3	-	-	1	-	-	-	-	-	1	-	-	1	-	-	-	-	-	1	-	-	-	-	-	-	-	-	1	-	-	-	-								
	Batugam...da Primary V	Horana	-	-	-	-	1	2	3	-	-	-	1	-	-	-	-	-	1	1	-	-	-	-	1	1	-	-	-	-	-	-	-	1	-	-	-	-	-								
	Artigala KV	Homagama	-	1	-	-	1	-	12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-								
	Puwakpitiya North MV	Homagama	-	1	-	-	4	-	-	4	10	-	6	-	-	-	-	1	-	-	-	-	-	-	-	2	-	-	-	1	-	-	1	-	-	-	-	1	-	1							
	Pitipana KV	Homagama	-	-	1	1	-	4	-	1	4	-	1	-	-	-	-	1	-	1	-	-	1	-	-	-	1	-	-	1	-	-	1	-	-	1	-	-	-								
	Parakandeniya Magadunna KV	Gampaha	-	1	-	-	2	3	-	1	-	1	-	-	-	-	1	-	-	1	-	-	-	-	1	-	-	1	-	-	-	1	-	-	-	-	1	-	-	-							
	Kadawatha Roman Catholic V	Kelaniya	1	-	-	1	3	-	5	3	-	-	1	-	-	-	-	1	1	-	-	-	-	1	-	-	-	1	-	-	-	-	-	-	-	1	-	1	-	1							
	Delatura JSV	Kelaniya	-	-	4	-	5	6	2	-	-	8	-	-	-	-	-	1	-	1	-	-	-	-	1	-	-	-	1	-	-	-	-	-	-	1	-	-	1								
Basiyawaththa KV	Negambo	-	1	-	2	2	-	4	1	-	-	1	-	-	-	-	1	1	-	-	-	-	1	1	-	-	-	-	-	1	-	-	-	1	-	-	1	-	1								
Sub Total			3	7	1	13	4	35	61	38	13	38	32	8	1	0	3	4	4	8	10	2	0	5	0	5	5	5	3	0	5	5	3	6	0	4	4	0	6	1	4	1	3	4	3	2	4

Annex Table 2 (1/2) Summary of Data Consolidation for the Questionnaire (Existing Conditions of the Facilities)

Province	School Name	Education Zone	(a) Water supply			(b) Toilet			(c) Class room			(d) Class room furniture			(e) Staff quarters			(f) Principal's room or Staff rest room			(g) Access road			(h) Perimeter fencing & main gate			(i) Staff toilet			(j) Rain water drain			(k) Activity room			(l) Library			(m) Electricity			(n) O/Level laboratory			(o) Laboratory furniture & equipment			
			good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor										
5.Eastern	Somadevi V / Somapura	Kanthale	-	1	-	2	2	-	2	10	-	10	-	2	-	1	-	1	-	-	1	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	-	-	-	1	-	-						
	T/Ethabediwewa / Rotawewa	Kanthale	-	1	-	-	1	3	2	7	2	7	-	2	-	4	-	-	-	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-					
	T/Seewali V / Kantal	Kanthale	-	1	-	-	2	4	6	5	-	12	-	1	-	3	-	-	1	-	-	1	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-			
	T/Agathyar V / Muth	Mutuhr	-	-	1	2	-	4	6	6	-	8	-	4	-	-	-	-	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-		
	T/Mavadicheni GTMS / Muthur	Mutuhr	-	-	1	-	2	1	-	5	4	8	-	4	1	-	1	-	1	-	1	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-		
	Bt/Varamivedduvan GTMS / Kalkudha	Kalkuda	-	1	-	-	-	1	4	15	2	-	8	-	-	-	-	1	-	-	1	-	-	-	-	-	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	1	-	-
	Br/Kandalady Aruthathy V /	Kalkuda	-	1	-	2	-	1	5	-	2	-	4	-	-	-	-	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Bt/Thikkodai Gamesha V /	Padirippu	-	1	-	3	1	1	4	3	8	15	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	1	-	-			
	Bt/Mandur 40 GTMS / Paddirippu	Padirippu	-	-	-	-	1	3	-	4	5	7	-	2	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-		
	Bt/Threeneelaveli MMTMS / Padirippu Am/Sooriyapokuna N	Padirippu	-	1	-	-	1	1	8	4	1	11	-	2	-	-	-	-	1	-	-	1	-	1	-	1	-	1	-	-	-	-	-	-	-	-	-	-	1	-	-	1	-	-				
	Dehiattakand	-	1	-	-	2	4	5	3	6	4	-	10	-	2	-	-	1	-	-	1	-	-	1	-	-	-	2	-	1	-	-	-	-	1	-	-	-	1	-	-	-	-	1	-	-		
Sub Total			0	8	2	9	12	22	39	51	41	86	0	39	1	10	1	1	8	2	3	6	0	3	0	6	4	0	0	0	0	0	0	3	3	0	2	0	0	0	1	1	1	0	1	6	0	4

Annex Table 2 (1/2) Summary of Data Consolidation for the Questionnaire (Existing Conditions of the Facilities)

Province	School Name	Education Zone	(a) Water supply			(b) Toilet			(c) Class room			(d) Class room furniture			(e) Staff quarters			(f) Principal's room or Staff rest room			(g) Access road			(h) Perimeter fencing & main gate			(i) Staff toilet			(j) Rain water drain			(k) Activity room			(l) Library			(m) Electricity			(n) O/Level laboratory			(o) Laboratory furniture & equipment		
			good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor									
7.N.Centr	AP/Ipologama V / Udunuwara	A'Pura	-	-	-	2	1	1	-	9	-	-	-	-	-	-	-	-	5	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
	AP/Siyabalagaswewa V / Ramwewa	A'Pura	-	-	-	-	-	3	-	1	-	-	-	-	-	1	-	-	1	-	-	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
	AP/Kandulagammuwa V / Negampha	Thambuththe	-	-	-	-	-	2	-	-	-	-	-	-	-	4	1	-	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-						
	AP/Thambiyawa V / Thanthrimale	A'Pura	1	-	-	1	1	-	-	2	1	-	-	-	-	1	1	-	-	1	-	-	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-						
	AP/Billewa V / Thanthrimale	A'Pura	-	-	-	1	1	-	3	1	-	-	-	-	-	1	1	-	-	1	-	-	1	-	-	1	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-						
	AP/Siyabalagaswewa / Seippikulama	Galenbidunu	-	-	-	1	-	-	6	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
	AP/Mawathawewa / Mahagaswewa	Kekirawa	-	-	-	-	1	-	1	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
	AP/Kahatagollawa V / Kahatagollawa	Kebithigollav	-	-	-	2	2	1	-	-	-	-	-	-	-	1	-	-	1	1	1	1	-	-	1	-	2	-	-	-	-	-	-	-	-	1	-	-	-	-	-						
	Ap/Matambuwa Halmillawa V /	Kekirawa	-	-	-	2	-	-	1	2	-	-	-	-	-	1	-	-	-	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
	PL/Muthugala Tamil KV / Muthugala	Dimbulagala	-	-	-	2	-	1	4	2	-	-	-	-	-	3	1	-	-	1	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
Sub Total			1	0	0	11	6	8	15	19	1	0	0	0	2	18	2	0	7	2	5	4	0	1	6	0	3	1	0	0	0	0	0	0	0	0	0	0	2	2	0	0	0	0			

Annex Table 2 (1/2) Summary of Data Consolidation for the Questionnaire (Existing Conditions of the Facilities)

Province	School Name	Education Zone	(a) Water supply			(b) Toilet			(c) Class room			(d) Class room furniture			(e) Staff quarters			(f) Principal's room or Staff rest room			(g) Access road			(h) Perimeter fencing & main gate			(i) Staff toilet			(j) Rain water drain			(k) Activity room			(l) Library			(m) Electricity			(n) O/Level laboratory			(o) Laboratory furniture & equipment			
			good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor										
8.Uva	BD/Yalwela KV / Mahiyanganaya	Mahiyangana	-	1	-	4	4	-	10	1	-	-	-	-	2	-	-	-	1	1	-	-	-	1	-	2	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
	BD/Medayaya Mahiyanganaya	Mahiyangana	-	-	-	3	-	4	5	5	-	-	-	-	2	-	1	-	-	1	-	-	-	1	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	1	-	-	1	-	-	1	
	BD/Yalagamuwa V / Welimada	Welimada	-	-	1	-	-	3	5	2	-	7	-	-	-	1	-	-	1	-	1	-	-	-	1	-	-	-	1	-	-	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	BD/Hangihella Welimada	Welimada	-	-	-	3	-	-	6	3	-	9	-	-	-	-	-	1	-	-	-	1	-	-	1	1	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	BD/Udaporuwa V / Welimada	Welimada	-	-	1	4	2	-	10	-	1	11	-	-	-	-	1	-	1	-	1	-	-	-	1	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	MO/Kongahapitiya	Monaragala	-	-	1	3	1	-	2	3	5	-	-	-	-	-	-	1	-	-	-	-	-	-	1	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	BD/Ekiriya V / Passara	Passara	-	-	1	-	4	1	5	6	-	-	-	1	-	-	1	-	-	-	-	1	-	-	-	-	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	MO/Kolonne KV/ Galebedda	Monaragala	-	-	1	5	3	-	13	10	-	-	-	-	-	1	-	1	-	-	1	-	-	-	-	1	-	-	1	-	-	1	-	-	1	-	-	1	-	-	1	-	-	1	-	-	-	
	MO/Sevanagala Vshim / Wellawaya	Wellawaya	-	-	-	1	-	4	15	14	1	-	-	-	-	-	1	-	1	-	1	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	
	MO/Saraswathy V / Monaragala	Monaragala	-	-	1	2	-	-	6	-	-	-	-	-	-	1	-	1	-	-	1	-	-	-	-	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	MO/Ratmalagama V / Wellawaya	Wellawaya	-	-	1	2	-	-	5	-	3	-	-	-	1	-	-	-	1	-	-	1	-	-	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sub Total			0	1	7	27	14	12	82	44	10	27	0	1	1	7	3	5	4	1	6	2	2	0	4	3	5	3	1	9	1	1	6	1	0	2	0	0	1	0	0	2	0	1	1	0	1	

Annex Table 2 (1/2) Summary of Data Consolidation for the Questionnaire (Existing Conditions of the Facilities)

Province	School Name	Education Zone	(a) Water supply			(b) Toilet			(c) Class room			(d) Class room furniture			(e) Staff quarters			(f) Principal's room or Staff rest room			(g) Access road			(h) Perimeter fencing & main gate			(i) Staff toilet			(j) Rain water drain			(k) Activity room			(l) Library			(m) Electricity			(n) O/Level laboratory			(o) Laboratory furniture & equipment				
			good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor	good	poor	extremely poor											
9.Sabaragan	Ke/Iddamalena V / Godagampola	Dehiowita	-	1	-	-	2	3	-	-	4	1	-	-	-	-	1	-	-	-	-	1	-	-	1	-	-	1	-	-	-	-	1	-	-	-	1	-	-	-	1	-	-	-	1	-	-	-	
	Ra/Panahaduwa V / Kolambageara	Embilipitiya	-	-	1	-	1	-	4	1	-	-	1	-	-	1	-	-	1	1	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	1	-	-	-			
	Ra/Theraputha V / Thunkama	Embilipitiya	-	-	1	-	1	-	-	6	-	-	1	-	-	2	1	-	-	1	-	-	-	1	1	-	-	-	-	1	-	-	-	1	-	-	-	1	-	-	-	-	-	1	-	-	-		
	Ra/Bodhinamalawa V / Kolambageara	Embilipitiya	-	1	-	1	-	-	13	-	2	1	-	-	-	-	-	-	1	-	-	-	1	-	-	1	-	1	-	-	-	1	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-		
	Rt/Ranchamadagama V / Embilipitiya	Embilipitiya	-	-	1	-	2	3	2	-	1	1	-	-	-	-	-	1	-	-	1	-	-	1	2	2	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	1	1	-	-	-	-		
	Ba/Diyavinna V / Balangoda	Balangoda	-	1	-	2	2	3	4	-	1	1	-	-	-	-	-	-	1	-	-	1	-	-	1	1	-	-	-	1	-	1	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-		
	Thnjantenna V / Balangoda	Balangoda	-	-	1	-	-	6	3	-	1	-	1	-	-	-	-	-	1	1	-	-	-	1	-	-	1	-	-	1	-	-	-	-	-	1	-	-	-	-	-	-	-	1	-	-	-		
	Maddegama Piyarathna V /	Balangoda	-	-	-	3	-	1	2	-	1	-	-	-	-	-	1	-	-	-	-	-	-	-	-	1	-	-	-	3	1	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	
	Ra/Doloswalw kanda v / Nivithigala	Nivithigala	-	-	1	-	1	-	1	-	1	-	1	-	-	1	-	-	-	-	1	-	-	-	1	-	-	-	1	-	1	-	-	-	-	-	-	-	-	-	-	-	1	-	-	1	-	-	1
	Ra/Kalugaga Hemagiri V /	Embilipitiya	-	-	-	-	-	3	3	3	-	-	1	-	-	-	-	-	-	1	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1	-	-
	Ra/Madampe No.2 TV/ Rakawana	Embilipitiya	-	-	1	4	-	4	5	2	-	1	-	-	3	-	-	1	-	-	-	-	1	-	-	-	1	-	-	-	-	-	-	-	-	1	-	-	-	1	-	-	-	-	-	1	-	-	
	Egoda Walwboda V / Egoda Weleboda	Balangoda	-	1	-	-	1	5	1	-	-	-	1	-	-	-	1	-	-	1	-	-	-	1	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	1	-	-	-
	Ke/Medirigama KV / Higula	Mawanella	-	1	-	1	3	1	10	-	-	1	-	-	-	-	1	-	-	1	-	-	1	-	-	2	-	-	-	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-
	Ke/Galathara PV / Galathara	Mawanella	-	1	-	-	1	-	2	-	-	1	-	-	-	-	-	1	1	-	-	-	-	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-
SubTotal			0	6	6	11	14	29	50	12	11	7	6	0	3	2	6	2	2	5	5	3	4	1	2	7	9	7	1	0	2	7	4	3	0	1	2	0	2	3	2	3	0	2	7	2	2		

Annex Table 2 (2/2) Summary of Data Consolidation for the Questionnaire (Requests from School Principals)

Province	School Name	Education Zone	(a) Water supply		(b) Toilet		(c) Class room		(d) Class room furniture		(e) Staff quarters		(f) Principal's room or Staff rest room		(g) Access road		(h) Perimeter fencing & main gate		(i) Staff toile		(j) Rain water drain		(k) Activity room		(l) Library		(m) Electricity		(n) O/L level laboratory		(o) Laboratory furniture & equipment	
			Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation
			1. Western	Rajagiriya Siri Harda KV	Sri J'Pura	-	1	6	-	3	-	2	-	-	-	1	-	-	-	-	-	1	-	-	-	3	-	-	-	-	-	1
	Moratumulla Lanka Sabha KV	Piliyandala	-	1	2	-	4	-	4	-	-	-	1	-	-	-	-	-	1	-	-	-	1	-	1	-	-	-	1	-	1	-
	St. Michael's College	Colombo	-	-	-	-	-	4	-	-	-	-	-	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-	-	1	-
	Al. Ameena V	Colombo	-	-	4	-	-	10	-	-	1	-	-	-	-	-	-	-	2	-	1	-	1	-	-	-	-	-	-	-	-	-
	Janadhipathi PV	Sri J'Pura	-	-	-	-	-	2	-	10	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	1	-	1	-	-	-
	St. James Primary School	Colombo	-	-	2	-	4	1	2	-	2	-	1	-	-	-	-	-	1	-	-	-	1	-	1	-	-	-	-	-	-	-
	Mirishena Tamil V	Horana	-	-	2	-	1	-	-	-	-	-	2	-	-	-	1	-	-	1	-	1	-	1	-	1	-	-	-	-	-	-
	Wallawita Primary V	Mathugama	-	-	6	-	6	-	1	-	-	-	2	-	-	-	1	-	-	1	-	1	-	1	-	-	-	-	-	-	-	-
	Batugam...da Primary V	Horana	-	-	1	-	2	-	1	-	1	-	2	-	-	-	1	-	-	1	-	1	-	1	-	1	-	-	-	-	-	-
	Artigala KV	Homagama	-	1	1	-	-	12	-	-	3	3	-	2	-	-	1	-	1	-	-	1	1	-	-	-	-	-	1	-	1	-
	Puwakpitiya North MV	Homagama	-	-	1	-	-	-	-	-	-	1	-	-	-	-	-	-	-	1	-	-	-	1	1	-	-	-	1	-	1	-
	Pitipana KV	Homagama	1	-	1	-	-	-	-	-	3	-	2	-	-	-	-	-	2	-	-	-	1	-	-	1	-	-	-	-	-	-
	Parakandeniya Magadunna KV	Gampaha	-	1	4	-	1	-	2	-	1	-	-	-	-	-	1	-	1	-	1	-	1	-	-	-	-	-	-	-	-	-
	Kadawatha Roman Catholic V	Kelaniya	-	-	4	-	6	-	3	-	-	-	-	-	-	-	1	-	2	-	1	-	3	-	1	-	1	-	1	-	1	-
	Delatura JSV	Kelaniya	1	-	4	-	3	-	2	-	1	-	-	-	-	-	-	-	1	-	1	-	3	-	1	-	-	-	-	-	1	-
	Basiyawaththa KV	Negambo	-	1	3	-	8	-	4	-	1	-	-	-	-	-	1	-	1	-	1	-	3	-	-	-	-	1	-	1	-	-
Sub Total			2	5	41	0	38	29	21	10	13	4	11	2	0	0	7	0	15	1	8	2	22	1	8	1	3	0	7	0	7	0

Annex Table 2 (2/2) Summary of Data Consolidation for the Questionnaire (Requests from School Principals)

Province	School Name	Education Zone	(a) Water supply		(b) Toilet		(c) Class room		(d) Class room furniture		(e) Staff quarters		(f) Principal's room or Staff rest room		(g) Access road		(h) Perimeter fencing & main gate		(i) Staff toilet		(j) Rain water drain		(k) Activity room		(l) Library		(m) Electricity		(n) O/Level laboratory		(o) Laboratory furniture & equipment	
			Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation
			2. Central	K/Hindu Senior Tamil	Kandy	-	-	-	6	1	11	11	-	1	1	-	1	1	-	1	-	2	-	1	-	1	-	1	-	-	-	1
	K/Vaduwela Buddhist S/Uduwela	Kandy	-	-	4	2	10	2	5	-	1	-	1	-	1	1	-	1	-	1	-	1	-	1	-	-	-	1	-	-	-	
	K/Kadugannawa Primary	Denuwara	1	-	-	3	8	8	20	-	2	-	-	-	-	1	1	-	-	2	1	-	1	-	1	-	-	-	-	-	-	
	K/Maraggonna MP / Maraggonna	Kandy	-	-	-	1	4	-	15	-	1	1	-	-	-	-	-	-	1	-	-	1	-	-	-	-	-	-	-	-	-	
	Ma / Kubiyangaha ela KV Matale	Naula	-	1	-	4	3	3	12	-	1	1	-	-	-	-	-	1	1	1	-	-	-	1	-	1	-	-	1	-	-	
	Ma/Ovitikanda Primary, Oveitikanda	Matale	1	-	-	4	5	7	-	2	1	1	-	-	-	-	-	1	1	-	-	1	-	1	-	1	-	-	-	-	-	
	K/Senarathgama kV	Katugastota	-	-	-	3	10	3	15	-	1	-	-	-	-	-	-	1	-	-	-	1	-	1	-	-	-	-	-	-	-	
	Ma/Opalagala KV / Opalagala	Naula	-	-	-	3	2	5	11	-	1	1	-	-	-	-	-	1	2	1	-	-	1	-	1	-	-	-	-	-	-	
	K/Ambatenna MV / Welamboda	Denuwara	-	-	4	-	6	2	12	-	1	-	-	-	-	-	-	1	-	-	1	1	-	1	-	-	-	-	-	-	1	
	Ka/Eriyagama Pushpadana V	Denuwara	-	-	4	-	8	7	12	-	1	-	1	-	1	1	-	1	1	-	1	-	-	1	-	-	-	-	-	-	-	
	Ka/Baddegama KV /Tawalantenna	Wattegama	-	1	-	3	7	11	-	2	2	1	-	-	1	1	-	1	1	-	1	1	-	1	-	1	-	1	-	1	-	
	K/Paranagama PV/Jambulahapitiya	Wattegama	-	-	-	5	10	6	12	-	2	1	1	-	-	-	-	1	1	-	-	1	-	1	-	-	1	-	-	-	-	
	Ma / Puwakpitiya Dammatenna KV	Wilagamuwa	1	-	-	4	4	5	11	-	1	1	-	-	1	-	1	-	-	-	1	-	1	-	1	-	1	-	1	-	-	
	Ma / Rottata Mahabodhi V	Wilagamuwa	1	-	-	1	-	8	12	-	-	1	-	1	-	1	-	1	1	-	-	1	-	-	-	-	-	-	1	-	-	
	NW/ Samagipura V / Ragala	Walapane	1	-	-	1	-	-	9	-	2	-	-	-	-	1	1	-	1	-	-	1	-	1	-	1	-	-	-	-	-	
	Gorekella V Kandapole	Hanguranketha	1	-	2	4	6	14	14	-	6	1	-	-	-	-	-	-	1	1	-	-	-	-	-	-	1	-	1	-	-	
	Nu/Amherst V / Walapane	Walapane	-	1	-	3	5	8	11	-	10	-	-	-	-	1	1	-	1	-	-	1	-	1	-	1	-	1	-	1	-	
	Ma/Hanguranketha / Mooloya TV	Hanguranketha	-	-	-	1	5	-	11	-	2	-	-	-	-	1	1	-	-	1	-	1	-	1	-	1	-	1	-	1	-	
Sub Total			6	3	14	48	82	94	211	0	35	12	5	2	1	9	7	9	14	8	4	5	13	0	14	1	7	1	7	2	6	1

Annex Table 2 (2/2) Summary of Data Consolidation for the Questionnaire (Requests from School Principals)

Province	School Name	Education Zone	(a) Water supply		(b) Toilet		(c) Class room		(d) Class room furniture		(e) Staff quarters		(f) Principal's room or Staff rest room		(g) Access road		(h) Perimeter fencing & main gate		(i) Staff toilet		(j) Rain water drain		(k) Activity room		(l) Library		(m) Electricity		(n) O/Level laboratory		(o) Laboratory furniture & equipment	
			Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation
3. Southern	G/Martin Wickramasinghe KV / G/Abayadana KV / Habaraduwa	Habaraduwa	-	-	3	-	6	4	2	-	1	-	1	1	-	-	1	-	1	-	1	-	1	-	-	-	-	1	-	1	-	
	G/Mahamaya BMV / Hikkaduwa	Hikkaduwa	-	1	2	-	10	-	1	-	-	-	2	-	-	-	-	-	2	-	-	-	2	-	-	-	-	-	-	-	-	
	G/Sri Dharmarama PV / Habaraduwa	Ahangama	-	-	-	-	8	-	5	-	-	-	1	-	-	-	1	-	1	-	1	-	1	-	-	-	-	-	-	-	-	
	MR/Thalpalwila Gamunu KV / Matara	Devinuwara	1	-	-	5	2	-	-	-	-	-	1	-	-	-	1	-	-	-	1	-	1	-	1	-	-	-	-	-	-	
	MR/Thihagoda KV / Thihagoda	Thihagoda	-	1	-	-	10	-	4	-	1	-	2	-	-	-	1	-	1	-	1	-	1	-	-	-	-	-	-	-	-	
	MR/Yatiyana KV / Thihagoda	Thihagoda	-	1	2	-	4	-	1	-	-	-	1	-	-	-	1	-	-	-	1	-	1	-	1	-	-	-	-	-	-	
	MR/Ketawala KV / Pasgoda (VD)	Morawaka	1	-	4	-	-	-	-	-	1	-	2	-	1	-	-	-	-	-	-	-	1	-	1	-	1	-	-	-	1	-
	MR/Panakaduwa KV / Pasgoda (D)	Morawaka	1	-	4	-	6	-	2	-	1	-	1	-	-	-	1	-	-	-	1	-	1	-	1	-	-	-	1	-	1	-
	H/Debarawewa PV	Hanbantota	-	-	8	-	28	-	40	-	4	-	1	-	-	-	1	-	-	-	1	-	3	-	1	-	1	-	1	-	1	-
	H/Gajanayakegama KV / Agunakolapalasa (D)	Tangalle	1	-	4	-	6	-	-	-	-	-	2	-	-	-	1	-	-	-	1	-	1	-	1	-	1	-	1	-	-	-
	H/Bedigamtota KV / Hambantotoa (VD)	Hanbantota	1	-	6	-	3	-	4	-	2	-	2	-	-	-	-	-	2	-	1	-	3	-	1	-	-	-	1	-	-	-
	H/Pahalagam KV / Angunakolapalasa (D)	Tangalle	1	-	-	-	3	-	-	-	-	-	1	-	-	-	1	-	-	-	1	-	1	-	1	-	-	-	1	-	-	-
	Sub Total			7	3	33	5	88	4	62	0	11	0	18	1	1	0	10	0	7	0	11	0	18	0	9	0	3	0	6	0	4

Annex Table 2 (2/2) Summary of Data Consolidation for the Questionnaire (Requests from School Principals)

Province	School Name	Education Zone	(a) Water supply		(b) Toilet		(c) Class room		(d) Class room furniture		(e) Staff quarters		(f) Principal's room or Staff rest room		(g) Access road		(h) Perimeter fencing & main gate		(i) Staff toilet		(j) Rain water drain		(k) Activity room		(l) Library		(m) Electricity		(n) O/Level laboratory		(o) Laboratory furniture & equipment	
			Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation
			4.Nothen	Ja/Velanni South / Yanar V (VD)	Island	1	-	-	-	-	-	-	-	-	-	-	-	1	1	-	-	-	-	1	-	1	-	1	-	-	-	1
	Ja/Saivapiragasa Velanai	Island	-	1	2	-	-	4	2	-	1	-	-	-	1	-	1	-	1	-	2	1	-	1	-	1	-	-	-			
	Ku/Tharumpuram No 1 GTMS / Paranthan	Kilinochchi	1	-	2	2	-	2	3	-	1	-	1	-	-	-	1	-	1	-	-	-	2	-	1	-	-	-	-			
	Mu/Vinayapuram GTMS / Thunukkai	Kilinochchi	-	1	4	-	7	-	7	-	3	-	1	-	1	-	1	-	1	-	-	-	2	-	1	-	1	-	1	-		
	Kn/Ramanathapuram East	Kilinochchi	-	-	4	-	10	2	7	-	1	-	1	-	-	-	1	-	1	-	-	-	2	-	1	-	-	1	-	-		
	Ku/Nagendra V	Kilinochchi	1	-	2	-	8	1	5	-	-	-	1	-	-	-	-	-	1	-	-	-	3	-	1	-	-	1	-	1	-	
	Mu/Iyangankulam GTMS / Mankulam	Thunukkai	1	-	-	-	3	-	6	-	3	-	-	-	-	-	-	1	-	-	-	2	-	1	-	-	1	-	-	-		
	Mu/Arichchiyankulam GTMS / Thunukkai	Kilinochchi	-	1	-	-	13	-	5	-	2	1	-	-	-	-	-	-	1	-	-	-	2	-	1	-	-	1	1	-	-	
	Ma/Papumodai RCTM	Madu	-	-	-	-	3	-	-	-	1	-	-	1	-	-	1	-	-	-	-	2	-	1	-	-	-	-	-	-		
	Mu/Andankulum RCTM	Madu	-	-	2	-	5	-	3	-	5	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	1	-	-		
	V/Kalmaidukulam Unit GTM / Vauniya	Vavniya N	1	-	3	-	14	-	4	-	10	-	2	-	-	-	1	1	-	2	-	1	-	1	-	1	-	-	-	-		
	V/Suntharapuram GTMS / Suntharapura	Vavniya	1	-	2	-	5	-	5	-	1	-	1	-	-	-	1	-	1	-	-	3	-	1	-	1	-	-	-	-		
Sub Total			6	3	21	2	68	9	47	0	26	2	8	1	1	1	6	3	8	0	3	0	20	2	11	0	6	1	6	1	3	0

Annex Table 2 (2/2) Summary of Data Consolidation for the Questionnaire (Requests from School Principals)

Province	School Name	Education Zone	(a) Water supply		(b) Toilet		(c) Class room		(d) Class room furniture		(e) Staff quarters		(f) Principal's room or Staff rest room		(g) Access road		(h) Perimeter fencing & main gate		(i) Staff toilet		(j) Rain water drain		(k) Activity room		(l) Library		(m) Electricity		(n) O/Level laboratory		(o) Laboratory furniture & equipment	
			Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation
			5.Eastern	Somadevi V / Somapura	Kanthale	-	1	-	2	-	10	2	-	2	1	1	-	-	-	-	-	-	-	-	-	-	1	-	-	1	-	1
	T/Ethabediwewa / Rotawewa	Kanthale	1	-	4	-	2	7	2	-	1	1	1	-	-	-	1	-	1	-	-	-	3	1	1	-	1	-	1	-	-	1
	T/Seewali V / Kantale	Kanthale	-	1	1	-	-	6	1	-	1	3	-	-	-	1	-	-	-	-	-	-	1	-	1	-	1	-	-	1	-	-
	T/Agathyar V / Muthur	Mutuhr	1	-	1	-	-	6	4	-	8	-	1	-	-	-	1	-	1	-	-	-	3	-	1	-	1	-	-	1	1	-
	T/Mavadicheni GTMS / Muthur	Mutuhr	1	-	2	2	4	-	4	-	6	-	1	-	-	-	1	-	-	-	-	-	3	-	1	-	-	-	1	-	-	1
	Bt/Varamivedduvan GTMS / Kalkudha	Kalkuda	-	1	1	-	11	4	18	-	10	-	1	-	-	-	-	1	2	-	-	-	3	-	-	-	1	-	1	-	-	-
	Br/Kandalady Aruthathy V / Kalkudha	Kalkuda	-	1	2	-	1	-	4	-	4	-	1	-	-	-	-	1	1	-	-	-	1	-	1	-	1	-	-	-	-	-
	Bt/Thikkodai Gamesha V / Periyapoorthiva	Padirippu	1	-	2	-	8	-	-	-	3	-	1	-	-	-	-	1	1	-	-	-	3	-	1	-	1	-	-	-	-	-
	Bt/Mandur 40 GTMS / Paddirippu	Padirippu	1	-	3	1	5	-	2	-	3	-	1	-	-	-	1	-	1	-	-	-	3	-	1	-	1	-	1	-	-	-
	Bt/Threineelaveli MMTMS / Padirippu	Padirippu	-	1	2	-	3	-	2	-	1	-	1	-	-	-	-	-	1	-	1	-	2	-	1	-	1	-	1	-	-	-
	Am/Sooriyapokuna MV	Dehiattakandiya	-	1	5	2	6	3	10	-	2	5	1	-	-	-	-	1	2	-	-	-	1	2	-	-	-	-	1	-	1	-
Sub Total			5	6	23	7	40	36	49	0	41	10	10	0	0	0	5	4	10	0	1	0	23	3	9	0	8	1	6	3	2	2

Annex Table 2 (2/2) Summary of Data Consolidation for the Questionnaire (Requests from School Principals)

Province	School Name	Education Zone	(a) Water supply		(b) Toilet		(c) Class room		(d) Class room furniture		(e) Staff quarters		(f) Principal's room or Staff rest room		(g) Access road		(h) Perimeter fencing & main gate		(i) Staff toile		(j) Rain water drain		(k) Activity room		(l) Library		(m) Electricity		(n) O/Level laboratory		(o) Laboratory furniture & equipment	
			Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation
6.N.Western	Ku/Wilagamdevatawa / Wellawa	Kurunegala	1	-	-	-	-	-	-	1	-	-	1	-	-	-	-	1	1	1	1	3	1	1	1	1	1	1	1	-		
	Ku/Udapola Tamil V / Polgahawela	Kurunegala	1	-	1	-	3	-	2	-	1	-	1	-	-	-	-	1	1	-	1	-	1	-	1	-	1	-	-	-	-	
	Ku/Wellawa KV / Bopit	Giriulla	1	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-	1	-	-	-	1	-	1	-	
	Ku/Vijaya KV / Phalagiribawa	Maho	-	1	-	-	1	2	7	-	1	-	-	1	1	1	-	2	-	1	-	3	-	1	-	1	-	1	-	1	-	
	Ku/Ganekanda KV / Moragolla	Maho	1	-	2	-	1	-	-	-	1	-	1	-	-	-	1	-	-	-	1	-	1	-	1	-	1	-	-	-	-	
	Ku/Ikiriwatta KV / Ibbagamuwa	Ibbagamuwa	-	1	2	-	1	2	3	-	1	-	1	-	-	-	-	1	-	1	-	1	3	1	-	-	-	1	-	6	-	
	Ku/Jayanthi KV / Melsiripura	Ibbagamuwa	1	-	3	-	1	-	-	-	1	-	1	-	-	1	-	1	-	1	1	-	3	-	1	-	1	-	1	-	1	-
	Ku/Hettipola KV / Hettipola	Kuliyapitiya	-	-	-	3	1	4	-	-	1	-	1	-	-	-	1	1	-	-	1	1	-	1	-	-	-	-	-	-	-	
	Ku/Unagolla KV / Unagolla, Heelogama	Nikawaratiya	1	-	2	-	1	1	1	-	1	-	1	-	-	1	-	1	1	-	-	1	-	-	-	1	-	1	-	1	-	
	Ku/Ihala Otthkulama	Nikawaratiya	1	-	2	-	1	1	1	-	1	-	1	-	-	-	-	-	1	-	1	-	1	-	1	-	1	-	1	-	1	-
	Ku/Bambarangalayaya / Pallekelle	Maho	1	-	2	-	1	-	-	-	1	-	1	-	-	-	-	-	1	-	1	-	2	-	1	-	1	-	1	-	1	-
	Pu/Mahameeliya KV / Chillaw	Chilaw	-	1	2	1	1	2	1	-	1	-	1	-	-	-	-	1	1	1	1	-	1	-	1	-	-	-	-	-	-	-
	PV/Ambakandawila KV / Chillaw	Chilaw	1	-	3	-	1	2	4	-	1	1	1	-	-	-	1	-	2	-	1	-	2	-	-	-	1	-	-	-	-	-
	Pu/Rambawewa KV / Ihala Puliyankulam	Puttalam	1	-	1	-	1	-	-	-	1	-	1	-	-	-	1	-	-	-	1	-	1	-	1	-	1	-	-	-	-	-
	Pal ottapme RCTV / Udappuwa	Puttalam	1	-	2	-	1	1	-	-	1	-	-	1	-	-	-	1	-	-	-	1	2	-	1	-	1	-	-	-	-	-
Sub Total			11	3	24	4	15	15	19	0	14	1	10	4	0	3	4	8	11	3	10	4	23	3	13	0	11	0	7	1	13	0

Annex Table 2 (2/2) Summary of Data Consolidation for the Questionnaire (Requests from School Principals)

Province	School Name	Education Zone	(a)Water supply		(b)Toilet		(c)Class room		(d)Class room furniture		(e)Staff quarters		(f)Principal's room or Staff rest room		(g)Access road		(h)Perimeter fencing & main gate		(i)Staff toile		(j)Rain water drain		(k)Activity room		(l)Library		(m)Electricity		(n)O/Level laboratory		(o)Laboratory furniture & equipment	
			Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation
7.N.Central	AP/Ipologama V / Uduuwara	A'Pura	1	-	1	-	1	-	3	-	-	5	1	-	1	-	-	2	-	-	2	-	-	-	-	-	1	-	-	-	-	
	AP/Siyabalagaswewa V / Ramwewa	A'Pura	1	-	2	-	1	-	1	-	-	1	-	1	-	1	2	-	1	-	1	-	1	-	-	-	-	-	-	-	-	
	AP/Kandulagamma V / Negampha	Thambuththegama	1	-	2	-	-	-	2	-	-	5	-	-	-	-	-	-	2	1	-	3	-	1	-	-	-	1	-	-	-	
	AP/Thambiyawa V / Thanthrimale	A'Pura	-	-	2	1	-	-	3	-	-	-	-	1	1	-	-	2	-	1	-	3	-	1	-	-	-	1	-	-	-	
	AP/Billewa V / Thanthrimale	A'Pura	1	-	2	1	-	1	1	-	3	-	-	1	-	-	1	-	1	1	-	4	-	1	-	1	-	1	-	-	-	
	AP/Siyabalagaswewa / Seippikulama	Galenbidunuwewa	1	-	1	-	1	-	-	-	1	-	-	-	-	-	1	1	-	1	-	1	-	1	-	1	-	-	-	-	-	
	AP/Mawathawewa Mahagaswewa	Kekirawa	1	-	2	1	1	2	1	-	-	1	1	-	1	-	-	2	-	1	-	3	-	1	-	1	-	1	-	-	-	
	AP/Kahatagollawa V / Kahatagollawa	Kebithigollawa	1	-	4	-	-	2	3	-	2	-	-	-	-	-	-	-	-	1	-	4	-	1	-	-	-	1	-	-	-	
	Ap/Matambuwa Halmillawa V /	Kekirawa	1	-	-	-	-	2	1	-	-	-	-	-	-	-	1	2	-	1	-	-	-	1	-	1	-	-	-	-	-	
	PL/Muthugala Tamil KV / Muthugala	Dimbulagala	1	-	2	-	-	2	1	-	-	1	-	-	-	1	1	-	1	-	3	-	1	-	1	-	-	-	-	-	-	
Sub Total			9	0	18	3	4	9	16	0	6	12	3	3	3	0	5	12	3	9	0	24	0	9	0	5	0	6	0	0	0	0

Annex Table 2 (2/2) Summary of Data Consolidation for the Questionnaire (Requests from School Principals)

Province	School Name	Education Zone	(a) Water supply		(b) Toilet		(c) Class room		(d) Class room furniture		(e) Staff quarters		(f) Principal's room or Staff rest room		(g) Access road		(h) Perimeter fencing & main gate		(i) Staff toilet		(j) Rain water drain		(k) Activity room		(l) Library		(m) Electricity		(n) O/Level laboratory		(o) Laboratory furniture & equipment	
			Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation
			8.Uva	BD/Yalwela KV Mahiyanganaya	Mahiyanganaya	-	1	-	4	-	1	11	-	-	2	1	-	-	-	1	-	-	2	-	-	1	-	1	-	1	-	1
	BD/Medayaya Mahiyanganaya	Mahiyanganaya	1	-	4	-	2	5	10	-	-	2	-	-	-	-	0	-	2	-	-	-	1	-	-	-	1	-	1	-	1	-
	BD/Yalagamuwa V Welimada	Welimada	1	-	4	-	-	2	7	-	-	1	-	1	-	-	0	-	2	-	-	-	-	-	1	-	1	-	-	-	-	-
	BD/Hangihella Weilmada	Welimada	1	-	-	-	-	3	9	-	1	-	-	0	-	-	1	-	1	-	-	1	1	-	1	-	1	-	1	-	-	-
	BD/Udaporuwa V Weilmada	Welimada	1	-	-	2	-	1	11	-	1	-	-	1	-	-	0	1	1	-	-	0	1	-	1	-	1	-	1	-	1	-
	MO/Kongahapitiya	Monaragala	1	-	0	1	7	3	11	-	-	-	-	1	-	-	1	-	2	-	-	1	1	-	1	-	1	-	1	-	1	-
	BD/Ekiriya V / Passara	Passara	1	-	1	4	-	6	11	-	1	-	-	-	-	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-	1	-
	MO/Kolonne KV/Galebedda Monaragala	Monaragala	0	1	-	3	0	3	11	-	-	-	-	-	-	-	1	-	1	-	-	-	-	-	0	-	-	-	-	-	-	-
	MO/Sevanagala Vshim Wellawaya	Wellawaya	1	-	4	-	7	1	15	-	1	-	-	1	-	-	1	0	2	-	-	-	1	-	0	-	1	-	-	-	1	-
	MO/Saraswathy V Monaragala	Monaragala	1	1	2	0	2	3	7	-	-	-	-	-	-	1	1	-	1	-	-	-	1	-	1	-	1	-	-	-	-	-
	MO/Ratmalagama V Wellawaya	Wellawaya	1	-	0	-	5	0	8	-	-	-	-	1	-	1	0	1	1	-	-	-	1	-	1	-	1	-	-	-	-	-
Sub Total			9	3	15	14	23	28	111	0	4	5	1	5	0	2	7	2	14	2	0	2	9	0	8	0	10	0	5	0	6	0

Annex Table 2 (2/2) Summary of Data Consolidation for the Questionnaire (Requests from School Principals)

Province	School Name	Education Zone	(a) Water supply		(b) Toilet		(c) Class room		(d) Class room furniture		(e) Staff quarters		(f) Principal's room or Staff rest room		(g) Access road		(h) Perimeter fencing & main gate		(i) Staff toile		(j) Rain water drain		(k) Activity room		(l) Library		(m) Electricity		(n) O/Level laboratory		(o) Laboratory furniture & equipment		
			Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	Construction	Rehabilitation	
9.Sabaragamuwa	Ke/Iddamalena V / Godagampola	Dehiowita	-	1	1	-	1	-	-	-	2	-	2	-	-	-	1	-	1	-	1	-	3	-	1	-	-	-	1	-	-	-	
	Ra/Panahaduwa V / Kolamageara	Embilipitiya	1	-	2	-	1	-	-	-	-	-	2	-	-	-	1	-	1	-	1	-	1	-	1	-	1	-	-	-	-	-	
	Ra/Theraputha V / Thunkama	Embilipitiya	1	-	6	-	-	-	1	-	1	-	1	-	-	-	1	-	2	-	1	-	3	-	-	-	1	-	1	-	1	-	
	Ra/Bodhinamaluwa V / Kolamageara	Embilipitiya	1	-	5	-	5	-	1	-	2	-	2	-	-	-	1	-	1	-	1	-	3	-	-	-	-	-	1	-	1	-	
	Rt/Ranchamadagama V / Embilipitiya	Embilipitiya	1	-	-	-	8	-	1	-	2	-	2	-	1	-	1	-	-	-	1	-	3	-	1	-	1	-	1	-	1	-	
	Ba/Diyavinna V / Balangoda	Balangoda	1	-	2	-	5	-	1	-	2	-	2	-	-	-	-	-	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-
	Thnjantenna V / Balangoda	Balangoda	1	-	6	-	9	-	-	-	2	-	2	-	-	-	1	-	2	-	1	-	2	-	1	-	-	-	1	-	-	-	
	Maddegama Piyarathna V / Balangoda	Balangoda	1	-	3	3	2	-	1	-	2	-	2	-	-	-	-	-	-	1	-	1	-	1	-	-	-	1	-	-	-	1	-
	Ra/Doloswalw kanda v / Nivithigala	Nivithigala	1	-	4	-	9	-	1	-	2	-	2	-	-	-	1	-	-	-	1	-	2	-	1	-	1	-	1	-	-	-	
	Ra/Kalugaga Hemagiri V / Wijeriy	Embilipitiya	1	-	3	-	4	-	1	-	2	-	2	-	-	-	1	-	-	-	1	-	3	-	1	-	1	-	1	-	1	-	
	Ra/Madampe No.2 TV/ Rakawana	Embilipitiya	1	-	4	-	4	-	-	-	-	-	1	-	-	-	1	-	1	-	-	-	1	-	-	-	-	-	-	-	-	-	
	Egoda Walwboda V / Egoda Weleboda	Balangoda	-	1	3	-	6	-	1	-	2	-	1	-	-	-	1	-	1	-	-	-	4	-	1	-	-	-	1	-	-	-	
	Ke/Medirigama KV / Higula	Mawanella	-	1	6	-	6	-	1	-	1	-	1	-	-	-	1	-	1	-	-	-	3	-	1	-	-	-	1	-	1	-	
	Ke/Galathara PV / Galathara	Mawanella	1	-	6	-	4	6	1	-	1	-	1	-	-	-	1	-	1	-	1	-	1	-	-	-	-	-	-	-	-	-	
	Sub Total			11	3	51	3	64	6	10	0	21	0	23	0	1	0	12	0	13	0	11	0	30	0	9	0	7	0	10	0	6	0

Annex Table 3 (1/3) Long List of the Improvement of the Minimum School Facilities

Priority	Western			Central			Southern		
	School Name	Zone	No of Students	School Name	Zone	No of Students	School Name	Zone	No of Students
1	Sriharda V	Sri J'Pura	368	K/Hindu Senior Tamil	Kandy	373	G/Martin Wickramasinghe	Habaraduwa	341
2	St. Michael's College	Colombo	360	Ma / Kubiyangaha ela KV Matale	Naula	310	G/Abavadana KV	Habaraduwa	96
3	Al Ameena V	Colombo	370	Ma/Ovitikanda Primary, Oveitikanda	Matale	188	MR/Thalapwila	Devinuwara	78
4	St. James Primary School	Colombo	368	K/Senarathgama KV	Katugastota	319	H/Gajanayakegama KV	Tangalle	101
5	Mirishena Tamil V	Horana	54	Ma/Opalagala KV / Opalagala	Naula	119	H/Pahalagam KV	Tangalle	234
6	Wallawita Primary V	Matugama	303	K/Ambagatenna MV / Welamboda	Denuwara	344	Haburugala Dharmaraja	Elpitiva	240
7	Batugammula PV	Horana	70	Ka/Eriyagama Pushpadana V	Denuwara	314	Thalawa KV	Baddegama	203
8	Artigala KV	Homagama	390	Ka/Baddegama KV	Wattegama	234	Assapa KV	Welipitiva	358
9	Puwakpitiya MV	Homagama	357	K/Paranagama PV	Wattegama	397	Kudagoda KV	Walasmulla	400
10	Pitipana KV	Homagama	336	Ma / Puwakpitiya	Wilagamuwa	110	Mahagoda	Elpitiva	341
11	Parakandeniya Magadunna KV	Gampaha	144	Ma / Rottata Mahabodhi V	Wilagamuwa	260	Denipitiya KV	Welipitiya	289
12	Kadawatha Roman Catholic V	Kelaniya	340	NW/ Samagapura V	Walapane	80	Pallemlala KV	Hambantota	400
13	Delatura JSV	Kelaniya	380	Gorekella V	Hanguranketa	388	Hakawatta MPV	Tangalle	228
14	Basiyawaththa KV	Negambo	347	Nu/Amherst V	Walapane	296	Mawita KV	Udugama	259
15	Nagalakanda Buddhist V	Kalutata	391	Dolosbage TV	Gampola	273	Wailaya	Morawaka	386
16	Dehiyagatha Holy Primary JSV	Gampaha	381	Dunuhappawa V	Wattegama	196	Tangalle MPV	Tangalle	120
17	St. Sebastian TMV	Colombo	394	Gouadhika S TV	Denuwara	320	Ganethana Uparathanna KV	Hagmana	253
18	Horampella PV	Gampaha	370	Vadapatiya A Huna	Kandy	220	Nadigamvila KV	Hambanto	249
19	Mahavila KV	Kalutata	387	Dankanda GS	Matale	400	Ikkapallama KV	Hambanto	372
20	Yatadola KV	Kalutata	394	Balana KV	Denuwara	286	Talapekubura	Morawaka	79
21	Kotahena Govt. Girls College	Colombo	400	Sivanesvara TV	Teldeniya	98	Kudagalhena KV	Morawaka	302
22	Keselwatta Sri Jinadarmadana V	Kalutata	360	Madduma Bandara	N'Eliya	368	Kaduruwana	Morawaka	250
23	Nawagamuwa Sri Sumantissa PV	Colombo	383	Kanupellella	Matale	199	Elmaladeniya KV	Morawaka	62
24	Balagaha PV	Gampaha	374	Sri Agrabodhi KV	Wilagamuwa	277	Koongahadeniya KV	Morawaka	80
25	Lihiniyawa JSV	Kalutata	382	Deegana Pathana KV	Galewela	260	Igalathalawa KV	Elpitiva	343
26	Owitigala PV	Kalutata	370	Siyabalagahawela	Galewela	395	Boondala KV	Hambanto	60
27	Mahara Nugegoda KV	Gampaha	320	Gonawela V	Hatton	277	Dharmathilake KV	Hambanto	72
28	Kobowela TV	Kalutata	310	Happawa V	Hanguranketa	332	Kiripeda KV	Elpitiva	224
29	Mohomadiyawatta Tamil KV	Kalutata	285	Mawela SV	Kotmale	283	Deepankara PV	Tangalle	27
30	Maliyadewa MV	Colombo	330	Labookelle TV	Kotmale	128	Hettiyawala BKV	Hakmana	178
31	Kalapugama KV	Kalutata	338	SRI AGRABODI K.V.	Wilgamuwa	277	Uduvila KV	Hambanto	341
32	Hiswela KV	Gampaha	290	PUWAKPITIYA DAMMANTENNA	Wilgamuwa	119	Diyadawa KV	Morawaka	80
33	Kotahen Roman Catholic B.V.	Colombo	400	KEKALATENNA K.V.	Wilgamuwa	293	Pinikahana KV	Elpitiva	124
34	Agamethi V.	Colombo	384	WEHERAGALAYAYA K.V.	Wilgamuwa	250	Wilayaya KV	Morawaka	70
35	S.W.R.D. Bandaranaya V.	Colombo	377	PUSELLAYAYA P.V.	Wilgamuwa	104	Walabagala KV	Elpitiva	215
36	Ramakrishna V.	Colombo	400	lediyangala p.v.	Wilgamuwa	93	Ranmihithenna KV	Hambanto	243
37	Jalithara MV	Homagama	359	RADUNNEWAWA P.V.	Wilgamuwa	64	Makuluwalahena KV	Akuressa	137
38	Lenagala JSV	Homagama	365	NUWARAYAYA P.V.	Wilgamuwa	118	Palalla KV	Akuressa	86
39	Liyanwala KV	Homagama	352	RANAMURE K.V.	Wilgamuwa	294	Wellana Gunathilake KV	Akuressa	80
40	Kalahena Boralugoda MV	Homagama	398	PARAKRAMA P.V.	Wilgamuwa	87	Kadoggala KV	Akuressa	251
41	Aluthambalama Model KV	Homagama	359	GURUWELA K.V.	Wilgamuwa	72	Kokmaduwa KV	Akuressa	300
42	Dehiwela Methodist KV	Piliyandala	393	WILGAMUWA P.V.	Wilgamuwa	108	Bundala KV	Hambanto	60
43	Dehiwela Tamil KV	Piliyandala	385	GURUWELAYAYA P.V.	Wilgamuwa	144	Yahangala KV	Hambanto	87
44	Bodhiraja KV	Piliyandala	356	LELOYA.	Wilgamuwa	65	Maha Ara KV	Hambanto	312
45	Werahera KV	Piliyandala	359	KUBUKANDANA P.V.	Wilgamuwa	106	Telulla KV	Hambanto	372
46	Kolonnawa St. Joseph's K.V.	Sri J'pura	372	BOGAHAWEWA K.V.	Wilgamuwa	154	Beragama JKV	Hambanto	372
47	Buwanekaba K.V.	Sri J'pura	366	MAHAWATENNA P.V.	Wilgamuwa	152	Samodagama KV	Hambanto	282
48	Pahalayagoda Sriswarnapali M.V	Gampaha	384	KOOMBAYANGAHAELA K.V.	Naula	296	Darmathilake KV	Hambanto	253
49	Mabima Vidyakara K.V.	Gampaha	397	OPALGALA K.V.	Naula	70	Mamandola KV	Udugama	85
50	Eluwapitiya K.V.	Gampaha	352	RATTOPTA MAHABDHI V.	Naula	249	Sri Gunananda KV	Udugama	173
51	Thihariya Mayurapada K.V	Gampaha	369	GAMMADUWA K.V.	Naula	321	Gonadeniya KV	Udugama	303
52	Maddegama M.V.	Gampaha	371	KUMBALOLUWA K.V.	Naula	330	Kurupanawa KV	Udugama	63
53	Keragala Sangaraja M.V	Gampaha	381	OPALGALA TAMIL V.	Naula	112	Talgawala Tamil KV	Udugama	188
54	Kimbulwilawatta M.V.	Gampaha	362	PUBBILIYA M.V.	Naula	130	habarakada Dahmapala	Udugama	212
55	Biyawila Baptist V.	Kelaniya	387	PILIHUUDUGOLLA K.V.	Naula	156	Batuwangala West KV	Udugama	66
56	Wanawasala Nagasena V.	Kelaniya	368	NIKULA BIBILA M.V.	Naula	171	Okadhena KV	Udugama	66
57	Ganegoda Rajasinghe MV	Minuwangoda	372	PALLETANNA K.V.	Naula	158	Millawa KV	Udugama	183

Annex Table 3 (1/3) Long List of the Improvement of the Minimum School Facilities

Priority	Western			Central			Southern		
	School Name	Zone	No of Students	School Name	Zone	No of Students	School Name	Zone	No of Students
58	Delwala Srimath Olcott MV	Minuwangoda	390	NAGALA TAMIL V.	Naula	79	weliketiya KV	Akuressa	314
59	Babussalam Muslim V	Minuwangoda	387	HAPUGASPITIYA T.V.	Naula	68	Dolamawatha KV	Akuressa	155
60	Yatiyana R.C. KV	Minuwangoda	377	BAMBARAGAHAWATTA K.V.	Naula	125	Talahagama	Akuressa	142
61	Vithanamulla KV	Minuwangoda	386	KAMBARAWA K.V.	Naula	154	Kahatapitiya KV	Ambalogo	347
62	Welihena Sinhala K.V	Negombo	370	KALUGALTHEENNE K.V.	Naula	54	Meetiyaagoda KV	Ambalogo	271
63	Peralanda J.S.V.	Negombo	380	DEVARADAPOLA P.S.	Naula	53	Kiralagahawela KV	Ambalogo	273
64	Hadapangoda K.V.	Horana	396	KANAMULAYAYA T.V.	Naula	127	Kebiliyapola KV	Mulatiyana	200
65	Raiganwaththa (L.D) T.V.	Horana	389	HADUWA K.V.	Naula	135	Karatota KV	Mulatiyana	370
66	Bulathsinghala North K.V.	Horana	400	MURUTHOLUWA K.V.	Naula	100	Lelwala KV	Galle	353
67	Mahagama K.V.	Horana	374	BOGASBOBELLA K.V.	Naula	84	CWW Kannangara	Galle	281
68	Yatagampitiya K.V.	Horana	400	UDUDENIYA P.V.	Naula	58	Beragama kv	Mulatiyana	271
69	Bellapitiya K.V.	Horana	385	BOBELLA P.S.	Naula	51	Ransagoda Sr.KV	Mulatiyana	241
70	Govinna P.V	Horana	400	HUNUKETE K.V.	Naula	59	Devalagama KV	Mulatiyana	170
71	Massala P.V	Kalutara	371	SENARATHGAMA M.V.	Katugastota	370	Batuvita KV	Mulatiyana	172
72	Al-Hassaniya M.V.	Kalutara	400	MEDAWELA P.S	Katugastota	154	Pahalavitiyala KV	Mulatiyana	180
73	Wadduwa Dharmapala M.V.	Kalutara	400	kurugoda mu balika K.V.	Katugastota	133	Miriswatta Mutumala KV	Tangalle	213
74	Rathuwattha Diamond Jubilee V.	Kalutara	381	Wewala Parakrama K.V.	Katugastota	363	Mahaheela Iswara KV	Tangalle	227
75	Ambaluduwa Muslim V.	Kalutara	389	MADADENIYA K.V.	Katugastota	224	Thalawatta Abinawa KV	Walasmul	211
76	Culloden Tamil V.	Kalutara	364	galkanda k.v	Katugastota	227	Keradeniya KV	Walasmul	160
77	Meegama K.V.	Matugama	400	KIRIWANAKETIYA K.V.	Katugastota	264	Weedikanda KV	Walasmul	174
78	Lewwanduwa K.V.	Matugama	363	Deegala Buddha K.V.	Katugastota	163	Weediya Silva KV	Walasmul	200
79	Welipenna Sinhala K.V.	Matugama	366	Dippitiya K.V.	Katugastota	201	Ambakolawewa KV	Walasmul	140
80	Pelenda M.V.	Matugama	371	neerella mu.k.v.	Katugastota	334	Rajapura goda KV	Walasmul	108
81	Kewitiyagala M.V.	Matugama	400	Kalamagal T.K.V.	Katugastota	248	Gotambaragama KV	Tangalle	395
82	Yattapatha K.V.	Matugama	394	pelena k.v	Katugastota	323	Rekawa KV	Tangalle	326
83	Hedigalla K.V.	Matugama	395	Kimigama K.V.	Katugastota	260	Kattakaduwa KV	Tangalle	438
84	St. James Primary School	Colombo	376	SUMANATISSA P.S	Katugastota	223	Porawagama KV	Elpitiya	125
85	Agamethi V.	Colombo	384	inigala mu.v	Katugastota	273	Bangamkunda Kv	Elpitiya	102
86	St. Sebastian T.M.V.	Colombo	394	Alagala P.V.	Katugastota	64	Watahena KV	Elpitiya	52
87	S.W.R.D. Bandaranayaka V.	Gampaha	93	Kalatuwaw P.V	Katugastota	123	Tanabdegama KV	Elpitiya	142
88	Al-Ameen V.	Colombo	381	Panangamuwa Mu.V	Katugastota	100	Kaluwagala KV	Udugama	59
89	Jalthara MV	Colombo	359	Attaragama K.V.	Katugastota	149	Nawala Kv	Udugama	119
90	Lenagala JSV	Colombo	665	Alagala P.V.	Katugastota	84	Nawungala KV	Udugama	87
91	Pitipana KV	Colombo	351	Kolugala K.V.	Katugastota	100	Walpolu Gunathilake KV	Udugama	251
92	Artigala KV	Colombo	384	Mulleagama K.V.	Katugastota	174	Denkandaliya KV	Deniyaya	281
93	Liyanwala KV	Colombo	352	Ovissa K.V.	Katugastota	91	Talapalakanda KV	Deniyaya	175
94	Kahahena Boralugoda MV	Colombo	394	Karanduwawela K.V.	Katugastota	148	Mekiliyathema KV	Deniyaya	154
95	Aluthambalama Model KV	Colombo	359	Eriyagama sri puspadana V.	Denuwara	201	Puwakgahahena KV	Morawaka	132
96	Dehiwela Methodist KV	Colombo	393	Ambagastenna Mu.V.	Denuwara	332	Akurubebila KV	Matara	268
97	Dehiwela Tamil KV	Colombo	385	Gonadika sin/tam v.	Denuwara	320	Arakhadeniya KV	Matara	239
98	Bodhiraja MV	Colombo	356	Balana K.V.	Denuwara	286	Dikwella Methodist KV	Matara	172
99	Werahera KV	Colombo	359	AMBANWALA K.V.	Denuwara	227	Watawatha KV	Galle	58
100	Rajagiriyi Siri Harda K.V.	Colombo	300	KOTAGALOLUWA SRI JINARATHANA.	Denuwara	180	Kendagasmankada KV	Hambanto	66
101	Buwanekeba K.V.	Colombo	366	GAMHATHE.C.C.K.V.	Denuwara	95	Waliguruketiya KV	Elpitiya	124
102	Nawagamuwa Sri Sumanathissa P.V.	Colombo	383	NEW ELPTIYA K.V.	Denuwara	58	Gan-Ima KV	Elpitiya	239
103	Pahalayagoda Sriswarnapali M.V.	Gampaha	397	BOYAGAMA J.V.	Denuwara	284	Kethsirigama KV	Hambanto	150
104	Mabima Vidyakara K.V.	Gampaha	397	HEPANASRI SARANANDA V.	Denuwara	105	Kudagama 03 PV	Hambanto	78
105	Eluwapitiya K.V.	Gampaha	352	newelpitiya.mu.v	Denuwara	155	Udamattala KV	Hambanto	172
106	Thihariya Mayurapada K.V.	Gampaha	369	TISMADA K.V.	Denuwara	87	Weherapelessa Kv	Hambanto	136
107	Maddegama M.V.	Gampaha	371	KETAKUMBORA K.V.	Denuwara	204	Kudagammana 20PV	Hambanto	75
108	Hiswella K.V.	Gampaha	355	kobbekaduwa k.v.	Denuwara	327	MR Thasim KV	Hambanto	102
109	Keragala Sangaraja M.V.	Gampaha	381	DEHIDENIYA K.V.	Denuwara	100	Kudagammana 10PV	Hambanto	99
110	Kimbulwilawatta M.V.	Gampaha	362	HIDDAULLA K.V.	Denuwara	146	Paragala KV	Morawaka	324
111	Kadawatha Roman Catholic V.	Gampaha	389	WATTAPPOLA K.V.	Denuwara	352	Ampee KV	Ambalango	118
112	Biyanwila Baptist V.	Gampaha	387	NEERANGAMUWA K.V.	Galewela	58	Siri Pivarathna	Matara	189
113	Wanawasala Nagasena V.	Gampaha	368	KALOGAHAELA P.S.	Galewela	123	Porupitiya Kv	Morawaka	89
114	Delatura J.S.V.	Gampaha	379	KOHOLANWALA P.S.	Galewela	80	Kiriweldola KV	Morawaka	202

Annex Table 3 (1/3) Long List of the Improvement of the Minimum School Facilities

Priority	Western			Central			Southern		
	School Name	Zone	No of Students	School Name	Zone	No of Students	School Name	Zone	No of Students
115	Ganegoda Rajasinghe MV	Gampaha	372	PATHKOLAGOLLA K.V.	Gawelwa	266	Pathiraja MV	Ambalango	298
116	Delwala Srimath Olcott MV	Gampaha	390	YATIGALPOTTA K.V.	Gawelwa	207	Wathurawila gamini KV	Ambalango	278
117	Babussalam Muslim V	Gampaha	387	NIKAWEHARA K.V.	Gawelwa	202	Maduwa KV	Ambalango	115
118	Yatiyana R.C. KV	Gampaha	377	DEWAHUWA.SINHALA.K.V.	Gawelwa	173	Uda Aparekka KV	Matara	79
119	Vithanamulla KV	Gampaha	386	KEPPITTYA MUSLIM.M.V.	Gawelwa	210	Kandipana KV	Morawaka	321
120	Balagalla PV	Gampaha	374	ETHABENDIWEWA K.V.	Gawelwa	144	Aninkanda tamil KV	Morawaka	306
121	Welihena Sinhala K.V.	Gampaha	370	UDAWELAYAGAMA.K.V.	Gawelwa	180	Ensal Watta Tamil KV	Morawaka	233
122	Basiyawaththa K.V.	Gampaha	373	NIKAWATAWANA.MUSLIM.K.V.	Gawelwa	259	Galkeminawa Tamil KV	Ambalango	354
123	Dehiyagatha Holy Rosary J.S.V.	Gampaha	381	KANDALAMA MADEENA MUSLIM.K.V.	Gawelwa	63	Uda Horagala KV	Morawaka	105
124	Peralanda J.S.V.	Gampaha	380	KOBBEWEHERA K.V.	Gawelwa	237	Katudampe Malalankara KV	Ambalango	273
125	Magalkanda Buddhist K.V.	Colombo	322	IHALA DIGGALA P.S.	Gawelwa	68	Pituwala KV	Elpitiya	277
126	Al-Hassaniya M.V.	Gampaha	93	BULANAWEWA P.S.	Gawelwa	135	Kekirikanda KV	Elpitiya	86
127	Wadduwa Dharmapala M.V.	Gampaha	273	PAHALA DIGGALA P.S.	Gawelwa	53	Egodawatta KV	Elpitiya	109
128	Hedigalla K.V.	Colombo	128	KOSGAHAHEENNA P.S.	Gawelwa	65	Mahavila KV	Elpitiya	234
129				DIVULGASKOTUWA P.S.	Gawelwa	245	Aviththawa Nalanda KV	Elpitiya	352
130				IHALA ERULA .P.S.	Gawelwa	52	Mahagoda KV	Elpitiya	341
131				KIRALAGOLLA P.S.	Gawelwa	172	Ranmuduweva KV	Hambanto	176
132				NAGALAWEWA P.S.	Gawelwa	66	Hathporuwa KV	Hambanto	331
133				WALGAMWEWA K.V.	Gawelwa	113	Weliwewa PV	Hambanto	66
134				WATTEGAMMEDDA P.S.	Gawelwa	66	Kudabibula KV	Hambanto	100
135				BELLANNEOYA P.S.	Gawelwa	77	Konkarahena KV	Hambanto	24
136				D.S.SENANAYAKE P.S.	Gawelwa	215	Bengamukanda KV	Hambanto	70
137				TITTAWELGOLLA P.S.	Gawelwa	129	Arthur C Cleark KV	Hambanto	130
138				EBBAWELA P.S.	Gawelwa	56	Ethgalmulla KV	Tangalle	65
139				KOTUWEGADARA V.	Matale	148	Kahaduwa KV	Tangalle	269
140				HATHAMUNAGALA V.	Matale	126	Pattiyapola KV	Tangalle	134
141				NANDANA V.	Matale	124	Illukmulla KV	Tangalle	95
142				YATAWATTA TAMIL V.	Matale	110	Rajapaksha Samupakara G.	Tangalle	144
143				PATHINGOLLA VIDYALAYA	Matale	136	Kahadamodara KV	Tangalle	125
144				MAHALEWAKANDA TAMIL V.	Matale	118	Tenagama KV	Tangalle	59
145				MUWANDENIYA V.	Matale	205	Seenimodara KV	Tangalle	382
146				LELEAMBE PRIMARY VIDYALAYA	Matale	178	Unakuruwa KV	Tangalle	87
147				OWILIKANDA PRIMARY VIDYALAYA	Matale	193	Kandaketiya KV	Tangalle	122
148				WEWELMADDE TAMIL V.	Matale	57	Wakamulla KV	Tangalle	146
149				VIVEGANANTHA T.V	Matale	54	Ihalabeligalla PV	Tangalle	122
150				HULANGAMUWA V.	Matale	91	Heendaliya KV	Tangalle	84
151				KALALPITTYA VIDYALAYA	Matale	188	Kudagam 01	Hambanto	170
152				WADEMADA VIDYALAYA	Matale	132	Abayapura Suranimala PV	Hambanto	94
153				GURALAWELA VIDYALAYA	Matale	98	Angunakolawewa Kv	Hambanto	72
154				KOTTEGODDA MUS.V.	Matale	146	Hedawinna KV	Hambanto	399
155				KOSWANA V.	Matale	158	Lunama Dutugemunu KV	Hambanto	214
156				POLWATTAKANDA K.V.	Matale	114	Karabagalmulla KV	Hambanto	182
157				PITAKANDA NO.2 T.V.	Matale	187	Rotawala KV	Hambanto	190
158				DEEVILLA MALIYADEVA M.V.	Matale	322	Osuvinna PV	Hambanto	56
159				ATHIPOLA V.	Matale	223	Kudagam 11PV	Hambanto	181
160				NICHOLOYA TAMIL V.	Matale	74	Andarawewa Dhramadutha	Hambanto	205
161				IDAMGAMA V.	Matale	55	Wawegama Kv	Hambanto	400
162				SELAGAMA TAMIL V.	Matale	130	Viharagala 550 Kv	Hambanto	230
163				NAGOLLA PRIMARY VIDYALAYA	Matale	209	Habaraththawala KV	Hambanto	232
164				HUNUGALA T.V.	Matale	103	Mahagalwewa KV	Hambanto	253
165				VAANI T.V.(HUNNASGIRIYA T.V.)	Matale	138	Divitura TKV	Elpitiya	201
166				HULANGAMUWA V.	Matale	91	Athur C cleark MV	Elpitiya	130
167				KALALPITTYA VIDYALAYA	Matale	188	Hemachandra Gunasekara	Matara	392
168				KANANGAMUWA K.V.	Matale	323	Weligama Dharmaraja KV	Matara	337
169				KAUDUPELELLA SINHALA M.V	Matale	199	Henawala Javatissa	Matara	274
170				SRI RAHULA V.	Matale	189	Pinnaduwa Jayanthi Mv	Galle	282
171				RAJAMMANNA MUS.V.	Matale	223	Gemunupura KV	Hambanto	382

Annex Table 3 (1/3) Long List of the Improvement of the Minimum School Facilities

Priority	Western			Central			Southern		
	School Name	Zone	No of Students	School Name	Zone	No of Students	School Name	Zone	No of Students
172				WELANAGAHA WATTE V.	Matale	173	Muthiyammagama KV	Hambanto	282
173				WERAGAMA PARAKRAMA V.	Matale	183	Pustholamulla KV	Hambanto	235
174				HAPUWIDA V.	Matale	215	Gangevaya KV	Hambanto	222
175				SELGAMA V.	Matale	229	Kirindagama PV	Hambanto	72
176				MUSTHAFA MU V.	Matale	168	Eathbatuwa KV	Hambanto	190
177				WARIYAPOLA T.V.	Matale	87	Mahawela KV	Hambanto	98
178				SRI INDRATHANA K.V.	Matale	60	Siyabalagasvila Gunodaya KV	Hambanto	202
179				Dankanda V.	Matale	50	Kanuketiya KV	Hambanto	122
180				HAPPAWARA VIDYALAYA - ILLAGOLLA	Haguranketa	348	Keula KV	Hambanto	122
181				DIMBULKUMBURA VIDYALAYA	Haguranketa	268	Beminiyanvila KV	Hambanto	188
182				DEHIPE VIDYALAYA - DEHIPE	Haguranketa	313	Mihiripenna KV	Galle	211
183				HAPUWALA V. - HANGURANKETA	Haguranketa	332	Horadugoda PV	Galle	153
184				METIBEMBIYA V. - ELAMULLA	Haguranketa	348	Nakanda KV	Galle	58
185				UDAGALAUDA V. - ILLAGOLLA	Haguranketa	188	Hakuruwela KV	Tangalle	339
186				DUNUKEBEDDA V. - MATURATA	Haguranketa	362	Gurugodella Weerasinghe	Tangalle	194
187				MORAGOLLA VIDYALAYA	Haguranketa	122	Uswewa KV	Tangalle	321
188				VILWARA V. - KARANDAGOLLA	Haguranketa	165	Rathmalwala KV	Tangalle	162
189				WALAGAMA V. -RIKILLAGASKADA	Haguranketa	205	Jandura KV	Tangalle	366
190				GANNAWA V. -GANNAWAUDAGAMA	Haguranketa	301	Gajanavake game KV	Tangalle	107
191				PALLEGALAUDA V. - ILLAGOLLA	Haguranketa	212	Dewalmulla KV	Mulatiyana	202
192				UDAWATTA V. - UDAWATTA	Haguranketa	270	Hettivawala KV	Mulatiyana	210
193				PALLEWELA V. -RIKILLAGASKADA	Haguranketa	186	Ganethanna Uparathana	Mulatiyana	266
194				WADAWALA V. - KARANDAGOLLA	Haguranketa	166	Deevagaha EKV	Matara	102
195				EKIRIYA V. - EKIRIYA	Haguranketa	344	Motagedara KV	Matara	173
196				Mawela S.V	Kotmale	283	Unella Jayanthi KV	Matara	139
197				KETHIHANAINNA S.V.	Kotmale	229	Nilwala KV	Matara	269
198				Nayapane V.	Kotmale	392	Medagama KV	Udugama	117
199				HUNUGALOYA S.V.	Kotmale	335	Lelwala Gigungaduwa KV	Udugama	353
200				EYRIE T.V.	Kotmale	400	Mavita KV	Udugama	208
201				BERAMANE S.V.	Kotmale	124	Gallandala KV	Udugama	100
202				KIRINDEWELA S.V.	Kotmale	58	Sangaratana	Galle	120
203				HALGOLLA NO.1 S.V.	Kotmale	87	Dolahena KV	Galle	113
204				WERALLAPATHANA S.V.	Kotmale	55	Pitiduwa KV	Galle	125
205				MAYMOLLY T.V.	Kotmale	133	OLuava Bandaravake	Walasmulla	301
206				WAWENDON T.V.	Kotmale	126	Delgalla KV	Matara	341
207				NORTH MEDDECOMBRA T.V. No:1	Kotmale	126	Wehella KV	Matara	176
208				NORTH MEDDECOMBRA T.V. No:4	Kotmale	100	Talawa KV	Galle	206
209				PROTOFT T.V.	Kotmale	154	Pitiduwa KV	Galle	125
210				KOLAPATHANE T.V.	Kotmale	115	Ananda Vijaya KV	Udugama	180
211				HELBODA NORTH T.V.	Kotmale	147	Ella Ihala Darmodaya KV	Udugama	96
212				LABOOKELLIE T.V. No:2	Kotmale	128	Uduwella KV	Udugama	76
213				SOUTH MEDDECOMBRA T.V. No:2	Kotmale	127	Ganhela KV	Akuressa	167
214				GORAKOYA T.V.	Kotmale	71	Ihala Maliduwa KV	Akuressa	166
215				KATABOOLA T.V. No:2	Kotmale	55	Kohugoda KV	Akuressa	121
216				HEDUNUWEWA P.V.	Kotmale	122	Thalahagama KV	Akuressa	191
217				PHALA GORAKOYA MUS.V.	Kotmale	165	Ellewela KV	Akuressa	111
218				SRI RATHANASARA S.V.	Kotmale	186	Mr/ Al-Huda MV	Akuressa	83
219				DORAGALA S.V.	Kotmale	260	Mr/Iuppitiya KV	Morawaka	63
220				RAWANAGODA S.V.	Kotmale	91	Hanferd TKV	Morawaka	292
221				TYPANE KANDA VIDYALAYA.	Kotmale	60	Mederipola KV	Morawaka	210
222				NORTH PUNDULOYA T.V.	Kotmale	71	Banagala Seelarathana KV	Morawaka	183
223				DOMBAGASTHALAWA T.V.	Kotmale	90	Derangala KV	Morawaka	177
224				HUNUKOTUWA T.V.	Kotmale	73	Sulthanagoda KV	Akuressa	218
225				GLENLOCH T.V.	Kotmale	94	KosmIlgoda KV	Morawaka	150
226				DUNSIANE T.V. No:3	Kotmale	90	H/Udakirivila V	Walasmulla	132
227				FERNLANDS T.V.	Kotmale	67	Udakirivila KV	walasmulla	132
228				HARROW T.V.	Kotmale	153	Udadeniya KV	walasmulla	115

Annex Table 3 (1/3) Long List of the Improvement of the Minimum School Facilities

Priority	Western			Central			Southern		
	School Name	Zone	No of Students	School Name	Zone	No of Students	School Name	Zone	No of Students
229				KAIPOOGALLA T.V.	Kotmale	82	Kandebedda KV	walasmulla	281
230				CANNETHAN T.V.	Kotmale	71	Nathawala KV	walasmulla	295
231				CHOISY T.V.	Kotmale	55	Wathukanda KV	walasmulla	383
232				SRI MALIYADEWA S.M.V.	Kotmale	142	Bogaha KV	Elpitiya	191
233				KUMBALOLUWA S.V.	Kotmale	330	Delpona KV	Elpitiya	156
234				PALAGOLLA S.V.	Kotmale	223	Akkarawissa KV	Ambalango	169
235				MAHENA -WEWATENNA V.	Walapane	192	Malawenna KV	Ambalango	142
236				MANTREETENNA V.	Walapane	254	Dharmapala KV	Ambalango	208
237				HIGH FOREST NO.3 TAMIL V.	Walapane	366	Weligama Jinaraja KV	Matara	152
238				ABAHENA V.	Walapane	90	Nindagala KV	Matara	218
239				LANDUPITA V.	Walapane	250	Mirissa BKV	Matara	166
240				N/W/RATHNAYAKAPATHANA V.	Walapane	129	Talaramba KV	Matara	165
241				AMHERST V.	Walapane	337	Denuwala KV	Matara	122
242				N/W/ALNWICK TAMIL V.	Walapane	359	Sri Mahanama KV	Matara	96
243				WIMALADARMA M.V.	Walapane	387	Komanagoda Rohana KV	Matara	168
244				UKUTHULE VIDYALAYA	Walapane	143	Palolpitiya KV	Matara	171
245				BBLAIR LEMOND T.V.	Walapane	103	Uggoda MV	Matara	181
246				HARASBEDDA T.V.	Walapane	115	Galabadda Sri Devenanda KV	Matara	139
247				RAPPAHANOCK T.V.	Walapane	92	Pallawela Badola KV	Matara	139
248				THUNHITIYAWA V.	Walapane	68	Meeepavita KV	Mulatiyana	106
249				GALABADA V.	Walapane	62	Atapattukanda KV	Mulatiyana	164
250				AMBALIYADDA V.	Walapane	64	Ransegoda KV	Mulatiyana	329
251				N/W/ALAKOLAWEWA V.	Walapane	76	Radwela KV	Mulatiyana	125
252				DELIWALA V.	Walapane	54	Maramandeniya KV	Mulatiyana	219
253				MEDAKANDURA V.	Walapane	116	Alhaj Tasim KV	Galle	117
254				RUPPE V.	Walapane	57	Kandewatta Almeeran KV	Galle	247
255				TENNABODIYA V.	Walapane	64	Almubarak KV	Galle	115
256				WELIHINDA V.	Walapane	51	Weligatta KV	Hambanto	131
257				N/W/HINGUREWELA V.	Walapane	77	Kadugama 3 PV	Hambanto	78
258				N/W/SAGALAPURA V.	Walapane	91	Wedigamwewa KV	Hambanto	136
259				N/W/MAHAKUDUGALA SINHALA V.	Walapane	67	Diddenipotha KV	Hambanto	303
260				BROOKSIDE TAMIL VIDYALAYA	Walapane	79	Talahagama KV	Akuressa	91
261				GORDEN TAMIL V.	Walapane	121	Bopagoda KV	Akuressa	200
262				N/W/BRAMLEY TAMIL VIDYALAYA	Walapane	109	Martin Wickramasinghe KV	Galle	341
263				ST. MARGARTS T. V.	Walapane	109	Dharmarama KV	Galle	100
264				CONIGAR PILLAYAR T.V.	Walapane	108	Lelwala Wickramasinghe KV	Galle	181
265				N/W/HALGRAN OYA TAMIL V.	Walapane	252	Haburugala Dharmaraja KV	Elpitiya	212
266				ALMA GREMONT T.V.	Walapane	144	Agalabada KV	Walasmulla	147
267				Warakawa Kanista Vidyalaya,	Gampola	378	Binthenna KV	Walasmulla	147
268				Palledeltota Kanishta Vidyalaya,	Gampola	176	Rukmalpitiya KV	Walasmulla	261
269				Naranwita Kanishta Vidyalaya,	Gampola	169	Welipitiya KV	Walasmulla	124
270				Wariyagala Tamil Vidyalaya,	Gampola	87	Meeegathenna KV	Walasmulla	125
271				Upland Tamil Vidyalaya,	Gampola	201	Gomadiya KV	Walasmulla	303
272				Rothschild Tamil Vidyalaya,	Gampola	125	Obadagahadeniya KV	Walasmulla	85
273				Nayapana Tamil Vidyalaya,	Gampola	392	Wathukanda KV	Walasmulla	383
274				New Peacock Tamil Vidyalaya,	Gampola	92	Getamanna North KV	Tangalle	160
275				Baranagala Tamil Vidyalaya,	Gampola	295	Galagama PV	Tangalle	101
276				Hynford Mapakanda Muslim Vidyalaya,	Gampola	60	Palapotha PV	Tangalle	116
277				Dolosbage Kanista Vidyalaya,	Gampola	273	Getamanna Saranapala PV	Tangalle	136
278				Alugolla Kanista Vidyalaya,	Gampola	137	Nihiluwa PV	Tangalle	149
279				Andiyakadawatte Muslim Vidyalaya,	Gampola	263	Deduwawala KV	Tangalle	124
280				Andiyakadawatte,	Gampola	123			
281				Inguruwa Watta K. V	Gampola	131			
282				Melfort Tamil Vidyalaya	Gampola	220			
283				Berawala K. V	Gampola	185			
284				Udawalla K. V	Gampola	105			
285				Thelihunna Janapada K. V	Gampola	121			

Annex Table 3 (1/3) Long List of the Improvement of the Minimum School Facilities

Priority	Western			Central			Southern		
	School Name	Zone	No of Students	School Name	Zone	No of Students	School Name	Zone	No of Students
286				Yatapana K.V	Gampola	72			
287				Ilawatara Rahumaniya	Gampola	151			
288				Kelly Janapada K.V	Gampola	83			
289				Gamunapura K.V	Gampola	138			
290				Inguruova K. V	Gampola	150			
291				Choughleigh Tamil Vidyalaya	Gampola	80			
292				Kadiyanlena Tamil Vidyalaya	Gampola	316			
293				Imbulpitiya K. V	Gampola	121			
294				Selambridge Muslim Vidyalaya	Gampola	150			
295				Angammana K. V	Gampola	224			
296				Pupurassa K. V	Gampola	260			
297				Sanquhar Tamil Vidyalaya	Gampola	90			
298				Paradeka, Pussellawa	Gampola	59			
299				Greighhead No 1 Tamil vidyalaya	Gampola	52			
300				St Andrews' K. V	Gampola	352			
301				Penrhose Tamil Vidyalaya	Gampola	52			
302				Mapakanda K. V	Gampola	299			
303				Wallahagoda K. V	Gampola	339			
304				Thembiligala K. V	Gampola	254			
305				Sri Saranapala K. V	Gampola	347			
306				Paththunupitiya Maha Vidyalaya	Gampola	361			
307				Paththunupitiya	Gampola	361			
308				Thelihunnagama K. V	Gampola	292			
309				Dunukeulla K. V	Gampola	224			

Annex Table 3 (2/3) Long List of the Improvement of the Minimum School Facilities

Priority	Northern and Eastern			North Western		
	School Name	Zone	No of Students	School Name	Zone	No of Students
1	Ja/Velanni South / Yanar	Island	170	Ku/Wilagamdevatawa	Kurunegala	167
2	Ja/Saivapiragasa Velanai	Island	235	Ku/Wellawa KV	Giriulla	125
3	Ku/Tharumpuram No 1 GTMS	Kilinochchi	231	Ku/Vijaya KV	Maho	218
4	Mu/Vinavagapuram GTMS	Kilinochchi	137	Ku/Ganekanda KV	Maho	61
5	Ku/Nagendra V	Kilinochchi	88	Ku/Kiriwatta KV	Ibbagamuwa	255
6	Mu/Iyangankulam GTMS	Thunukkai	202	Ku/Jyanthi KV	Ibbagamuwa	281
7	Ma/Papumodjai RCTMS	Madu	99	Ku/Unagolla KV	Nikawaratiya	382
8	V/Kalmadukulum Unit GTM	Vavniya	345	Ku/Ihala Otthkulama	Nikawaratiya	106
9	V/Suntharapuram GTMS / Suntharapura	Vavniya	224	Ku/Bambarangalayaya	Maho	179
10	Mn/Thevanpidy RCTMS	Madu	304	Pu/Mahameeliva KV	Chilaw	159
11	V/Otumadu GTMS	Vavniya	224	Pu/Rambawewa KV	Puttalam	86
12	J/Idaikurichy Sri Subramaniam Vid	Thenmarachchi	323	Pal ottapme RCTV	Puttalam	71
13	J/Madduvil Kamalasang Vid	Thenmarachchi	244	Roman Catholic V	Kurunegala	300
14	Mu/Thunukkai GTMS	Thunukkai	373	Kirinda KV	Nikawaratiya	244
15	Mathiya Maddu GTMS	Vavniya	310	Galmuruwa KV	Chilaw	219
16	Kn/Vannerikulam MV	Kilinochchi	345	Mohoththalawagoda KV	Kuliyapitiya	160
17	V/Maravankulam Barathythasn V.	Vavniya	201	Muthugala KV	Giriulla	272
18	J/Pandatharippu Jasinth V.	Valikamas	205	Sulaimaniya Muslim KV	Giriulla	379
19	St. Lawrence RCTMS	Mannar	244	Siyabalangamuwa KV	Kurunegala	197
20	Alvai Sri Lanka	Vadamarachchi	273	Mampuri RC	Puttalam	323
21	J/Alaipiddy Parashakthy Vid	Island	267	Babare KV	Maho	83
22	Mu/Muththayankaddu LB GTMS	Thunukkai	357	Hawanpalessa KV	Nikawaratiya	200
23	J/Velanai Saivaprasa Vid	Island	315	Maradawala KV	Chilaw	145
24	J/Ampan AMTMS	Vadamarachchi	227	Kavisigamuwa KV	Ibbagamuwa	102
25	Mn/Thullukudiyiruppu RCTMS	Mannar	248	Maholova KV	Giriulla	166
26	Mn/Karisal RCTMS	Mannar	210	Heenukula KV	Maho	244
27	J/Sirupiddy GTMS	Jaffna	293	Nattandiya Buddhist	Chilaw	187
28	J/Puthakaladdy Sri Vishnu V.	Jaffna	227	Hiripitiya KV	Ibbagamuwa	112
29	T/Somadevi v.	Kantale	385	Divurampola muslim KV	Kuliyapitiya	309
30	T/Ethambadiweva V.	Kantale	205	Paranagama KV	Giriulla	381
31	T/Seewali V.	Kantale	201	POTHUHERA KV	KURUNEGALA	88
32	T/Agathiyar V.	Muthur	376	ELLAGAMWILLAWA	NIKAWARATIYA	100
33	T/Mavadichenai GTMS	Muthur	217	KIRIMPOLA KV	GIRIULLA	62
34	Bt/Kandalady Arunthathy V	kalkuda	169	CHANDRAWANSA KV	IBBAGAMUWA	150
35	Bt/Mandur 40 GTMS	Padiruppu	280	WIJAYA KV	MAHO	359
36	Bt/Thuraineelavanai MMTMS	Padiruppu	329	ETHUWAWA KV	MAHO	542
37	Kumaran velyar kiranam sithyvinadya	Kalkudah	201	PAHALA DIYADARA KV	KULIYAPITIYA	106
38	Bt/Thikilyveddai Vi	Kalkudah	219	PANAWAWA KV	MAHO	89
39	Km/Kalmagal V.	Akkarapattu	353	MORAGASWEWA KV	MAHO	55
40	Bt/Uooriyankaddu Vi	Kalkudah	258	RANDENIGAMA MUS KV	MAHO	230
41	T/Alainagar V.	Muthur	256	TAMMENAWA V	MAHO	89
42	T/Thuvaraga V.	Muthur	306	GURULUPITIGAMA PV	MAHO	55
43	T/Vipulanantha V.	Muthur	300	KAKMADUWA MUS V	MAHO	125
44	Bt/Irudducholaimadu Vishnu V.	Batticaloa	201	ALIYAWETUNUWEWA MUS V	MAHO	220
45	Km/Al-Hidhaya	Akkarapattu	111	GAMPOLA KV	MAHO	97
46	Km/Kallarichal GMMS	Samanthurai	306	PALLEKELLE KV	MAHO	121
47	Km/Majeedpuram Muslim V.	Samanthurai	221	GANEKANDA KV	MAHO	66
48	Am/Varapitiya V.	Mahaoya	228	NIYADAWANE KV	MAHO	217
49	Am/Kelelule V.	Mahaoya	273	MADAHAPOLAKANDA KV	MAHO	108
50	Bt/Pavakodochenai Vinayagar V.	Batticaloa	293	KALUGALLA KV	MAHO	114
51	Am/Welusumana V.	Ampara	289	WIKADENIGAMA KV	MAHO	127
52	T/Sri Summedhankara V.	Trincomalee	383	BULNEWA MV	MAHO	302
53	Bt/Navalady Namagal Vid	Batticaloa	382	I LANGAMA KV	MAHO	123
54	T/Seruwila V.	Kantale	198	THALA KOONWEWA V	MAHO	52
55	Am/Nuwaragalathena V.	Kantale	201	KARABEWA ALMEENA MUS V	MAHO	80

Annex Table 3 (2/3) Long List of the Improvement of the Minimum School Facilities

Priority	Northern and Eastern			North Western		
	School Name	Zone	No of Students	School Name	Zone	No of Students
56	Am/Nagaswewa V.	Dehiattakandiya	397	KORAYAPURA SINHALA KV	CHILAW	200
57	Am/Keenawatta V.	Ampara	201	ARACHCHIKATUWA KV	CHILAW	274
58	T/Nalloor GTMS	Mutur	91	BATTULUOYA KV	CHILAW	189
59	T/KANJAVELI SINHALA VIDYALAYA	Kantale	54	ATTANGANAYA KV	CHILAW	131
60	T/GALKADAWALA VIDYALAYA	Kantale	101	WELIPELESSA PV	CHILAW	148
61	T/UPPOORAL SIVASAKTHY VID.	Mutur	88	BANDARAWATTA KV	CHILAW	76
62	BT/Sinnawattai GTMS	Paddiruppu	243	KOKKAWILA KV	CHILAW	160
63	BT/Anaikaddiyavelly GTMS	Paddiruppu	263	KOSWADIYA SARASWATHIE MV	CHILAW	326
64	BT/Mandur 16 GTMS	Paddiruppu	168	MARAWILA JAYALATHNATHA KV	CHILAW	103
65	BT/Malayarkaddu GTMS	Paddiruppu	59	PARNBALA KV	CHILAW	99
66	Bt/Muruthanai Sri Murugan Vid.	Kalkudah	71	MUGUNIWATAWENA SRI BUDDHA RAKKITHA KV	CHILAW	186
67	Bt/Eralakulam GTMS	Kalkudah	59	SWARANA MU. KV	CHILAW	246
68	Bt/Periyavaddavan Kannaki Vid.	Kalkudah	52	THALWILAWELLA KV	CHILAW	184
69	Bt/Thikilveddai GTMS.	Kalkudah	219	KOTTARAMULLA SINHALA PV	CHILAW	322
70	Bt/Pondukalachenai Kanapathy	Kalkudah	101	LUNUWILA BUDDHIST KV	CHILAW	287
71	T/VALAITHODDAM G.T.M.S.	Mutur	100	JANKURAWELA KV	CHILAW	104
72	T/PAMBURUGASWEWA VIDYALAYA	Kantale	82	MELLAWA KV	CHILAW	55
73	T/SOMADEVI V.	Kantale	400	DIKWELA PV	CHILAW	123
74	T/PADAVI TRACH 13 VIDYALAYA	Kantale	157	MURUTAWA JAYANTHI KV	IBBAGAMUWA	200
75	BT/Mandur 39 GTMS	Paddiruppu	53	UAYANGALLA KV	IBBAGAMUWA	170
76	T/VILPANAKULAMA VIDYALAYA	Kantale	66	ABAKOTE KV	IBBAGAMUWA	125
77	T/KIVLEKADA VIDYALAYA	Kantale	151	KIRIDIGALLA KV	IBBAGAMUWA	232
78	Bakmitiyava V.	Ampara	127	THIBIRIWEWA KV	IBBAGAMUWA	105
79	T/NEELAPOLA V.	Kantale	129	EGODAMULLA KV	IBBAGAMUWA	247
80	T/SINHAPURA VIDYAWARDHANA V.	Kantale	183	UDAKANDAWELA KV	IBBAGAMUWA	246
81	Bt/Murukanthivu Siva Sakthy Vid.	Kalkudah	140	NILATATTUWA KV	IBBAGAMUWA	67
82	T/Upparu RCTMS.	Mutur	70	LENAWA KV	IBBAGAMUWA	177
83	Paranagovipola V.	Ampara	121	THELABUGALLA MUS KV	IBBAGAMUWA	273
84	Hulanngue V.	Ampara	349	PUSSELLA PV	IBBAGAMUWA	201
85	T/SERUWILA V.	Kantale	183	EDANDAWELA SRI MEDANKARA KV	KURUNEGALA	309
86	MU/Periyakulam GTMS	Thunukkai	79	WEHERABENDA MV	KURUNEGALA	154
87	Mn/Periyamurippu GTMS	Madhu	73	HADIRAWALANA MV	KURUNEGALA	242
88	T/Al-Ah.la Vid.	Mutur	123	ASWADDUMA PV	KURUNEGALA	56
89	Mn/Periyakunchikulam RCTMS	Madhu	126	KALUDELIYA KV	KURUNEGALA	124
90	T/MADAWACHCHIYA VIDYALAYA	Kantale	193	KUBALAOUWA PV	KURUNEGALA	250
91	T/PADAVI GEMUNUPURA VIDYALAYA	Kantale	92	SERAPIES KV	KURUNEGALA	306
92	T/PADAVI YAYA 10 TISSA V.	Kantale	302	GAMMANA KV	KURUNEGALA	59
93	T/PADAVI TRACK 78 VIDYALAYA	Kantale	168	KAHAPATHWALA V	KURUNEGALA	262
94	V/Puthuvilankulam GTMS	Vavuniya North	84	DORATIYAWA V	KURUNEGALA	198
95	V/Nochchikulam No-2 GTMS	Vavuniya North	62	MEDDEGAMA KV	KURUNEGALA	248
96	V/Nochchikulam Muthumary Vid	Vavuniya North	81	KOSGOLLA PV	KURUNEGALA	155
97	V/Periadampn Sri Ganesha Vid.	Vavuniya North	64	MALAGANE SARASWATHIE V	KURUNEGALA	268
98	MU/Thenniyankulam GTMS	Thunukkai	93	SARASWATHIE TAMIL V	KURUNEGALA	141
99	MU/Mamadupalampasi GTMS	Thunukkai	101	WALPOLAKANDA PV	KURUNEGALA	54
100	MU/Karuvellankandal GTMS	Thunukkai	171	MANWERIYA KV	PUTTALAM	129
101	MU/Periyapuliyanakulam GTMS T/SEENAVELI ATHAVAN VIDYALAYAM	Mutur	82	SERAKKULIYA PV	PUTTALAM	114
102	Bt/Poolakkadu GTMS	Kalkudah	53	MURIYAKULAMA MUS KV	PUTTALAM	201
103	Bt/Poolakkadu GTMS	Kalkudah	75	ELUWANKULAMA MUS KV	PUTTALAM	301
104	Mn/Mullikulam RCTMS	Mannar	53	MANATHIU RC TAMIL V	PUTTALAM	323
105	T/Paddali Puram GTMS.	Mutur	280	MUNDALAMA TAMIL KV	PUTTALAM	224
106	T/MORAWEWA SOUTH SINHALA V.	Kantale	105	PERUKKUNWATANA SINHALA KV	PUTTALAM	183
107	T/ETHABENDIWEWA VIDYALAYA	Kantale	199	PERIYAKULAMA KV	PUTTALAM	150
108	MU/Koddaikaddiyakulam GTMS	Thunukkai	224	DIULWEWA KV	PUTTALAM	254
109	T/Barakath Nagar Vid	Mutur	53	SANAGATHIKULAM MU V	PUTTALAM	131
110	V/Ananthar Puliyankulam GTMS	Vavuniya North	81	RAMBAKANAYAGAMA KV	PUTTALAM	96

Annex Table 3 (2/3) Long List of the Improvement of the Minimum School Facilities

Priority	Northern and Eastern			North Western		
	School Name	Zone	No of Students	School Name	Zone	No of Students
111	Bt/Perumaveli Sri Vani Vid.	Kalkudah	94	KALAPITIYA RC TAMIL V	PUTTALAM	247
112	Thimbirigolla V.	Ampara	200	KANDAKULIYAMUNE PV	PUTTALAM	261
113	T/SOMAPURA M.V.	Kantale	179	MUSALPITIYA MUS KV	PUTTALAM	386
114	MU/Karippaddamurippu GTMS	Thunukkai	114	KARUNDALUWA KV	PUTTALAM	229
115	J/Chempionpattu GTMS	Vadamaradehi	237	MAHAKUBUKKADAWALA KV	PUTTALAM	259
116	Bt/Mandur 40 GTMS	Paddiruppu	90	KARUNALICHOLE TAMIL V	PUTTALAM	124
117	T/MUDDUCHCHENAI G.T.M.S. T/LLANGATHURAI ALAIMAGAI VIDYALAYAM.	Mutur	135	BOPITIYA KV	GIRIULLA	333
118		Mutur	85	MAKANDUWA WIDAYANANDA KV	GIRIULLA	314
119	T/SRI SITHIVINAYAGAR VID.	Mutur	108	HENGAWA SRI SUMANGALA KV	GIRIULLA	89
120	V/Avilady GTMS	Vavuniya North	76	PENTENNIGODA AIRA AMARASEKARA KV	GIRIULLA	204
121	V/Nainamadu GTMS	Vavuniya North	53	DABADENIYA AL HIJRA MIS KV	GIRIULLA	75
122	Mn/Koorai GTMS	Madhu	127	DETAWA KV	GIRIULLA	169
123	Mn/Sinnaivalankaddu GTMS	Madhu	150	HOROMBAWA	GIRIULLA	98
124	Mn/Keerisuddan GTMS	Madhu	107	GONULLA KV	GIRIULLA	89
125	T/KAWANTISSA V.	Kantale	72	HUNUWILA PV	GIRIULLA	40
126	Bt/Kalumunthavelly GTMS	Paddiruppu	147	WEWALA PV	GIRIULLA	208
127	T/Van-Ela Muslim Vid.	Mutur	117	PORAMADALA PV	GIRIULLA	144
128	V/Vilathikulam Sithamparam Vid	Vavuniya North	132	GANEKODA PV	GIRIULLA	59
129	V/Viganakulam Navaratnam Vid.	Vavuniya North	67	WERAGALA PV	GIRIULLA	51
130	BT/Kollanlai Vivehananda Vid	Paddiruppu	155	KARAGAHA GEDADA PV	GIRIULLA	48
131	Mu/Uduppukulam Tamil Vid.	Mullaitivu	246	KODURUWAPOLA PV	GIRIULLA	66
132	V/Mathar Panikkal Mahilankulam GTMS	Vavuniya North	235	MURUTANGE KV	GIRIULLA	65
133	MU/Thanduvan GTMS	Thunukkai	151	NETIYA KV	NIKAWERATIYA	184
134	V/Karunkalikulam GTMS	Vavuniya North	65	HOROMBUWA KV	NIKAWERATIYA	98
135	V/Marukarampalai GTMS	Vavuniya North	86	TABILIPOLA KV	NIKAWERATIYA	240
136	V/Madukulam Navajothy Vid	Vavuniya North	74	KONGOLLA KV	NIKAWERATIYA	228
137	V/Nampankulam Srimuthumariamman Vid	Vavuniya North	74	KUPPALIYA KV	NIKAWERATIYA	228
138	V/Rambaikulam Nadarajanatha Vid	Vavuniya North	56	GETDULWEWA KV	NIKAWERATIYA	95
139	V/Vaariudaiyare Ilupaikulam GTMS	Vavuniya North	64	MAHAMITAWA KV	NIKAWERATIYA	230
140	V/Manikka Ilupaikulam GTMS	Vavuniya North	68	SIRISETHAGAMA KV	NIKAWERATIYA	111
141	V/Sengalpadai Thirukumaran Vid.	Vavuniya North	71	POTTUKULAM HIGRA MUS V	NIKAWERATIYA	51
142	V/Sinnathampanai Srikrishna Vid	Vavuniya North	68	KOLLANDUWA MUS PV	NIKAWERATIYA	55
143	V/Karappukkuthy GTMS	Vavuniya North	68	UDUNOWA KV	NIKAWERATIYA	171
144	V/Koramodai GTMS	Vavuniya North	59	HALABE KV.	NIKAWERATIYA	103
145	V/Nedunkerny Maruthodai GTMS	Vavuniya North	67	GALAGEDEARA KV	NIKAWERATIYA	167
146	V/Paddadaiprinthakulam GTMS	Vavuniya North	57	KUBUKAWA KV	NIKAWERATIYA	244
147	V/Alankulam GTMS	Vavuniya North	58	MAGALEGAMA KV	NIKAWERATIYA	142
148	V/Puthukulam Pandithamani Kana. Vid.	Vavuniya North	81	UDAHENAGAMA KV	NIKAWERATIYA	107
149	V/Kollerpuliakulam Sri Ramakrishna Vid.	Vavuniya North	88	KABELLEWA KV	NIKAWERATIYA	252
150	V/Ramanoor Thaninayagam Adikalar Vid.	Vavuniya North	91	MAMHIRIGAMA PV	KULIYAPITIYA	125
151	V/Kunchukulam Pandaravanniyan Vid.	Vavuniya North	80	IGURUWATTA PV	KULIYAPITIYA	69
152	V/Mamadu Sri Vani Vid.	Vavuniya North	71	POOWELA MUS PV	KULIYAPITIYA	76
153	V/Kothandar Noechikulam GTMS	Vavuniya North	267	TISOGAMA KV	KULIYAPITIYA	157
154	V/Omanthai Maruthodai GTMS	Vavuniya North	144	GOMUGOMUWA KV	KULIYAPITIYA	390
155	T/VERUGAL MUGATHUVARAM. G.T.M.S.	Mutur	306	WEERAMBUWA KV	KULIYAPITIYA	220
156	T/PUNNAIYADI NAMAGAL VID.	Mutur	73	UDUBADDAWA DHAMMANANDA MV	KULIYAPITIYA	157
157	KN/Selvanagar GTMS	Kilinochchi	125	WADUMUNNA KV	KULIYAPITIYA	303
158	MU/Iyankankulam GTMS	Thunukkai	247	HIRIPOKUNA KV	KULIYAPITIYA	187
159	Bt/Krimichodai GTMS	Kalkudah	55	THALGAHAPITIYA KV	KULIYAPITIYA	310
160	BT/Thikkodai Ganesha Vid	Paddiruppu	76	HAMANNA PAHUWA PV	KULIYAPITIYA	138
161	Weheragala V.	Ampara	61	WILBAGEDARA KV	KULIYAPITIYA	231
162	Neeetha V.	Ampara	118	KIRIWANGARA PV	KULIYAPITIYA	71
163	MU/Muthaiyankaddu L.B. GTMS	Thunukkai	357	KULIYAPITIYA MUS KV	KULIYAPITIYA	170
164	Mn/Vilathikulam GTMS	Madhu	74	UDUBADDAWA RCV	KULIYAPITIYA	218

Annex Table 3 (2/3) Long List of the Improvement of the Minimum School Facilities

Priority	Northern and Eastern			North Western		
	School Name	Zone	No of Students	School Name	Zone	No of Students
165	T/Veppanthavanai Zahira Vid.	Mutur	135	RANMUTUKANDA PV	KULIYAPITIYA	51
166	KN/Umaivalpuram GTMS	Kilinochchi	79			
167	KN/Karikalai Nagapaduvan No.III GTMS	Kilinochchi	65			
168	KN/Gowtharimunai GTMS	Kilinochchi	133			
169	Bt/Alankulam GTMS	Kalkudah	123			
170	KN/Paranthan GTMS	Kilinochchi	135			
171	V/Poompukar Kannaki Vid	Vavuniya North	219			
172	MU/Othiyamalai GTMS	Thunukkai	151			
173	J/Vettilaikerny Parameswara vid	Vadamardchi	307			
174	Bt/Irunoorvil GTMS	Batticaloa	64			
175	BT/Thirukkonrai munmari	Paddiruppu	83			
176	BT/Mandur 37 Navagiri Vid	Paddiruppu	83			
177	T/Ilakkandai GTMS	Mutur	98			
178	T/KALLADI SRI MALIANEELIAMMAN VID.	Mutur	161			
179	V/Kalmadukkulam Unit II GMMS	Vavuniya North	205			
180	V/Navvi Srivani Vid.	Vavuniya North	62			
181	V/Mannakulam GTMS	Vavuniya North	68			
182	MU/Arokkivapuram GTMS	Thunukkai	52			
183	MU/Amathipuram GTMS	Thunukkai	73			
184	Bt/Palacholai Vipulananda Vid.	Kalkudah	135			
185	Mn/Mullikulam GTMS	Madhu	123			
186	T/VADDUKACHCHI G.M.M.S.	Kantale	78			
187	T/AGBOGAMA VIDYALAYA	Kantale	74			
188	V/Kovil Kunchikulam GTMS	Vavuniya North	175			
189	V/Palamodai GTMS	Vavuniya North	86			
190	KN/Kannakipuram GTMS	Kilinochchi	152			
191	KN/Chempankurru GTMS	Kilinochchi	146			
192	Mn/Chilawathurai GMMS	Mannar	157			
193	Mu/Thevipuram GTMS	Mullaitivu	289			
194	V/Sinnadamban Barathy Vid.	Vavuniya North	229			
195	MU/Vannivilankulam GTMS	Thunukkai	127			
196	Mn/Kokkupadayan RCTMS	Mannar	61			
197	BT/Pilalivembu Tamil Vid	Paddiruppu	98			
198	T/An-Noor Vid.	Mutur	116			
199	T/PANSAL GODALLA PRIMARY V.	Kantale	86			
200	STR/Kuduvil Al Hira Vid.	Sammanthurai	223			
201	Mu/Karunaddukerny GTMS	Mullaitivu	150			
202	V/Vedar Mahilankulam GTMS	Vavuniya North	72			
203	V/Alaikalluppoddakulam Viramamunivar Vid.	Vavuniya North	57			
204	V/Velankulam GTMS	Vavuniya North	76			
205	KN/Skanthapuram Kalaimahal Vid.	Kilinochchi	195			
206	KN/Sunnivil GTMS	Kilinochchi	57			
207	MU/Oddusuddan HTMS	Thunukkai	65			
208	Bt/Pulipainthakal GTMS	Kalkudah	107			
209	Bt/Siruthenkal Sithy Vinayaga.	Kalkudah	77			
210	Bt/Kaddumurivukkulam GTMS	Kalkudah	146			
211	STR/Vangamam Orabibasha vid.	Sammanthurai	68			
212	KN/Elephantpass GTMS	Kilinochchi	386			
213	V/Nochimodai GTMS	Vavuniya North	392			
214	V/Nochikkulam No-I GTMS	Vavuniya North	392			
215	V/Pantrikeithakulam GTMS	Vavuniya North	237			
216	V/Marailuppai GTMS	Vavuniya North	134			
217	V/Paddikudiviruppu GTMS	Vavuniya North	224			
218	V/Mathiyamadu Vivekanantha Vid.	Vavuniya North	174			
219	V/Olumadu GTMS	Vavuniya North	179			

Annex Table 3 (2/3) Long List of the Improvement of the Minimum School Facilities

Priority	Northern and Eastern			North Western		
	School Name	Zone	No of Students	School Name	Zone	No of Students
220	MU/Thirumurikandy HTMS	Thunukkai	251			
221	BT/Viduthikkal GTMS	Paddiruppu	121			
222	KM / Thiruppathy GTMS	Akkarainattu	70			
223	V/Chemamadu Unit II GTMS	Vavuniya North	95			
224	V/Illamaruthankulam GTMS	Vavuniya North	65			
225	V/Puthiyasinnakkulam GTMS	Vavuniya North	70			
226	V/Parannaddakal GTMS	Vavuniya North	76			
227	V/Arumugathan Puthukulam GTMS	Vavuniya North	85			
228	V/Koliyakulam GTMS	Vavuniya North	66			
229	V/Konthakkarakulam GTMS	Vavuniya North	85			
230	V/Maravathikulam GTMS	Vavuniya North	82			
231	V/Kovilmoddai Velankulam GTMS	Vavuniya North	74			
232	V/Periyamadu Ambal Vid	Vavuniya North	74			
233	V/Katukulam GTMS	Vavuniya North	74			
234	V/Periyakulam GTMS	Vavuniya North	63			
235	V/Sannasiparanthan Selvavinayagar Vid.	Vavuniya North	70			
236	V/Kurusuddakulam GTMS	Vavuniya North	59			
237	V/Senaipulavu Umaival Vid	Vavuniya North	69			
238	V/Unchakkaddi GTMS	Vavuniya North	76			
239	V/Thruvalluar Vid.	Vavuniya North	56			
240	V/Saraswathy Vid	Vavuniya North	129			
241	V/Barathyhasan Vid.	Vavuniya North	126			
242	BT/Pandariyavelly GTMS	Paddiruppu	209			
243	T/Ralkuly GTMS	Mutur	174			
244	Hindakalgama V.	Ampara	111			
245	V/Thasyankulam GTMS	Vavuniya North	159			
246	V/Pampaimadu GTMS	Vavuniya North	142			
247	V/Sundarapuram GTMS	Vavuniya North	140			
248	V/Palayavady GTMS	Vavuniya North	64			
249	V/Puthoor GTMS	Vavuniya North	109			
250	V/Periyamadu GTMS	Vavuniya North	91			
251	T/MAHAWEELIPURA VIDYALAYA	Kantale	252			
252	KN/Puthumurippu Vigneswara Vid.	Kilinochchi	377			
253	KN/Sivathakalaivagam GTMS	Kilinochchi	350			
254	KN/Karukkaitivu GTMS	Kilinochchi	393			
255	MU/Koolamurippu GTMS	Thunukkai	124			
256	J/Manatkadu RCTMS	Vadamaradchi	225			
257	Bt/Kanthipuram Kalaimagal Vid	Paddiruppu	66			
258	T/Malai Munthal Malai Magal Vid.	Mutur	82			
259	KN/Vaddakachchi South GTMS	Kilinochchi	125			
260	J/Kervil GTMS	Vadamaradchi	66			
261	J/Kaddaikadu RCTMS	Vadamaradchi	87			
262	Mn/Palampiddy GTMS	Madhu	82			
263	T/Al-Ameen vid.	Mutur	250			
264	Mu/Kuravil Tamil Vid.	Mullaitivu	251			
265	Mu/Iruddumadu Tamil Vid.	Mullaitivu	113			
266	Mu/Theravil Tamil Vid.	Mullaitivu	199			
267	KN/Pannakandy GTMS	Kilinochchi	131			
268	KN/Unionkulam GTMS	Kilinochchi	219			
269	Suhadagama V.	Ampara	147			
270	Sivambalaweve V.	Ampara	160			
271	Mn/Thevanpiddy RCTMS	Madhu	327			
272	V/Kulavisuddan GTMS	Vavuniya North	211			
273	KN/Kannakaianman Vid.	Kilinochchi	275			
274	KN/Punnaineeravi GTMS	Kilinochchi	237			

Annex Table 3 (2/3) Long List of the Improvement of the Minimum School Facilities

Priority	Northern and Eastern			North Western		
	School Name	Zone	No of Students	School Name	Zone	No of Students
275	KN/Chellaiyativu GTMS	Kilinochchi	257			
276	MU/Naddankandal GTMS	Thunukkai	150			
277	BT/Katchanai GTMS	Paddiruppu	321			
278	T/Meeranagar muslim Vid.	Mutur	96			
279	T/Allai Nagar GMMS	Mutur	256			
280	Mu/Keppapulavu GTMS	Mullaitivu	70			
281	J/Analaitivu South GTMS	Islands	108			
282	J/Analaitivu Vadaloor GTMS	Islands	168			
283	J/Eluvaitivu RCTMS	Islands	76			
284	KN/Tharmapuram No.1 GTMS	Kilinochchi	249			
285	KN/Kumulamunai GTMS	Kilinochchi	138			
286	Mn/Kovilkulam STMS	Madhu	163			
287	Mn/Moonrampiddy GTMS	Madhu	238			
288	Mu/Valayannadam GTMS	Mullaitivu	86			
289	V/Kidachuri Karuvenkulam GTMS	Vavuniya North	310			
290	MU/Vinayagapuram GTMS	Thunukkai	228			
291	Bt/Nasivanthivu GTMS	Kalkudah	304			
292	T/PERAMADUWA VIDYALAYA	Kantale	143			
293	KM / Kanchikudiyaru Genesha Vid.	Akkaraipattu	104			
294	J/Melinchimunai RCTMS	Islands	110			
295	V/Puthiyavelar Sinnakulam/Ananthakumarasam Vid	Vavuniya North	72			
296	V/Vedivaithakallu GTMS	Vavuniya North	72			
297	KN/Kunchukulam Gane. Vid.	Kilinochchi	57			
298	BT/Mandur 13 Vigneswara Vid	Paddiruppu	127			
299	KM / Aligambai GTMS	Akkaraipattu	146			
300	KN/Oddupulam GTMS	Kilinochchi	124			
301	MU/Therankandal GTMS	Thunukkai	137			
302	Mu/Kokkuthoduwai GTMS	Mullaitivu	246			
303	J/ Analaitivu Sathasiva MV	Islands	233			
304	MU/Olumadu T Vid.	Thunukkai	120			
305	KM / Sinnathoddam GTMS	Akkaraipattu	146			
306	KN/Mailvaganapuram GTMS	Kilinochchi	113			
307	KN/Kumarasampuram GTMS	Kilinochchi	165			
308	J/Chempionpattu RCTMS	Vadamaradchi	52			
309	Am/Mh/Keenathumulla Vid.	Mahaoya	70			
310	Ekgaloya V.	Ampara	92			
311	Sri Rahula V.	Ampara	69			
312	KN/Periyakulam Iyanar Vid.	Kilinochchi	153			
313	KN/Nagendra Vid.	Kilinochchi	136			
314	Aluth ela V.	Ampara	54			
315	BT/Kadukkamunai Vani Vid	Paddiruppu	281			
316	T/GALMATIYAWA VID.	Kantale	290			
317	Mn/Malihapiddy GTMS	Mannar	52			
318	Mn/Aathimoddai GTMS	Madhu	69			
319	T/Shanpahavalli Vid.	Mutur	238			
320	Bt/Miravodai GTMS	Kalkudah	122			
321	Bt/Pavatkodichenai Vinayakar Vid	Batticaloa	298			
322	KM / Pottuvil Sinhala Vid.	Akkaraipattu	119			
323	V/AL-AMEEN MUSLIM VID	Vavuniya South	304			
324	V/THARUL - ULOOM MUSLIM VID	Vavuniya South	154			
325	J/Kudathanai GTMS	Vadamaradchi	170			
326	KM / Kanchiranguda GTMS	Akkaraipattu	53			
327	KN/Sampulam GTMS	Kilinochchi	92			
328	V/PAVATKULAM KALAIMAHAL VID	Vavuniya South	81			
329	V/KATKARANKULAM ILANKO VID.	Vavuniya South	76			
330	Bt/Parankiyamadu Baharathy Vid.	Kalkudah	60			

Annex Table 3 (2/3) Long List of the Improvement of the Minimum School Facilities

Priority	Northern and Eastern			North Western		
	School Name	Zone	No of Students	School Name	Zone	No of Students
331	T/Upparu Al-Hithaya Mv.	Mutur	117			
332	T/As-Shums Vid.	Mutur	160			
333	MU/Vavunikkulam Central Salusu GTMS	Thunukkai	58			
334	Bt/Vembu GTMS	Kalkudah	93			
335	Bt/Mathurankernikkulam GTMS	Kalkudah	133			
336	Rajagama V.	Ampara	145			
337	Galkanda V.	Ampara	144			
338	Thottama V.	Ampara	51			
339	Gonagala V.	Ampara	99			
340	Koknahara K.V.	Ampara	191			
341	BT/PaddipalaiGTMS	Paddiruppu	215			
342	KN/Murasumoddoi GTMS	Kilinochchi	70			
343	KN/Kalmadunagar GTMS	Kilinochchi	154			
344	KN/Pallavarayankaddu HTMS	Kilinochchi	76			
345	BT/Mandur 14 GTMS	Paddiruppu	81			
346	Mu/Kallappadu GTMS	Mullaitivu	305			
347	Mu/Mathalan RCTMS	Mullaitivu	69			
348	Diulana V.	Ampara	120			
349	Abhayapura V.	Ampara	122			
350	KN/Ivanarpuram Vid.	Kilinochchi	328			
351	KN/Mukkompan GTMS	Kilinochchi	224			
352	Bt/Kal madu Vivekanandah Vid.	Kalkudah	145			
353	Devalahinda V.	Ampara	260			
354	T/Agathiyar Vid.	Mutur	378			
355	KN/St. Anthony's RCTMS	Kilinochchi	147			
356	J/Ampam AMTMS	Vadamaradchi	220			
357	Am/Mh/Marangala Vid.	Mahaoya	239			
358	T/Al-Madina Vid.	Mutur	74			
359	T/Hameethiya Nagar Muslim Vid.	Mutur	181			
360	T/Sri Ganesha Vid.	Mutur	120			
361	Am/Mh/Wahawa Vid.	Mahaoya	73			
362	Bt/Kayankudha Kannaki Vid.	Kalkudah	164			
363	KN/Anavilunthankulam GTMS	Kilinochchi	165			
364	J/Kudathanai Karaiyoor AMTMV	Vadamaradchi	162			
365	J/Kudathanai Karaiyoor RCTMS	Vadamaradchi	112			
366	Bt/Punanai GTMS	Kalkudah	144			
367	Vidyaloka V.	Ampara	393			
368	Ruhunugama V.	Ampara	367			
369	BT/Kakkachehivaddai Vishnu	Paddiruppu	78			
370	J/Nagar Kovil AMTMS	Vadamaradchi	62			
371	Bt/ Veppavedduvan GTMS	Batticaloa	206			
372	Mn/Valkaipaddankandal RCTMS	Mannar	52			
373	T/Abdul Hameed Vid.	Mutur	100			
374	T/Nijamiya Muslim Vid.	Mutur	139			
375	T/Al-Aman Vid	Mutur	115			
376	T/AR-RAUFF MUSLIM VIDYALAYA	Kantale	73			
377	STR/Saraswathiy Vid. Unit-13	Sammanthurai	118			
378	STR/Al-Hira Vid. (Unit 4)	Sammanthurai	112			
379	Mu/Mannakandal GTMS	Mullaitivu	78			
380	KN/Alagapuri GTMS	Kilinochchi	103			
381	KN/Kaddaikadu GTMS	Kilinochchi	127			
382	KN/Mayavanoor GTMS	Kilinochchi	168			
383	Bt/Vahanery Gokulam Vid.	Kalkudah	225			
384	Moragahapallama V.	Ampara	358			
385	Padagoda V	Ampara	276			
386	Seevali V.	Ampara	224			

Annex Table 3 (2/3) Long List of the Improvement of the Minimum School Facilities

Priority	Northern and Eastern			North Western		
	School Name	Zone	No of Students	School Name	Zone	No of Students
387	Weheragama V.	Ampara	76			
388	J/Nagar Kovil MV	Vadamaradchi	138			
389	Bt/Vaddavan Kalaimahal Vid.	Kalkudah	53			
390	T/Mengamam GTMS	Mutur	161			
391	J/Delft Seekiriyampallam GTMS	Islands	85			
392	V/Andiapuliankulam GMMS	Vavuniya South	175			
393	V/KRISTOKULAM GTMS	Vavuniya South	60			
394	V/ILUPPAIKULAM R.C.T.M.S	Vavuniya South	261			
395	Welusmana V.	Ampara	241			
396	Mahakandiya V.	Ampara	50			
397	Keenawatta V.	Ampara	131			
398	Mn/Sinnapandivirichan GTMS	Madhu	197			
399	BT/Mahiladithivu Saraswathi Vid	Paddiruppu	231			
400	J/Sri Subramania Mahalir Vid	Islands	156			
401	Bt/ Iruducholaimadu Vishnu Vid.	Batticaloa	126			
402	Mn/Sirukkandal RCTMS	Mannar	68			
403	T/Kiravarkuli Siva Shakthi Vid.	Mutur	86			
404	T/KARUKKAMUNAI G.T.M.S.	Mutur	62			
405	V/KURUKKALPUTHUKULAM GTMS	Vavuniya South	156			
406	KM/ Al-Kamar Vid.	Akkaraiattu	117			
407	Mn/Kakaiyankulam MV	Madhu	195			
408	T/SALIYAPURA VID	Kantale	113			
409	Am/Mh/Tempitiya Vid.	Mahaoya	279			
410	Bt/ Unnichai 8th Mile Post GTMS	Batticaloa	120			
411	Mn/Naruvilikulam GTMS	Mannar	117			
412	Mn/Achankulam GTMS	Mannar	55			
413	Mn/Palaiyadiyathukulam RCTMS	Madhu	98			
414	T/Soodaikuda Barathy Vid.	Mutur	61			
415	KN/Kilinochechi Hindu Primary Vid.	Kilinochechi	282			
416	Bt/ Thalawai Vigneswara Vid.	Batticaloa	231			
417	T/Darussalam Vid.	Mutur	242			
418	T/THIRUVALLUVAR VIDYALAYAM.	Mutur	348			
419	J/Karainakar Vivavil Saiva Vid.	Islands	162			
420	J/Punkudutivu Sithivinayakar Vid.	Islands	134			
421	J/Punkudutivu Kamalampikai Vid	Islands	170			
422	J/Maruthankerny HTMS	Vadamaradchi	372			
423	Bt/ Velikkakandy Vipulanandar Vid.	Batticaloa	55			
424	Bt/ Kayanmadu GTMS	Batticaloa	207			
425	Mn/Moddaikadai GTMS	Mannar	120			
426	T/Munnampoodiveddai GTMS	Mutur	152			
427	Kossapola V.	Ampara	220			
428	BT/Thampalawatha K.V	Paddiruppu	83			
429	BT/Perivaporathivu B.V	Paddiruppu	51			
430	Am/Mh/Nuwaragalatenna Vid.	Mahaoya	201			
431	Bt/Kinnayady Saraswathy Vid.	Kalkudah	380			
432	Mn/Nochchikulam RCTMS	Mannar	59			
433	Mn/Thiruketheeswaram HBTMS	Madhu	52			
434	Mn/Parappakadanthan RCTMS	Madhu	76			
435	Mn/Marathykannaddy RCTMS	Madhu	72			
436	STR/Veeracholai GTMS.	Sammanthurai	78			
437	STR/Manikamadu GMMS	Sammanthurai	290			
438	Bt/ Karayakkanthivu Ganeshar Vid.	Batticaloa	136			
439	Mn/Pappamoddi RCTMS	Madhu	140			
440	Mn/Iranai Illapaikulam GTMS	Madhu	192			
441	KM/ Karadikkulam Rahumania Vid.	Akkaraiattu	171			
442	Mu/Sillawathai HTMS	Mullaitivu	160			

Annex Table 3 (2/3) Long List of the Improvement of the Minimum School Facilities

Priority	Northern and Eastern			North Western		
	School Name	Zone	No of Students	School Name	Zone	No of Students
443	Mu/Sillawathai RCTMS	Mullaitivu	80			
444	J/Thampaddy GTMS	Islands	175			
445	Bt/Kayankerny Saraswathy Vid.	Kalkudah	265			
446	T/Kumpurupiddy M.M.T Vid	Trincomalee	183			
447	T/ASSAFA VIDYALAYA	Kantale	220			
448	J/Punkudutivu Sri Ganeaha MV	Islands	83			
449	J/Alaipiddy Parasakthy Vid.	Islands	239			
450	MU/Kalvilankulam GTMS	Thunukkai	131			
451	Bt/ Mandapathady GTMS	Batticaloa	89			
452	BT/Mavetkudah Vig Vid	Paddiruppu	93			
453	T/Manatchenai Vivegananda Vid.	Mutur	114			
454	STR/Hayathunabikudy Vid.	Sammanthurai	53			
455	STR/Thahira Vid.	Sammanthurai	87			
456	STR/Saddathissa Vid.	Sammanthurai	113			
457	Mu/Mullivaikal East GTMS	Mullaitivu	50			
458	J/Valanthalai North AMTMS	Islands	64			
459	Bt/Palayadithona Sri Murugan	Kalkudah	122			
460	Bt/ Vilavedduvan Vinavagar Vid	Batticaloa	218			
461	T/MAWADICHCHENAI G.T.M.S.	Mutur	202			
462	T/Pudavaikatu .G.M.M..S	Trincomalee	60			
463	T/Thirukoneswara Vid	Trincomalee	59			
464	Mu/Vedduvaikal GTMS	Mullaitivu	82			
465	T/Lingapuram Saraswathy Vid.	Mutur	327			
466	KM / Thandiady Vickneswara Vid.	Akkarai pattu	318			
467	Bt/Redithenna Iqrah Vid.	Kalkudah	205			
468	Bt/ Rugam Saraswathy Vid.	Batticaloa	180			
469	Bt/ Marappalam GTMS	Batticaloa	123			
470	Bt/ Savukkady GTMS	Batticaloa	100			
471	Bt/ Manipuram Vigneswara Vid.	Batticaloa	127			
472	Bt/ Mankikadu GTMS	Batticaloa	53			
473	Maldeniya V	Dehiyattakandiya	69			
474	KM / Munayakkadu GTMS	Akkarai pattu	76			
475	Kn/Skanthapuram No. II GTMS	Kilinochchi	330			
476	V/Pavatkulam stage-03 No-09 GTMS.	Vavuniya South	66			
477	Bt/Kernynagar Madeena Vid.	Kalkudah	55			
478	Bt/ Pankudavely RCTMS	Batticaloa	222			
479	Bt/ Ayithiyamalai GTMS	Batticaloa	175			
480	Km/Addapallam Vinavagar Vid. Nintavur.	Kalmunai	187			
481	Mn/Uyirthasankulam RCTMS	Mannar	180			
482	BT/Kokkaddicheholai RKM	Paddiruppu	232			
483	T/Kappalthurai Saraswathy Vid.	Trincomalee	205			
484	STR/Veppadithottam Vani Vid.	Sammanthurai	253			
485	Bt/ Karaveddy South GTMS	Batticaloa	127			
486	Bt/ Kurinchamunai GTMS	Batticaloa	55			
487	Bt/ Nellikadu GTMS	Batticaloa	117			
488	Bt/ Unnichai 6th Mile Post GTMS	Batticaloa	107			
489	T/Kadarkaraichenai GTMS	Mutur	176			
490	J/Palavodai Hindu Tamil Mixed School	Islands	71			
491	KN/Thampirasapuram GTMS	Kilinochchi	104			
492	Am/Mh/Saddatissa Vid.	Mahaoya	52			
493	Bt/ Panchenai Pari Vid.	Batticaloa	122			
494	Salpittigama V	Dehiyattakandiya	284			
495	Mn/Kalliady GTMS	Madhu	180			
496	AM/Mh/Pallegrama Vid.	Mahaoya	135			
497	STR/Majeedpura Vid.	Sammanthurai	269			

Annex Table 3 (2/3) Long List of the Improvement of the Minimum School Facilities

Priority	Northern and Eastern			North Western		
	School Name	Zone	No of Students	School Name	Zone	No of Students
498	J/Kuddiyappulam GTMS	Valikamam	298			
499	J/Naranththai Ganesha Vid.	Islands	62			
500	Bt/ Koppavely GTMS	Batticaloa	67			
501	Bt/ Thandiyadi GTMS	Batticaloa	138			
502	J/Velanai South Iyanar Vid.	Islands	194			
503	Bt/ Ilupadichenai GTMS	Batticaloa	302			
504	Bt/ Naripulhoddam Nadeswara Vid.	Batticaloa	118			
505	Mn/Mavilankerny RCTMS	Mannar	177			
506	T/Alim Chenai GMMS.	Mutur	106			
507	T/AYESHA GIRL'S VIDYALAYA	Kantale	171			
508	V/MUTHALIYARKULAM R.C.T.M.S.	Vavuniya South	382			
509	V/NOCHCHIKULAM R.C.T.M.S.	Vavuniya South	105			
510	Mn/St.Lowrance RCTMS	Mannar	245			
511	Mn/Vaddakkandal GTMS	Madhu	381			
512	Am/Mh/Komana Vid.	Mahaoya	351			
513	Mn/Adampan RCTMS	Madhu	75			
514	Mn/Palaikuly RCTMS	Madhu	88			
515	KM / Urany Sarashwathy Vid.,	Akkaraiattu	84			
516	STR/Majeedpuram Vid.	Sammanthurai	117			
517	V/THALIKKULAM G.T.M.S.,	Vavuniya South	56			
518	Bt/ Eachanthivu RKM TMS	Batticaloa	146			
519	Mn/Thullukudiyiruppu RCTMS	Mannar	264			
520	Mn/Thalaimannar Pier GMMS	Mannar	87			
521	Mn/Vanchiyankulam RCTMS	Mannar	100			
522	Navagiriya V.	Ampara	291			
523	J/Naranththai RCMV	Islands	267			
524	Am/Mh/Bedirekka Vid.	Mahaoya	171			
525	Bt/ Rugam GMMS	Batticaloa	77			
526	T/Eachchanagar Al-Madeena Vid.	Mutur	153			
527	T/Perivaveli GTMS	Mutur	158			
528	Bt/Karunkalicholai Sri Krishna	Kalkudah	77			
529	Bt/Kiran Puthiyacolany Siva Vid.	Kalkudah	122			
530	Bt/Thevapuram Kajamagal Vid.	Kalkudah	162			
531	Bt/Koralenkerny Thirumagal Vid.	Kalkudah	82			
532	Mn/Katkidanthakulam RCTMS	Mannar	289			
533	T/Al-Falah Vid.	Mutur	315			
534	MU/Thunnukkai GTMS	Thunnukkai	373			
535	Bt/Mankerny RCTMS	Kalkudah	355			
536	Mn/Puthukamam GTMS	Mannar	59			
537	T/Sampur Sri Murugan Vid.	Mutur	119			
538	T/Parasakthi Vid	Trincomalee	104			
539	KN/Skanthapuram No.I. GTMS	Kilinochchi	366			
540	Bt/Jevanthiyaya Ahamed Hiras Vid.	Kalkudah	96			
541	Bt/Kandalady Arunthathy Vid.	Kalkudah	215			
542	Bt/Mavadivembu Vigneswara Vid.	Kalkudah	323			
543	Bt/Vinavagakiramam Aalaimahal Vid.	Kalkudah	297			
544	Bt/Kumaraveliyar Sithy Vinavagar Vid.	Kalkudah	201			
545	Mn/Gowriamabal GTMS	Mannar	83			
546	Mn/Sooriyakaddaikadu RCTMS	Mannar	122			
547	BT/Munaikkadu V.V	Paddiruppu	340			
548	J/ Mareesankoodal R.C.T.M.S	Valikamam	66			
549	Km/Addapallam Sahitha Vid.,Nintavur.	Kalmunai	145			
550	Mu/Mullivaikal West K.Second. Vid.	Mullaitivu	181			
551	Bt/Uthayanmulai Vivekananda Vid.	Kalkudah	117			
552	KM/ As-Sifaya Vid.	Akkaraiattu	141			
553	Am/Mh/Kotikewela Vid.	Mahaoya	93			

Annex Table 3 (2/3) Long List of the Improvement of the Minimum School Facilities

Priority	Northern and Eastern			North Western		
	School Name	Zone	No of Students	School Name	Zone	No of Students
554	T/Fathima Baliha Vid	Mutur	217			
555	T/SEEVALI VIDYALAYA	Kantale	237			
556	Bt/Panichen. Thirumahal Vid.	Kalkudah	384			
557	Bt/Kanchirankudah Kamadshi Vid.	Batticaloa	72			
558	Mn/Siruthoppu RCTMS	Mannar	110			
559	Mn/AlawakkaiGTMS	Mannar	63			
560	KM/ Thiraikkerny GTMS.	Akkaraipattu	74			
561	KM / Sagamam GTMS	Akkaraipattu	60			
562	T/Koonithivu Navalar Vid.	Mutur	211			
563	HenanigalaNor.V	Dehiyattakandiya	190			
564	Paragaswewa MV	Dehiyattakandiya	215			
565	T/Mullipothani Vigneswara Vid	Trincomalee	136			
566	T/GAMUNUPURA VIJITHA VID.	Kantale	157			
567	KM / Sinhapura Sinhala Vid.	Akkaraipattu	62			
568	KN/Vannerikulam M.V.	Kilinochchi	234			
569	STR/Puthunagar GTMS.	Sammanthurai	175			
570	STR/Veppavadi Kalaimagal Vid.	Sammanthurai	137			
571	Bt/Uriyankaddu GTMS	Kalkudah	258			
572	Mn/Karisal RCTMS	Mannar	191			
573	T/Al-Iqbal Vid.	Mutur	199			
574	T/Athimodai Tamil vid	Trincomalee	326			
575	J/Nainativu Sri Ganesha MV	Islands	385			
576	J/Thanankilappu GTMS	Thenmaradchi	59			
577	BT/Palamunai GTMS	Paddiruppu	71			
578	J/ Kaddupulam G.T.M.S.	Valikamam	128			
579	J/Sri Nagapooani Vid.	Islands	130			
580	MU/Vavunikulam Unit 4 GTMS	Thunukkai	162			
581	Bt/Mylankaraichai Malaimagal.	Kalkudah	87			
582	T/Al-Hussainiya Vid.	Mutur	280			
583	T/Rottawewa GMMS	Trincomalee	175			
584	Mu/Venavil Sri Muruganatha Vid.	Mullaitivu	252			
585	Bt/Korakallimadu GTMS.	Kalkudah	338			
586	Namaloya V.	Ampara	324			
587	Kudagala MV	Dehiyattakandiya	395			
588	J/Kaithady Navatkuli GTMS	Thenmaradchi	302			
589	KN/Kilaly RCTMS	Kilinochchi	211			
590	J/Keruvil HTMS	Vadamaradchi	186			
591	BT/Puthummaricholai GTMS	Paddiruppu	102			
592	BT/Thiruppalugam Vip Vid	Paddiruppu	263			
593	T/Kakkamunai GMMS	Mutur	243			
594	T/Johara Umma Vid.	Mutur	115			
595	T/Al-Akthab Vid.	Mutur	141			
596	KN/Muhamalai RCTMS	Kilinochchi	131			
597	Km/Mahavishnu Vid.,Pandaruppu.	Kalmunai	119			
598	Bt/Orumulaicholai Sith. Vinay V.	Kalkudah	121			
599	J/Karambaikuruchi GTMS	Thenmaradchi	193			
600	J/Kudamivan GTMS	Thenmaradchi	185			
601	KN/Kovilvagal CCTMS	Kilinochchi	399			
602	KN/Muhavil GTMS	Kilinochchi	170			
603	KN/Soranpattu CCTMS	Kilinochchi	177			
604	KN/Soranpattu Ganesha Vid.	Kilinochchi	245			
605	KN/Tharmakerny GTMS	Kilinochchi	142			
606	Km/Safeena Muslim Vid.,Karaitheevu.	Kalmunai	214			
607	T/Al-Thaj Mv.	Mutur	270			
608	T/Al-Haj Ehuthar vid.	Mutur	101			
609	T/Al-Rawla Vid.	Mutur	170			

Annex Table 3 (2/3) Long List of the Improvement of the Minimum School Facilities

Priority	Northern and Eastern			North Western		
	School Name	Zone	No of Students	School Name	Zone	No of Students
610	Mu/Mulliyawalai GTMS	Mullaitivu	326			
611	T/Sacred Heart Vid.	Mutur	351			
612	Lathpandura V	Dehiyattakandiya	89			
613	Mu/Mullaitivu HTMS	Mullaitivu	103			
614	T/Al-Mujahitha Vid.	Mutur	193			
615	T/Jinnapuram G.M.M.School	Trincomelee	120			
616	T/RKM Saratha Vid	Trincomelee	138			
617	Am/Mh/Kudahasgala Vid.	Mahaoya	214			
618	J/ St. Mary's R.C. Girls' School	Islands	246			
619	Serupitiya V	Dehiyattakandiya	79			
620	Bt/ Mylambavely Vipulananda Vid.	Batticaloa	219			
621	Mavanagama MV	Dehiyattakandiya	374			
622	Mn/Ilahadiyiddu RCTMS	Mannar	205			
623	Am/Mh/Iddapola Vid.	Mahaoya	276			
624	T/Satham Vid.	Mutur	206			
625	T/Al - Frukan Vid	Trincomelee	102			
626	Bt/Sunkankerny GTMS.	Kalkudah	380			
627	Ranhelagama V	Dehiyattakandiya	231			
628	T/Arfath Nager G.M.M.School	Trincomelee	223			
629	STR/Central Camp GMMS.	Sammanthurai	132			
630	J/Vathara,Vigneswara Vid.	Jaffna	249			
631	Am/Mh/Miriswattha Vid.	Mahaoya	345			
632	Mu/Mulliyawalai RCTMS	Mullaitivu	162			
633	lhalagama MV	Dehiyattakandiya	307			
634	Paranagama V	Dehiyattakandiya	225			
635	MuruthagaspiititaV	Dehiyattakandiya	204			
636	T/Al-Minhaj vid.	Mutur	174			
637	Bt/Thiyawattavan Arafat Vid.	Kalkudah	59			
638	T/Paddithidal GTMS.	Mutur	379			
639	J/ Shanthai Sittanapalam Vid.	Valikamam	107			
640	Bt/Kahithanagar Millath Vid.	Kalkudah	127			
641	T/Shafi Nagar GMMS	Mutur	368			
642	T/Puthukudiyiruppu G.T.M.S	Trincomelee	353			
643	T/Kaddaiparichan Vipulananda Vid.	Mutur	300			
644	Bt/ Tharmapuram Tharamaratnam Vid.	Batticaloa	62			
645	Namalgama V	Dehiyattakandiya	79			
646	T/Vipulananda Vid.	Mutur	76			
647	T/Al-Hairiya Vid.	Mutur	162			
648	KM / Al - Hidhaya Vid.	Akkaraiyapattu	217			
649	KM / Al - Hudha Muslim Vid.	Akkaraiyapattu	140			
650	STR/As-Sama Vid.	Sammanthurai	131			
651	Wijayapura V	Dehiyattakandiya	189			
652	MuwapetigewelaV	Dehiyattakandiya	281			
653	J/Varani North Saivapragasa Vid.	Thenmaradchi	75			
654	KM/ Sinnappalamunai GMMS.	Akkaraiyapattu	229			
655	KM/ Al-Hidhaya Vid.	Akkaraiyapattu	203			
656	Mu/Ananthapuram GTMS	Mullaitivu	291			
657	J/Kadduvanpalam M.V.	Valikamam	132			

Annex Table 3 (3/3) Long List of the Improvement of the Minimum School Facilities

Priority	North Central			Uva			Sabaragamuwa		
	School Name	Zone	No of Students	School Name	Zone	No of Students	School Name	Zone	No of Students
1	Siyambalagaswewa V	A'Pura	81	Yalwela KV	Muthiyang	317	Iddamalla V	Dehiowita	304
2	Kandulagamawa	Thambuth:	272	Medayaya	Muthiyang	185	Panahaduwa	Ebilipitiya	299
3	Thambiyawa	A'Pura	269	Yalgamuwa KV	Welimada	125	Ranchamadagama	Ebilipitiya	392
4	Billewa	A'Pura	320	Hangiliella	Welimada	103	Divavinna	Balangoda	353
5	Siyambalawa	Galen'B	74	Udaporuwa	Welimada	138	Thanjantenna	Balangoda	362
6	Mawthawewa	Kekirawa	131	Konghapitiya	Monaragal	208	Maddegama Piyaratna V	Balangoda	362
7	Kahatagollawa	KabithiGol:	238	Ekiriya	Passara	324	Doloswalu Kanda	Nivithigala	202
8	Matambuwa	Kekirawa	50	Kolonne	Monaragal	225	Galathra	Mavanella	280
9	Muthugala Tamil KV	Dimbulagal	201	Saraswathy V	Monaragal	136	Endana V	Nivithigala	181
10	Pahalawettiyawa V	A'Pura	212	Rathmalagawa V	Wellaway	217	Gannikanda V	Nivithigala	211
11	Pahalawembuwa	Kekirawa	100	Kadurugama	Bandaraw	272	Waturuwa Janapada	Nivithigala	310
12	Senadiriyagama V	Kekirawa	188	Polgaharawa	Badulla	385	Dumbara Mana	Nivithigala	251
13	Karagahawewa V	Thambuth:	316	Ellekone	Bibile	209	Punchiyagama Siddartha	Nivithigala	196
14	Mawathawewa V	Thambuth:	231	Kotheella Pattiyagedara	Bandaraw	261	Handeerukanda v	R'Pura	204
15	Solama V	Thambuth:	241	Kandasami TV	Badulla	140	Mitipola v	Dehiowita	243
16	Handungamuwa V	Thambuth:	257	Pitadeniya V	Bibile	74	Levangama KV	Dehiowita	328
17	D/O Macthri V	KabithiGol:	281	Walasbedda V	Bandaraw	120	Ruvanella TV	Dehiowita	266
18	Kapugollewa MV	KabithiGol:	350	Labugastuduwe K V	Badulla	171	Welangalla KV	Dehiowita	323
19	Kidagalegama V	KabithiGol:	319	Kadurudeka mus V	Welimada	163	Polgaswatta MV	Dehiowita	294
20	Padavi Track 04 Anira	KabithiGol:	139	Pallewela KV	Monaragal	152	Mallalpole MV	Dehiowita	330
21	Upuldeniya	Galen'B	251	Karametiya V	Bibile	125	Madina mus KV	Dehiowita	240
22	Kahapathivilagama	Galen'B	112	Medayaya V	Mahiyang	185	Waddeniya KV	Kegalle	159
23	Gomarankalla Track 05	Galen'B	71	Haldummala V	Bandaraw	236	Puwakdeniya KV	Kegalle	307
24	Siyambalagaswewa V	Galen'B	85	Manadawa Sinhala V	Passara	147	Darvmapala KV	Kegalle	237
25	Kegalugama KV	Pollonaru	234	Sooriyagolla KV	Badulla	90	MADDEGAMA SIRI PIYARATHANA V.	BALANGODA	368
26	Kahalagala KV	Pollonaru	186	Yawanakumarapura KV	Monaragal	348	THANJAN THANNA V.	BALANGODA	378
27	Jayanthi KV	Pollonaru	267	Katugahagale	Monaragal	254	ULLIDUWAWA V.AYALAYA	EMBLIPITIYA	358
28	Damsopura V	Hingurak	331	Hepula	Bibile	194	MALALPOLA M.V.	DEHIOWITA	333
29	Girihalegama Colony V	Hingurak	360	Pallekiruwa V	Passara	201	LEWANGAMA SRI SUMANATISSA K.V.	DEHIOWITA	313
30	Sarubuma	Hingurak	281	Anthuduwa KV	Badulla	96	WELANGALLA K.V.	DEHIOWITA	327
31	Mangildamana	Dimbulagal	350	Saraswathy KV	Monaragal	168	DIYAWINNA V.	BALANGODA	363
32	Nawaginidamana	Dimbulagal	219	BD/UDAGAMA WELGOLLA M.V.	PASSARA	257	IDDAMALLENA M.V.	DEHIOWITA	314
33	Nochichiyagama Mu.V	A'Pura	373	POLGAHARAWA V	BADULLA	142	WATURAWA JANAPADA V.	NIVITHIGALA	338
34	Kalanchiyagama Mu.V	Kekirawa	225	B/MIHINDU V.	B'WELA	135	PUWAKDENIYA K.V.	KEGALLE	389
35	Ellawewa Mu.V	KabithiGol:	213	ELLEKOONA K.V	BIBILA	209	POLGASWATTA M.V.	DEHIOWITA	302
36	Pudur Mu.V	Pollonaru	119	KALAIVANI T.V.	BADULLA	140	RAHALA EAST K.V	MAWANELLA	279
37	A/Thambiyawa V	A'Pura	270	B/KONTHAHELA V.	B'WELA	281	HIDELLANA TAMIL V	RATNAPURA	258
38	A/Billewa V	A'Pura	335	PITADENIYA PRIMARY SCHOOL	BIBILA	74	GALATARA P.V	MAWANELLA	290
39	A/Siyambalagaswewa	A'Pura	85	BD/Puhulwaththa V.	PASSARA	37	RUWANWELLA T.V.	DEHIOWITA	222
40	A/Pahalawettiyawa V	A'Pura	272	LABUGASTALAWA V.	BADULLA	171	DUMBRA MANANA V.	NVITHIGALA	251
41	A/Mawathawewa V	Kekirawa	121	DIRIYAGAMA K.V	MAHIYANGANA	169	MITIPOLA V	RATNAPURA	237
42	A/Pahalawembuwa	Kekirawa	100	B/WALASBEDDA V.	B'WELA	120	PANAHADUWA V.	EMBLIPITIYA	337
43	A/Senadiriyagama	Kekirawa	188	KADURUDEKA M.V	WELIMADA	262	MADEENA MU.K.V	MAWANELLA	222
44	A/Matambuwa Halmillewa V	Kekirawa	50	KARAMETIYA K.V	BIBILA	116	POLPITIYA K.V.	DEHIOWITA	266
45	A/Karagahawewa V	Thambuth:	316	BD/Pallekiruwa V	PASSARA	176	DHARMAPALA K.V.	KEGALLE	261
46	A/Mawathawewa V	Thambuth:	231	SOORIYAGOLLA V.	BADULLA	90	HANDAGIRIYA V.	BALANGODA	231
47	A/Kandulagamawa V	Thambuth:	274	MADA OYA	MAHIYANGANAY	79	DOLOSWALAKANDA V	NIVITHIGALA	230
48	A/Solama V	Thambuth:	241	B/HALDUMMULLA V.	B'WELA	239	GAMIKKANDA V.	NVITHIGALA	174
49	A/Hadungamuwa V	Thambuth:	257	YAUWANA KUMARAPURA K.V	WELLAWAYA	59	NARISSA V.	BALANGODA	208
50	A/Kahatagollewa V	KebithiGol:	274	HEPOLA K.V.	BIBILA	152	ELLAWALA PARANAGAMA V	RATNAPURA	341
51	A/D/O Maithree V	KebithiGol:	97	KATUGALGE V	MONARAGALA	254	HOLOMBUWA K.V	KEGALLE	201
52	A/Kapugollewa M.V	KebithiGol:	350	BD/JANATHAPURA V.	PASSARA	254	PUNCHIGAMA SIDUHATH V	RATNAPURA	166
53	A/Kidagalegama V	KebithiGol:	319	ANTHUDUWA WELA K.V	BADULLA	96	HEENWELLA K.V	KEGALLE	194
54	A/Padavi Track 04 Anura V	KebithiGol:	139	INDIKOLAPELASSA P.S	WELLAWAYA	101	ENDANA PRIMARY V.	NIVITHIGALA	196
55	A/Upuldeniya V	Galen'B	281	WELIMADA JJAYA V	WELIMADA	168	WELHELLA K.V	KEGALLE	167
56	A/Kahapathivilagama V	Galen'B	112	DAHAGONIYA P.S	BIBILA	127	DETENAGALA T.V.	BALANGODA	182
57	A/Gomarankalla Track 05 V	Galen'B	71	MO/SARASWATHI T.V.	MONARAGALA	162	MAKADURA V.	EMBLIPITIYA	181
58	A/Siyambalewa V	Galen'B	461	BD/YAPAMMA V.	PASSARA	281	THORAWEL KANDA V.	BALANGODA	172
59	A/Siyambalagaswewa V	Galen'B	85	PINARAWA V.	BADULLA	157	PAHALAGAMA B.V.	RATNAPURA	172
60	P/Kegalugama V	Pollonaru	234	B/WELANHINHA V.	B'WELA	222	DUMBULUWAWA MU.K.V	MAWANELLA	163
61	P/Katahagala K.V.	Pollonaru	186	ALUTHWEWA K.V.	WELLAWAYA	294	WADDENIYA K.V.	KEGALLE	170

Annex Table 3 (3/3) Long List of the Improvement of the Minimum School Facilities

Priority	North Central			Uva			Sabaragamuwa		
	School Name	Zone	No of Students	School Name	Zone	No of Students	School Name	Zone	No of Students
62	P/Jayanthi K.V.	Pollonaru	150	OHIYA T.V.	WELIMADA	107	KADIGAMYWA BAMBARAGAMA K.V	KEGALLE	148
63	P/Dhamsopura V	Hingurak	286	KIULEYAYA K.V.	MONARAGALA	154	BOWATHTHA V.	BALANGODA	143
64	P/Bisobandara	Hingurak	491	BD/ Mahadawa S.V	PASSARA	147	GANTHUNA UDAGAMA K.V	MAWANELLA	152
65	P/Sarubima V	Hingurak	281	KOTTAGODA UDAGAMA V.	BADULLA	102	RATHTHURUGALA V.	RATNAPURA	174
66	P/Maguldamana V	Dimbulagal	400	NAGADEEPAYA	MAHIYANGANAY	91	GOLINDA TAMIL K. V.	KEGALLE	125
67	P/Hala Ellawewa V	Dimbulagal	469	HAMBEGAMUWA JANAPADA K.V	WELLAWAYA	233	MAPOTA V.	RATNAPURA	120
68	P/Nawaginidamana	Dimbulagal	254	PANWEWA V.	WELIMADA	84	LANDUYAYA V.	BALANGODA	131
69	A/Parawahagama	Kekirawa	147	KALUOBBA KV	MONARAGALA	269	DEIYAGALA V	RATNAPURA	143
70	P/Muthugala Ramil K.V	Dimbulagal	202	KIRINDA KV	BADULLA	266	KALUGALA K.V.	KEGALLE	128
71	A/Nochchiyagama M.U.V	A'Pura	421	BD/AL-AMEEN MUSLIM V.	PASSARA	190	MALWANA JAYANTHI V.	KEGALLE	127
72	A/Kallanchiyagama M.U.V	Kekirawa	225	B/GAWARAWELA V.	B'WELA	339	MALANKANDA V	RATNAPURA	124
73	Mahasyambalagaswewa Asoka V	A'Pura	115	DETAGAMUWA K.V.	WELLAWAYA	231	KANDALOYA NO. 1 T.V.	DEHIOWITA	109
74	Kadurupitiya Kudathamannawa V	A'Pura	94	LAKILAND T.V.	WELIMADA	85	PASPOLAKANDA K.V.	KEGALLE	118
75	Kimbulwewa Ananda V	A'Pura	111	NAGALA SRI PIYARATANA	BIBILA	369	KANDEGEDARA K.V.	KEGALLE	105
76	Kadurugasdamana P.V.	A'Pura	19	MALIGATENNA K.V.	MONARAGALA	349	UDUMATTA MIHINDU V	RATNAPURA	394
77	Thambalagollewa V	A'Pura	159	WELLEWELA PEMANANDA V.	BADULLA	129	HATHELLA V.	BALANGODA	388
78	A/Mahakanandrawa Dharmapala V	A'Pura	215	WATAWANA	MAHIYANGANAY	219	WAHAKULA K.V.	DEHIOWITA	388
79	Nambadagaswewa V	A'Pura	213	B/ALYASEEN M.V.	B'WELA	206	ITTAKANDA SINHARAJA M.V.	EMBIIPITIYA	387
80	Halambagaswewa V	A'Pura	68	GOOTHAMIGAMAP.S	WELLAWAYA	219	THALAWITIYA SIRI SAMAN V.	RATNAPURA	345
81	Katupathwewa V	A'Pura	63	ELLA WELIMADA V	WELIMADA	66	PANAWANNA DARMARAMA.V	RATNAPURA	379
82	Horuwila V	A'Pura	276	WEGAMA K.V.	BIBILA	346	BULUGAHATENNA V.	RATNAPURA	363
83	Wannipalugollewa V	A'Pura	133	MADUGASMULLA K.V.	MONARAGALA	193	PARAKADUWA K.V	RATNAPURA	346
84	Madurangala K.V.	Dimbulagal	120	MEGAHAWELA V	BADULLA	125	AMBALAKANDA K.V	MAWANELLA	374
85	Manikwela P.V.	Dimbulagal	66	NALANDA K.V.	WELLAWAYA	158	ELLAWALA PAHALAGAMA V.	RATNAPURA	217
86	Sisirigama P.V.	Dimbulagal	98	WELIMADA GAMA V	WELIMADA	168	THITHIRIPITIYA V.	NIVITHIGALA	346
87	Ulpalthwewa P.V.	Dimbulagal	72	BADULLAGAMMANA K.V.	BIBILA	241	THIMBOLKETIYA V.	EMBIIPITIYA	326
88	Kajuwatta K.V	Dimbulagal	217	SIR GAUREE T.V.	MONARAGALA	380	DOLOSWALA BHARATHIE T.V.	NIVITHIGALA	368
89	Galeliya K.V.	Dimbulagal	114	BD/JAYANTHI V.	PASSARA	185	HORAHENNELLA SUMANA V.	NIVITHIGALA	355
90	Salasumgama P.V.	Dimbulagal	70	BOGODATHALAWA V.	BADULLA	311	TALDUWA MU.V.	DEHIOWITA	314
91	Rankethgama P.V.	Dimbulagal	68	B/KUDALUNUKA	MAHIYANGANA	337	ELLEPOLA M.V.	BALANGODA	390
92	Ihala Yakkure K.V.	Dimbulagal	126	B/DOULGOLLA ASOKA V.	B'WELA	123	MIRISWELPOTHA V.	EMBIIPITIYA	330
93	Nagasthanna P.V.	Dimbulagal	85	KAHAKURULLANPELESSA V.	WELLAWAYA	362	GETANGAMA RATHNAM.V.	RATNAPURA	378
94	Dimbulana P.V.	Dimbulagal	114	B/PERAWELLA V	WELIMADA	340	NAKKAVITA V.	RATNAPURA	354
95	Kiri-Ibbanwewa M.V	KebithiGol.	200	MUDIYALA K.V	BIBILA	389	THALAGAHAWATTA GAMINI V.	EMBIIPITIYA	379
96	Ethawelunwewa V	KebithiGol.	249	GAMUNU PURA K.V.	MONARAGALA	363	GALATHURA V.	NVITHIGALA	352
97	Daluggala V	KebithiGol.	123	BD/ILLIPATHUTHENNA VIDYALAYA	PASSARA	150	POHORABAWA M.V.	RATNAPURA	348
98	Janakapura V	KebithiGol.	73	UVA KETAWELA T.V.	BADULLA	82	KG/WARIYAGODA S.P.V.	KEGALLE	300
99	Sampath Nuwara M.V.	KebithiGol.	420	B/KOWILYAYA	MAHIYANGANA	172	KAWANTHISSAPURA V.	EMBIIPITIYA	342
100	Ehatugaswewa V	KebithiGol.	419	B/OBADELLA V.	B'WELA	138	DICKDENIYA V.	RATNAPURA	322
101	Parangiyawadiya V	KebithiGol.	295	B/YAHALAARAWA T.V	WELIMADA	331	HATHARABAGE V.	BALANGODA	318
102	Kanugahawewa V	KebithiGol.	62	KOTAGAMA K.V	BIBILA	85	DANDENIYA V.	BALANGODA	362
103	Padavi-Ruwanpura V	KebithiGol.	384	4 MILS POST V	MONARAGALA	142	ATULUGAMA P.V.	DEHIOWITA	332
104	Aluth Halmillewa V	KebithiGol.	317	BD/MEERIYABEDDA V.	PASSARA	212	SRI WIMALAWANSA V.	BALANGODA	333
105	Padavi Balayawewa V	KebithiGol.	141	MORAGOLLA T.V.	BADULLA	109	GALPATHA K.V.	DEHIOWITA	338
106	KoonKetiyawa V	KebithiGol.	97	B/ALUKETIYAWA	MAHIYANGANA	155	KEHELANNALLA K.V	MAWANELLA	328
107	Padavi C-Yaya V	KebithiGol.	317	B/KIRIORUWA V.	B'WELA	127	NINDAGAMPELESSA V.	EMBIIPITIYA	350
108	Elikimbulgala V	KebithiGol.	333	SAMAGIPURA K.V.	WELLAWAYA	338	NEVESMIAR UPPER V.	DEHIOWITA	303
109	Kalingawila K.V	Dimbulagal	161	KARAGAHAWELA K.V	BIBILA	245	GALIGAMUWA JUNIOR SCHOOL.	KEGALLE	282
110	Ruhunaketha K.V	Dimbulagal	100	MEEYAGALA K.V.	MONARAGALA	145	ST/JOKIM TAMIL V.	RATNAPURA	339
111	Wahalkada D-2 V	KebithiGol.	313	B/DKANAWERELLA M.V.	PASSARA	120	UDARANWALA V.	BALANGODA	356
112	Mahapothana Duluwewa V	KebithiGol.	116	NELUWA T.V.	BADULLA	95	THUNANDAHENA V.	RATNAPURA	329
113	Puliyankadawala V	KebithiGol.	48	B/KUKULAPOLA	MAHIYANGANA	135	MADALAGAMA M.V.	NIVITHIGALA	316
114	Nambakada V	KebithiGol.	48	B/MATHATILLA V.	B'WELA	79	SRI DHAMMASENA V.	EMBIIPITIYA	351
115	Ambagaswewa Ashoka Jayanthi V	KebithiGol.	61	HABARUGALA P.V.	WELLAWAYA	258	WALANDURA V.	RATNAPURA	338
116	Wagollakada Jayanthi V	KebithiGol.	71	B/RATHAMBA M.V.	WELIMADA	138	KOPPAKANDA V.	EMBIIPITIYA	305
117	Galawewa Rambakapuwewa	KebithiGol.	57	URAUULA K.V.	BIBILA	58	KETAGAL-ARA V.	EMBIIPITIYA	303
118	Maradanmaduwa V	KebithiGol.	77	WARADOLA K.V.	MONARAGALA	176	MEEDUMA SRI SUMANGALA K.V	MAWANELLA	287
119	Kadawath Rambewa V	KebithiGol.	158	BD/GALLOOLLA SINHALA V.	PASSARA	185	HOUPE T.V.	NIVITHIGALA	350
120	Veerana P.V	Dimbulagal	88	UDUWERRE LOWER T.V.	BADULLA	82	NEELAGAMA T.V	RATNAPURA	304
121	Somawathiya K.V	Pollonaru	56	B/DABANA	MAHIYANGANA	253	METIHAKWALA V.	BALANGODA	324
122	Patunugama K.V.	Pollonaru	160	NUGEGALA P.V.	WELLAWAYA	74	BATUWATHTHA K.V.	KEGALLE	301

Annex Table 3 (3/3) Long List of the Improvement of the Minimum School Facilities

Priority	North Central			Uva			Sabaragamuwa		
	School Name	Zone	No of Students	School Name	Zone	No of Students	School Name	Zone	No of Students
123	Kirimetiya K.V.	Pollonaru	386	B/DANGAMUWA V.	WELIMADA	169	KAHAWANDALA K.V	MAWANELLA	300
124	Bebiyawewa P.V	Hingurak	62	ATHUNDAMUWAWA K.V.	BIBILA	64	BULATHGAMA V.	BALANGODA	284
125	Gurudodella K.V.	Hingurak	142	HULANDAWA WEST V	MONARAGALA	290	UDABAGE T.V.	DEHIOWITA	327
126	Wedigawewa P.V	Hingurak	66	BD/PELGAHATHENNA M.V.	PASSARA	297	SHASTRALANKA V.	BALANGODA	314
127	Thalakolawewa K.V	Hingurak	62	ST JEMES T.V.	BADULLA	365	GODAKUMBURA MIYANAWITA M.V	NIVITHIGALA	320
128	Diggapura P.V.	Hingurak	73	B/GALPORUYAYA	MAHIYANGANA	356	HOPE WELL V.	BALANGODA	290
129	Siyabalagasandhiya P.V	Hingurak	123	B/GONAMOTAWA T.V	B'WELA	354	MUTHTHETUPOLA V.	BALANGODA	30
130	Kumudupura P.V	Hingurak	75	MUTHUMINIGAMA K.V.	WELLAWAYA	256	PELMADULLA T.V.	RATNAPURA	340
131	Udaragama P.V	Hingurak	106	B/DALGASHINNA T.V.	WELIMADA	385	SRI GUNARATANA V.	EMBIPIPITYA	276
132	Aluthoya K.V	Hingurak	154	KANAWEGALLA K.V	BIBILA	60	GODIGAMUVA V	RATNAPURA	294
133	Diymailagaswewa V	Galen/B	105	THISSAPURA K.V.	MONARAGALA	251	OTHNAPITYA K.V.	KEGALLE	277
134	Eithalwetunuwewa M.V	Galen/B	317	BD/THOLABOWATHITHA VIDYALAYA	PASSARA	178	GONAKUMBURA M.V	RATNAPURA	302
135	Dunupoththegama V	A'Pura	221	NAPIER T.V.	BADULLA	70	SIRI WAJIRAKGNANA V.	BALANGODA	333
136	Ethdathkalla Rahula V	A'Pura	230	B/ASLABY T.V.	B'WELA	241	WELIHELATENNA K.V.	DEHIOWITA	268
137	Gamini V.	A'Pura	277	VIJAYAPURA K.V.	WELLAWAYA	160	PANAWATTA T.V.	DEHIOWITA	248
138	Sirisangabo V	A'Pura	173	B/BALATHOTAELLA V.	WELIMADA	130	MORAWAKA KANITU V UHALA	KEGALLE	289
139	Oyamaduwa V	A'Pura	198	ILLUKKEPUTENNA K.V	BIBILA	78	KIRIKOHTENNA K.V.	DEHIOWITA	283
140	Meeawathpura K.V.	Dimbulag	227	GAMEWELA T.K.V.	MONARAGALA	201	HITUWALA DHARMASENA V.	BALANGODA	278
141	Pulagaswewa Kumurugama V	Galen/B	51	BD/MILLABEDDA M.V.	PASSARA	244	HINGNURANA K.V.	DEHIOWITA	266
142	Kukulewa V	Galen/B	300	KOHOVILAKANDURA V.	BADULLA	161	KEERAPADDENIYA V.	BALANGODA	285
143	A/Ambagaswewa V	Galen/B	61	B/ROTALAWELA	MAHIYANGANA	341	KETEPOLA V.	NVITHIGALA	272
144	Meeminawala V	Galen/B	182	GAMPANLUWA K.V.	WELLAWAYA	232	T.B.WEERASEKARA V.	RATNAPURA	289
145	Thodamaduwa V	Galen/B	161	B/PADINAWELA M.V.	WELIMADA	390	AMBUWANGALA K.V	MAWANELLA	277
146	Pahalalhamillewa V	Galen/B	190	KIRAWANAGODA K.V.	MONARAGALA	217	MADALAGAMA JANAPADA V.	NIVITHIGALA	286
147	Rathmalwetiya V	Galen/B	129	BD/NAMUNUKULA V.	PASSARA	109	DURUMPTIYA SAMAN V	RATNAPURA	233
148	Maradankilla Sri Bodhi V.	Galen/B	293	HETHEKMA V.	BADULLA	137	URAWALA V.	BALANGODA	276
149	Katarampura V	Galen/B	63	B/WELANPELE	MAHIYANGANA	289	KIRIBATHGALA V.	NIVITHIGALA	278
150	Kelewa Sumana V	Kekirawa	165	WEHERAYAYA K.V	WELLAWAYA	237	DEDUGALA M.V.	DEHIOWITA	288
151	Madawala V	Kekirawa	190	B/ALAGOLLA M.V.	WELIMADA	158	UTUWANKANDA K.V	MAWANELLA	265
152	Pusdulwewa V	Kekirawa	141	KANULWELA MUSLIM K.V.	BIBILA	179	PRAGNADEERA V	RATNAPURA	280
153	Meewellawa V	Kekirawa	94	WATTEGAMA SIRIMAL K.V.	MONARAGALA	101	HABBUNKADUWA K.V	MAWANELLA	249
154	Pethis Rambewa V	Kekirawa	50	PALLEWELA V.	BADULLA	152	MANIKKAWA K.V.	MAWANELLA	275
155	Matambuwa Mahadulwewa V	Kekirawa	63	GINNORUWA	MAHIYANGANAY.	271	KALAWANA T.V.	NIVITHIGALA	281
156	Maneruva M.V	Kekirawa	409	B/PITARATHMALIE NO 01 T.V.	B'WELA	312	GANAPALLA K.V.	DEHIOWITA	269
157	Upulwewara V	Kekirawa	50	B/PITAPOLA V.	WELIMADA	217	HAYES T.V.	EMBIPIPITYA	323
158	Moragollagama V	Kekirawa	88	BIBILAWATTA T.V	BIBILA	109	WEGALLA K.V.	DEHIOWITA	265
159	Teladinnawewa Kanitu V	Kekirawa	125	GEDAWILA K.V.	MONARAGALA	144	LOKADENIYA V.	NIVITHIGALA	256
160	Moroththegama V	Kekirawa	67	BD/KOTTALBEDDA V.	PASSARA	55	DELOLUWA K.V.	DEHIOWITA	267
161	Hiripitiyagama V	Kekirawa	218	MAY MALLAY T.V	BADULLA	275	DHANAGAMA MUK V	MAWANELLA	253
162	Kalugalayaya V	Kekirawa	65	B/VIRANAGAMA	MAHIYANGANA	107	SINHALAGODA V	NVITHIGALA	268
163	Aluth Ganthiriyagama V	Kekirawa	80	B/HELAPUPULA V.	B'WELA	194	WATTEHENA V.	NIVITHIGALA	258
164	Madalugama M.U.V	Kekirawa	69	B/DIMBULANA V.	WELIMADA	261	UDATHTHAWA K.V	MAWANELLA	237
165	Nelumpathgama V	Galnewa	65	DEHIGALA TAMIL K.V	BIBILA	91	GODAKUMBURA IMBULAMURA V.	BALANGODA	247
166	Nallamaduwa V	Talawa	229	KOTIGALHELA K.V.	MONARAGALA	196	URUMEEWALA K.V.	DEHIOWITA	259
167	Kadurugaswewa V	Talawa	127	WELLAWELA V	BADULLA	129	AYAGAMA JANAPADA V.	NVITHIGALA	237
168	Usgala V	Galnewa	147	B/WEERAKOONGAMA V.	B'WELA	80	OPATA NO.1 T.V.	EMBIPIPITYA	254
169	Galova Handiva V	Hingurak	75	YALABOWA K.V.	WELLAWAYA	183	WALAGAMA R.C.P.V	KEGALLE	249
170	Sinhala Rotawewa K.V	Hingurak	365	B/DIYABOKANDURA V.	WELIMADA	193	THUMMUDUNA K.V.	KEGALLE	264
171	Kiriyogama P.V	Elehera	83	BOGAHAPELESSA K.V.	MONARAGALA	79	PALLEKANDA M.V.	BALANGODA	237
172	C.P. De Silva K.V	Elehera	97	BD/ARAWAKUBURA VIDYALAYA	PASSARA	159	KACHCHIGALA V.	EMBIPIPITYA	257
173	Ilukwewa K.V	Hingurak	109	ROOKATENNA T.V.	BADULLA	91	MADDEKANDA T.V.A	BALANGODA	265
174	Abhanganga Dakunu Ela V	Polonaru	137	B/THALAWEGAMA	MAHIYANGANA	130	BULUTOTA V.	EMBIPIPITYA	296
175	Kandawuru Junior School	Polonaru	102	B/WELLAWAYA GAMPAAH V	B'WELA	260	PANAPOLA V.	NIVITHIGALA	239
176	Sri Indrarathana P.V	Polonaru	62	THALULLA JANAPADA V.	WELLAWAYA	168	MAHENA KANISHTA V.	KEGALLE	248
177	Pudoor Muslim V	Polonaru	119	B/HANGILIELLA V.	WELIMADA	258	PAMBEGAMA T.V.	DEHIOWITA	250
178	Siyabalagaswewa Madagama V	A'Pura	343	AMUNEKANDURA K.V	BIBILA	387	ALUTHNUWARA K.V	MAWANELLA	245
179	Diviyadabandawewa V	A'Pura	126	WARAGAMA P.V.	MONARAGALA	122	MEDABADDA KAWANTHISSA M.V.	BALANGODA	245
180	Kande Rotawewa V	A'Pura	53	BD/CANAWERELLA NO 01 T.V.	PASSARA	225	DHARMA VIJAYA V.	EMBIPIPITYA	249
181	Konakumbukwewa M.V	A'Pura	338	DEHIVINNA V.	BADULLA	124	ELLAWALA K.V.	RATNAPURA	247
182	Vihara Bulankulama	A'Pura	140	B/KIRIYAGODA	MAHIYANGANA	222	GURUBAWILA K.V	MAWANELLA	224
183	Vihara Palugama V.	A'Pura	219	ATHADUTUWWEWA K.V.	WELLAWAYA	64	UDAMAKADAWARA K.V.	MAWANELLA	273

Annex Table 3 (3/3) Long List of the Improvement of the Minimum School Facilities

Priority	North Central			Uva			Sabaragamuwa		
	School Name	Zone	No of Students	School Name	Zone	No of Students	School Name	Zone	No of Students
184	Palugollewa V	KebithiGol	165	B/ERABADDA V.	WELIMADA	96	ATAKALAMPANNA V.	NIVITHIGALA	239
185	Kidawarankulama V	KebithiGol	157	PUBBARA K.V	BIBILA	257	KOTAKETHANA V.	EMBIPIPIYA	239
186	Gaminiwewa V	KebithiGol	244	PAHATHAARAWA K.V	MONARAGALA	199	SAPUMALKANDA T.V.	DEHIOWITA	252
187	Gallelagama V	KebithiGol	198	BD/VIGNESHWARA T.V	PASSARA	238	PIMBURA V.	NVITHIGALA	236
188	Etambagaskada V	KebithiGol	126	WEWESSA NO.2 T.V	BADULLA	81	PANNILA V.	NIVITHIGALA	248
189	ThamiriyaThawela Muslim V	KebithiGol	220	B/PINNAGOLLA	MAHIYANGANA	226	NEDOLAKANDA V.	EMBIPIPIYA	226
190	Nikawewa Muslim V	KebithiGol	162	B/NEEDWOOD NO.02 T.V	B/WELA	278	NIYANGAMA V.	EMBIPIPIYA	261
191	Walahawiddawewa Muslim V	KebithiGol	126	HELAGAMA K.V.	WELLAWAYA	187	GAWARANHENA V.	BALANGODA	242
192	An-Noor Muslim V	KebithiGol	258	B/GAMBEDDA V.	WELIMADA	177	GONAGALA NORTH K.V.	DEHIOWITA	230
193	Puhidivula V	KebithiGol	188	BIBILAMULLA K.V	BIBILA	314	ATAWAKWALA SRI RATHANAPALA V.	BALANGODA	232
194	Muslim Halmillewa Muslim V	KebithiGol	90	BD/AGARATHANNA T.V.	PASSARA	140	DELGAHAGODA MU.K.V	MAWANELLA	225
195	Kiriketuweva V	KebithiGol	60	VINITHAGAMA V	BADULLA	244	WEE-OYA K.V.	DEHIOWITA	233
196	Medawewa V	KebithiGol	71	B/MAHAGAMA	MAHIYANGANA	348	ELLAGAWA V.	RATNAPURA	257
197	Bellankadawala V	KebithiGol	50	B/BLACKWOOD NO.01 T.V.	B/WELA	191	HALDOLA V.	NIVITHIGALA	222
198	Wahalkada D-5 V	KebithiGol	61	KUKURAMPOLA K.V.	WELLAWAYA	135	RAHALA WEST K.V	MAWANELLA	253
199	Ayyathigawewa V	KebithiGol	97	B/ELBIYAN T.V	WELIMADA	141	HAKAHINNA P.V	KEGALLE	221
200	Nasadawewa V	KebithiGol	144	RATHTHANADENIYA K.V	BIBILA	286	PINNAKANDA V.UHALA	EMBIPIPIYA	227
201	Morawewa V	KebithiGol	95	BOHITIYA K.V.	MONARAGALA	299	KADIGAMUWA K.V.	DEHIOWITA	255
202	Moragahadigiliya V	KebithiGol	51	BD/THIRUMAGAL T.V	PASSARA	331	NILWALA K.V.	DEHIOWITA	200
203	Rasnakawewa V	KebithiGol	57	SANIYA NO.1 TV	BADULLA	214	SEEPOTH SENANAYAKA K.V.	DEHIOWITA	240
204	Walimuwapothana V	KebithiGol	121	B/KANDEGAMA V	MAHIYANGANA	202	HALMILLA-ARE V.	EMBIPIPIYA	201
205	Kadawath Rathmale Muslim V	KebithiGol	82	B/KITHAL ELLA V.	B/WELA	343	MAGAMMANA K.V.	DEHIOWITA	223
206	Mukkarawewa Thahira Muslic V	KebithiGol	176	B/VIDURUPOLA V.	WELIMADA	162	NIRIELLA PINNANANDA V.	NIVITHIGALA	232
207	Weerachholai Muslim V	KebithiGol	130	BAKINIGAHAWELA SIN K.V	BIBILA	213	KARAWANELLA SRI WICKRAMA K.V	DEHIOWITA	208
208	Mahakumbukollewa V	KebithiGol	97	MUTHUKANDIYA II K.V.	MONARAGALA	183	WEWELKANDURA V.	NIVITHIGALA	221
209	Gonuhaddenawa V	KebithiGol	209	BD/SRI GANESHA T.V.	PASSARA	380	PALLEKADA V.	NVITHIGALA	237
210	Thiththagawewa M.V	KebithiGol	322	KOHANA V.	BADULLA	73	IHALA THALDUWA K.V	DEHIOWITA	215
211	Halmillewetiya V	KebithiGol	211	B/RITIGAAHARAWA V	MAHIYANGANA	85	MUDUNKOTUWA EAST V	RATNAPURA	215
212	Mahanetiya V	KebithiGol	128	B/KARADAGOLLA V.	B/WELA	224	BERAGALA K.V	KEGALLE	227
213	Allawewa Muslim V	KebithiGol	213	SIR SUBODHA K.V.	WELLAWAYA	121	KITULGALA BALIKA V.	DEHIOWITA	220
214	Muslim Attaweerawewa Muslim V	KebithiGol	185	B/SIR MALIYADEWA V.	WELIMADA	223	BODHIMALUWA V.	RATNAPURA	233
215	Elawissagoda V	KebithiGol	148	THAMBANA K.V	BIBILA	195	MUDUNKOTUWA WEST V.	RATNAPURA	227
216	Walahawiddawewa V	KebithiGol	151	MUTHUKANDIYA I K.V.	MONARAGALA	216	MORATHOTA V.	RATNAPURA	214
217	Dekethipothana V	KebithiGol	131	BD/PASSARA MUSLIM M.V.	PASSARA	347	NELIWEVA V.	BALANGODA	196
218	Angunochiya V	KebithiGol	391	MOTAMALA K.V	BADULLA	120	BUNGIRIYA V.	NIVITHIGALA	228
219	Pahal Kalkandegama V	KebithiGol	285	B/DIKKENDAYAYA	MAHIYANGANA	64	HATHKELA K.V.	DEHIOWITA	213
220	Nawapalegama K.V	Dimbulag	205	HELAPUPULA V	B/WELA	194	KINIVITA K.V.	KEGALLE	208
221	Walpola V	KebithiGol	109	SIYABALAGUNE K.V	WELLAWAYA	194	HATHNAGODA V.	KEGALLE	218
222	Wiral Murippuwa V	KebithiGol	92	B/BOGHAMADITHTHA V.	WELIMADA	139	HENEPOLA OLCOT K.V	MAWANELLA	218
223	Karappikkada V	KebithiGol	70	KEENAGODA K.V	BIBILA	195	KANABENDIARA V.	EMBIPIPIYA	235
224	Koonakubukollewa V	KebithiGol	84	KOTIYAGALA K.V	MONARAGALA	344	DELGODA JANAPADA V	NIVITHIGALA	52
225	Koongollewa V	KebithiGol	88	BD/WERELLAPATHANA T.V.	PASSARA	215	WILAGAMA K.V.	DEHIOWITA	195
226	Parana Halmillewa V	KebithiGol	117	MALANGAMUWA V.	BADULLA	104	KOTEGODA MU.K.V	MAWANELLA	209
227	Pandiggama V	KebithiGol	56	B/SENANIGAMA	MAHIYANGANA	82	WEERASEKARA V.	BALANGODA	207
228	Hirallugama V	KebithiGol	66	UNAWATUNA K.V.	WELLAWAYA	394	KEGALLE MUSLIM M.V.	KEGALLE	193
229	Mahasiyambalagaskada Muslim V	KebithiGol	97	B/DIKKAPITIYA V.	WELIMADA	333	URUPERESSA V.	EMBIPIPIYA	211
230	Selesthimaduwa V	Kekirawa	125	MELLAGAMA K.V	BIBILA	127	KAHANAWITA K.V	DEHIOWITA	203
231	Horapola Muslim V	Kekirawa	366				SPRING WOOD T.V.	EMBIPIPIYA	201
232	Bandarapothana Muslim V	Kekirawa	98				NEW POLATAGAMA T.V.	DEHIOWITA	206
233	DAHANAYAKE MUS V	Galenbidunu	64				NIRIELLA T.V.	NIVITHIGALA	202
234	KOHOBAGASKANDA V	Galenbidunu	147				YATIWALA K.V	DEHIOWITA	207
235	HETTUWEWA MUS V	Galenbidunu	69				GALHIRA V.	BALANGODA	208
236	NELUGOLAKADA MUS V	Galenbidunu	71				MAKEHELWALA K.V	MAWANELLA	206
237	DIGANHALMILLAWA V	Galenbidunu	194				ATTANAGODA PANAGAMUWA K.V.	MAWANELLA	267
238	PAHALA KANHIDIGAMA V	Galenbidunu	79				EKNELIGODA V.	RATNAPURA	199
239	MANAKETIYA	Galenbidunu	302				PERALANDA V.	RATNAPURA	196
240	MILLAGASSWEWA V	Galenbidunu	320				PETANGODA K.V.	DEHIOWITA	200
241	ULPOTHAGAMA V	Galenbidunu	136				WELIMALUWA V.	RATNAPURA	212
242	GOMARANKALLA MUS V	Galenbidunu	118				DOMBEMADA K.V.	MAWANELLA	185
243	KAMMALAKULAMA V	Galenbidunu	204				WATHUYAYA SRI SUMANA V.	RATNAPURA	175
244	MAHAKANDARAWA TRACK I	Galenbidunu	215				PALAPOLUWA K.V.	KEGALLE	184

Annex Table 3 (3/3) Long List of the Improvement of the Minimum School Facilities

Priority	North Central			Uva			Sabaragamuwa		
	School Name	Zone	No of Students	School Name	Zone	No of Students	School Name	Zone	No of Students
245	HURULUMEE GAPATHIYA V	Galenbidunu	218				PILANA V	NIVITHIGALA	189
246	WELWARAGAMA V	Galenbidunu	147				HELAUDAKANDA V.	EMBILIPITIYA	214
247	NEGAMA SIRI SUMANA V	Thabuthegama	143				DEMEDA K.V.	DEHIOWITA	188
248	KATIYAYA ASAD MUS V	Thabuthegama	141				ENDANA NO2 T.V	NIVITHIGALA	167
249	GURUGAMA V	Thabuthegama	179				KIVULPANA M.V	MAWANELLA	198
250	BODIRAJA PV	Thabuthegama	117				YAHALWELA V.	EMBILIPITIYA	201
251	RAJANGANAYA TRACK 4 V	Thabuthegama	219				MEEGASTHENNA K.V.	DEHIOWITA	160
252	SOLEMA V	Thabuthegama	241				PALEEGALA V	RATNAPURA	207
253	KATIYA TRACK 10 V	Thabuthegama	66				GALABADA T.V.	RATNAPURA	120
254	KETAKELE V	Thabuthegama	178				AMANAWALA GAMINI K.V.	DEHIOWITA	164
255	GALWADUWAGAMA V	Thabuthegama	212				EHELIYAGODA PAHALAGAMA V	RATNAPURA	92
256	ADIRANIGAMA V	Thabuthegama	133				EDURAPOLA T.V.	DEHIOWITA	200
257	TALAWA NABADAWEWA V	Thabuthegama	126				MENIKKADAWARA K.V.	KEGALLE	187
258	KUDAGAMA V	Thabuthegama	70				NARANGALA K.V.	DEHIOWITA	187
259	THALAGAHAWEWA V	A'Pura	163				MORAHELA KANISHTA V.	BALANGODA	219
260	PAHALA RATHIMALGAHAWEWA	A'Pura	167				UDANWITA M.V	MAWANELLA	173
261	KOVLBADAWEWA MUS V	A'Pura	100				GARAGODA SINHALA V UHALA	DEHIOWITA	180
262	MAHA EHTUWEWA V	A'Pura	237				DAMUNUPOLA K.V.	KEGALLE	190
263	PUWARASANKULAMA V	A'Pura	197				MALIYADDA K.V	MAWANELLA	187
264	SUDARSHANA BODHI V	A'Pura	137				MIYANAWITA T.V.	DEHIOWITA	176
265	YAHALEGAMA V	A'Pura	155				MUDUGAMUWA K.V.	DEHIOWITA	189
266	DIGENAGAMA V	A'Pura	63				ENDANA NOI T.V.	NIVITHIGALA	199
267	GALPOTTEGAMA V	A'Pura	213				PITAWELA R.C.P.V	MAWANELLA	167
268	KANDE RATMALE V	A'Pura	215				MURUTHIHEITUWA JUNIOR SCHOOL	DEHIOWITA	169
269	KENDEWA V	A'Pura	120				MADABADDARA V.	NVITHIGALA	178
270	ASARIGAMMA MUS V	A'Pura	148				MALIBODA T.V.	DEHIOWITA	183
271	NELUMKANNIYA V	A'Pura	100				NEVESMIOR LOWER V.	DEHIOWITA	198
272	KEERIKULAMA V	A'Pura	101				KIRIMATITHANNA V.	BALANGODA	178
273	PARASANGASWEWA V	A'Pura	142				IHALAGALAGAMA V	BALANGODA	171
274	GALKADAWALA V	A'Pura	98				IMBULPITIYA K.V.	DEHIOWITA	188
275	BOGAHAWEWA V	A'Pura	279				THALANGAMA V.	BALANGODA	213
276	THALGASWEWA V	A'Pura	150				BANAGODA V	RATNAPURA	168
277	VIDYALOKA V	A'Pura	363				THAMMITA K.V	MAWANELLA	179
278	SARAPPUGALA V	A'Pura	109				WELANGE V.	BALANGODA	160
279	MANIYANGAMUWA V	A'Pura	77				HALPE UPANANDA V.	RATNAPURA	173
280	VILADAGAHAWEWA	A'Pura	143				WELIPOTHYAYA V.	BALANGODA	470
281	ALUTHGAMA DARUSALAM V	A'Pura	126				UDAGALADENIYA WALAGAMBA M.V	MAWANELLA	195
282	IHEPPANKULAMA V	A'Pura	75				HEMINGFORD NO. 1 T.V.	DEHIOWITA	191
283	IHALA KULIYAKULAM V	Kekirawa	95						
284	KARAWAHAGAMA V	Kekirawa	147						
285	PALLEKAGAMA V	Kekirawa	92						
286	MANEWA V	Kekirawa	83						
287	KARAWILAGALA V	Kekirawa	117						
288	KIRIDIWATTA V	Kekirawa	131						
289	RANAWA V	Kekirawa	138						
290	DABEWATHANA V	Kekirawa	171						
291	RATMALKANDA V	Kekirawa	80						
292	MEDAGAMA V	Kekirawa	96						
293	GAMINI HALMILWEWA	Kekirawa	87						
294	UDURUWA KATUKELIYAWA	Kekirawa	253						
295	MANIKKAM PITIYA MV	Polonaru	272						
296	ETHUMALPITIYA PV	Polonaru	67						
297	LAKSHAUYANA KV	Polonaru	233						
298	WAWATHENNA V	Polonaru	50						
299	SINHARAJAPURA V	Polonaru	244						
300	BANDANAGALA KV	Dibulagala	303						
301	MAHAGAMANA KV	Dibulagala	223						
302	YAKKURE KV	Dibulagala	294						
303	BIMPOKUNA PV	Dibulagala	78						
304	GALTALAWA KV	Dibulagala	153						
305	WEHERAGAMA PS	Dibulagala	80						

Annex Table 3 (3/3) Long List of the Improvement of the Minimum School Facilities

Priority	North Central			Uva			Sabaragamuwa		
	School Name	Zone	No of Students	School Name	Zone	No of Students	School Name	Zone	No of Students
306	BANDANAGALA KV	Dibulagala	303						
307	MUTHGALA TAMIL KV	Dibulagala	202						
308	BANMUNAKOTUWA PV	Dibulagala	69						
309	MAHADAMANA KV	Dibulagala	223						
310	GINIDAMAN PV	Dibulagala	91						
311	KALUKELLELEWA PV	Dibulagala	206						
312	DALUKANA PV	Dibulagala	65						
313	NIKALAPITIYA KV	Hingurak	400						
314	GANGEYAYA KV	Hingurak	193						
315	IHAKULUWAWA KV	Hingurak	184						
316	VIHARAGAMA PV	Hingurak	266						
317	NUGAGAHA DAMANA MV	Hingurak	101						
318	CHANDANA POKUNA	Hingurak	144						
319	RADAVI GIOYA	Hingurak	310						
320	JAYASIRPURA KV	Hingurak	274						
321	SIRIKADUYAYA KV	Hingurak	88						
322	SURIYAGAMA PV	Hingurak	50						
323	PANDUKABAYA V	A'Pura	129						
324	MADAWALAGAMA V	A'Pura	200						
325	GUNEWA V	A'Pura	218						
326	SUCHARITHAWA V	A'Pura	265						
327	WAHAMALGOLLAWA V	A'Pura	101						
328	DIULWEWA V	A'Pura	100						
329	HALAMBEWA KV	A'Pura	187						
330	SADAMALGAMA V	A'Pura	103						
331	HOTTAPUWA V	A'Pura	193						
332	RALAPANAWA JANAPADA V	A'Pura	181						
333	THAMMANNA PURA V	A'Pura	205						
334	KARAGAHA WEWA V	Thabuthegama	316						
335	HADUN GAMA V	Thabuthegama	257						
336	PURISGASWEWA V	Thabuthegama	380						
337	HATARASKOTUWA KV	Hingurak	182						
338	YUDAGANAWA KV	Hingurak	296						
339	NAMAL WEWA PV	Hingurak	87						
340	KUSUM POKUNA PV	Hingurak	138						
341	KOHOMABADAMAN KV	Hingurak	400						
342	KAHIBLIYAWA KV	Hingurak	194						
343	ELAHERA KV	Hingurak	383						
344	MASENYAYA 26 V	Hingurak	72						
345	JAYANTHI GURUKULA	Hingurak	181						
346	MADUMAN KV	Hingurak	97						
347	MORAGASWEWA KV	Hingurak	201						
348	SIYABALAWA KV	Hingurak	461						
349	KOTAPITIYA KV	Hingurak	245						
350	PARAKUMPURA KV	Hingurak	149						
351	KAHATAGASPITIYA KV	Hingurak	426						
352	GALMULLA KV	Hingurak	328						
353	NISSANKA MALLA PURA PV	Dibulagala	144						
354	YAKAWEWA PV	KebithiGol	162						
355	PULELIYA V	KebithiGol	178						
356	PITIWEDA V	Dibulagala	251						
357	THAMMANNA ELAWAKA	KebithiGol	158						
358	RATHMALKANDIYA PV	Dibulagala	67						
359	MADAGAMPITIYA	Dibulagala	77						
360	SANDAGALATHANNA	Dibulagala	103						
361	WEERALANDA PV	Dibulagala	113						
362	KANICHCHIGALA PV	Dibulagala	77						
363	MEDAGAMA KV	Dibulagala	394						
364	PELATHIYAWA	Dibulagala	414						
365	KUDAWEDA KV	Dibulagala	256						
366	KALUKELEGAMA KV	Dibulagala	726						

Annex Table 3 (3/3) Long List of the Improvement of the Minimum School Facilities

Priority	North Central			Uva			Sabaragamuwa		
	School Name	Zone	No of Students	School Name	Zone	No of Students	School Name	Zone	No of Students
367	KONDURUWAWA KV	Hingurak	231						
368	HINGURAKA KV	Hingurak	68						
369	YATIYALPOTHANA V	Hingurak	152						
370	UNAGALAWEHERA MV	Hingurak	439						
371	HINGURAKA KV	Hingurak	68						
372	JANDIPURA KV	Hingurak	278						
373	HATHAMUNA KV	Hingurak	187						
374	HIGURAKGODA KV	Hingurak	233						
375	VIDYALOKA KV	Hingurak	363						
376	RATHANASARA KV	Polonaru	265						
377	WEERAPURA KV	Polonaru	200						
378	NIKAWENA GAMINI V	Polonaru	247						
379	KATHARAGAMA PV	Thabuthegama	134						
380	MEGASSEGAMA ANNANDA	Thabuthegama	101						
381	KELEMUNUKOLE V	Thabuthegama	104						
382	MAWATHEGAMA V	Thabuthegama	110						
383	NALLACHYAYA V	Thabuthegama	689						
384	ALUTHWEWA GALMADUWA v	Thabuthegama	210						
385	KELE DIVULKAWENA V	Thabuthegama	300						
386	HIMBUTUGOLLAWA V	Galenbidunu	161						
387	MORAGAHAWELA V	Galenbidunu	62						
388	WELIGOLLAWA MV	Galenbidunu	151						
389	SANDAGAHAWENA V	Galenbidunu	81						
390	MATAMBUWA PALUGOLAGAMA V	Galenbidunu	54						
391	DUNUMANDALAWA MV	Galenbidunu	60						
392	NATHIYAGAMA V	Galenbidunu	79						
393	WEMBUWEWA V	Galenbidunu	26						
394	SIYAMBALAGASWEWA v	Galenbidunu	85						
395	thodammaduwa v	Galenbidunu	161						
396	DAMBAGOLLEWA	Galenbidunu	42						
397	PARAKUM MURIYAKANDAWALA	Galenbidunu	25						
398	KANADARA NEKUTUNUWEWA	Galenbidunu	84						
399	KANDE RATMALE V	Galenbidunu	170						
400	MHINTALE MV	Galenbidunu	51						
401	KRUNDANKULAMA V	Galenbidunu	94						
402	ALLAHAPPERUMAGAMA MV	Kekirawa	113						
403	KUMBUKKEWEWA NIMALA V	Kekirawa	218						
404	MURUNGAHAHTIKANDA V	Kekirawa	307						
405	MAMINIYAWA V	Kekirawa	109						
406	NARANGALLEGAMA V	Kekirawa	348						
407	WALAWWEGAMA V	Kekirawa	259						
408	RAMADIGALA V	Kekirawa	60						
409	NELLIGAMA MV	Kekirawa	319						
410	WEERUNKULAMA V	Kekirawa	124						
411	MORAGADA V	Kekirawa	131						
412	KALCHCHIYA GAMA MV	Kekirawa	225						
413	ROLLANKUTTIYAGAMA MV	Kekirawa	200						
414	KITULHITIYAWA V	Kekirawa	101						
415	HIRIWADDUNA V	Kekirawa	176						
416	KORASSAGALLA V	Kekirawa	39						
417	GALAPITAGALA V	Kekirawa	213						
418	ALAMEEN MV	Kekirawa	203						
419	MANGALAPURA V	Kekirawa	180						
420	THELAMBIYAGAMA V	Kekirawa	60						
421	KEKIRAWA RAILWAY TOWN V	Kekirawa	79						
422	HAWATHNEGAMA V	Kekirawa	141						
423	MUDAPERUMAGAMA V	Kekirawa	76						
424	AMBULGASWEWA V	Kekirawa	92						
425	OLUKARANDA V	Kekirawa	144						
426	MAHAELAGAMUWA V	Kekirawa	210						
427	POTHANEGAMA V	A'Pura	265						

Annex Table 3 (3/3) Long List of the Improvement of the Minimum School Facilities

Priority	North Central			Uva			Sabaragamuwa		
	School Name	Zone	No of Students	School Name	Zone	No of Students	School Name	Zone	No of Students
428	MAHANELUWEWA V	A'Pura	200						
429	THURUWILA V	A'Pura	250						
430	KATUKELIYAWA V	A'Pura	346						
431	IHALA KEDITHEKKUWA V	A'Pura	322						
432	DUNUPOTHUGAMA V	A'Pura	221						
433	WIJAYAPURA DAMMATHLAKE V	A'Pura	205						
434	AL MADEENA MV	A'Pura	61						
435	MAHABODHI MV	A'Pura	273						
436	LINDAWEWA V	A'Pura	170						
437	NOCHCHIYAGAMA MV	A'Pura	421						
438	HATHRASWEALA V	A'Pura	278						
439	MURIYANKADAWALA MV	Kekirawa	117						
440	BALALUWEWA MV	Kekirawa	283						
441	PERIYAKKULAMA MV	Kekirawa	255						
442	BAPTIS MISSION TV	Kekirawa	273						

Annex Table 4 Short List of the Priority Improvement Plan of the Minimum School Facilities (2/3)

Priority	Nothorn						Eastern						North Western					
	School Name	Zone	No of Students	School Type	Model	Cost	School Name	Zone	No of Students	School Type	Model	Cost	School Name	Zone	No of Students	School Type	Model	Cost
1	Ja/Velanni South / Yanar	Island	170	3	M3	5.709	T/Somadevi v.	Kantale	385	2	M7	6.817	Ku/Wilagamdevatawa	Kurunegala	167	2	M5	6.315
2	Ja/Saivapiragasa Velanai	Island	235	2	M7	6.817	T/Ethambadiweva V.	Kantale	205	2	M7	6.817	Ku/Wellawa KV	Giriulla	125	2	M5	6.315
3	Ku/Tharumpuram No 1 GTMS	Kilinochchi	231	3	M6	3.712	T/Seewali V.	Kantale	201	2	M7	6.817	Ku/Vijaya KV	Maho	218	2	M7	6.817
4	Mu/Vinayagapuram GTMS	Kilinochchi	137	2	M3	5.709	T/Agathiyar V.	Muthur	376	2	M7	6.817	Ku/Ganekanda KV	Maho	61	3	M2	2.599
5	Ku/Nagendra V	Kilinochchi	88	3	M3	5.709	T/Mavadichenai GTMS	Muthur	217	2	M7	6.817	Ku/Ikiriwatta KV	Ibbagamuwa	255	2	M7	6.817
6	Mu/Iyangankulam GTMS	Thunukkai	202	3	M6	3.712	Bu/Kandalady Arunthathy V	kalkuda	169	3	M7	6.817	Ku/Jayanthi KV	Ibbagamuwa	281	2	M7	6.817
7	Mu/Papumoddi RCTMS	Madu	99	2	M4	5.048	Bu/Mandur 40 GTMS	Padiruppu	280	2	M3	5.709	Ku/Unagolla KV	Nikawaratiya	382	2	M7	6.817
8	V/Kalmadukulam Unit GTM	Vavniya	345	2	M7	6.817	Bu/Thuraineelavanai MMTMS	Padiruppu	329	2	M7	6.817	Ku/Ihala Othkulama	Nikawaratiya	106	2	M5	6.315
9	V/Suntharapuram GTMS / Suntharapura	Vavniya	224	3	M6	3.712	Kumaran velyar kiraman sithyvinadya	Kalkudah	201	3	M6	3.712	Ku/Bambarangalayaya	Maho	179	3	M4	5.048
10	Mn/Thevanpidy RCTMS	Madu	304	2	M7	6.817	Bu/Thikilyveddai Vi	Kalkudah	219	3	M6	3.712	Pu/Mahameeliya KV	Chilaw	159	2	M4	5.048
11	V/Olumadu GTMS	Vavniya	224	2	M7	6.817	Km/Kalmagal V.	Akkarapattu	353	2	M6	3.712	Pu/Rambawewa KV	Puttalam	86	3	M4	5.048
12	J/Idaikurichey Sri Subramaniyam Vid	Thenmarachchi	323	2	M6	3.712	Bu/Uooriyankaddu Vi	Kalkudah	258	3	M6	3.712	Pal ottapme RCTV	Puttalam	71	3	M2	2.599
13	J/Madduvil Kamalasanay Vid	Thenmarachchi	244	2	M6	3.712	T/Allainagar V.	Muthur	256	3	M6	3.712	Roman Catholic V	Kurunegala	300	3	M6	3.712
14	Mu/Thunukkai GTMS	Thunukkai	373	3	M6	3.712	T/Thuvraga V.	Muthur	306	3	M7	6.817	Kirinda KV	Nikawaratiya	244	2	M7	6.817
15	Mathiya Maddu GTMS	Vavniya	310	2	M7	6.817	T/Vipulanantha V.	Muthur	300	3	M7	6.817	Galmuruwa KV	Chilaw	219	3	M7	6.817
16	Kn/Vannerikulam MV	Kilinochchi	345	2	M6	3.712	Bu/Irudducholaimadu Vishnu V.	Batticaloa	201	3	M6	3.712	Mohoththalawagoda KV	Kuliyapitiya	160	2	M5	6.315
17	V/Maravankulam Barathyhasn V.	Vavniya	201	2	M4	5.048	Km/Al-Hidhaya	Akkarapattu	111	2	M7	6.817	Muthugala KV	Giriulla	272	2	M7	6.817
18	J/Pandatharippu Jasintha V.	Valikamas	205	2	M7	6.817	Km/Kallarichal GMMS	Samanthurai	306	3	M7	6.817	Sulaimaniya Muslim KV	Giriulla	379	2	M6	3.712
19	St. Lawrence RCTMS	Mannar	244	2	M7	6.817	Km/Majeedpuram Muslim V.	Samanthurai	221	2	M7	6.817	Siyabalangamuwa KV	Kurunegala	197	3	M3	5.709
20	Alvai Sri Lanka	Vadamarachchi	273	2	M6	3.712	Am/Varapitiya V.	Mahaoya	228	3	M7	6.817	Mampuri RC	Puttalam	323	2	M6	3.712
21	J/Alaipiddy Parashakthy Vid	Island	267	2	M7	6.817	Am/Kelelule V.	Mahaoya	273	2	M7	6.817	Babare KV	Maho	83	3	M2	2.599
22	Mu/Muththayankaddu LB GTMS	Thunukkai	357	2	M6	3.712	Bu/Pavakodochenai Vinayagar V.	Batticaloa	293	2	M6	3.712	Hawanpalessa KV	Nikawaratiya	200	3	M3	5.709
23	J/Velanai Saivaprasa Vid	Island	315	2	M7	6.817	Am/Welusumana V.	Ampara	289	2	M7	6.817	Maradawala KV	Chilaw	145	3	M5	6.315
24	J/Ampan AMTMS	Vadamarachchi	227	2	M7	6.817	T/Sri Summedhankara V.	Trincomalee	383	2	M7	6.817	Kavisigamuwa KV	Ibbagamuwa	102	3	M5	6.315
25	Mn/Thullukudiyiruppu RCTMS	Mannar	248	2	M7	6.817	Bu/Navalady Namagal Vid	Batticaloa	382	2	M6	3.712	Maholowa KV	Giriulla	166	3	M5	6.315
26	Mn/Karisal RCTMS	Mannar	210	2	M7	6.817	T/Seruwila V.	Kantale	198	2	M5	6.315	Heenukigala KV	Maho	244	2	M7	6.817
27	J/Sirupiddy GTMS	Jaffna	293	3	M6	3.712	Am/Nuwaragalathena V.	Kantale	201	2	M5	6.315	Nattandiya Buddhist	Chilaw	187	2	M5	6.315
28	J/Puthakaladdy Sri Vishnu V.	Jaffna	227	2	M7	6.817	Am/Nagaswewa V.	Dehiattakandi	397	2	M7	6.817	Hiripitiya KV	Ibbagamuwa	112	2	M5	6.315
29			6921			152.964	Am/Keenawatta V.	Ampara	201	2	M7	6.817	Divurampola muslim KV	Kuliyapitiya	309	2	M6	3.712
30									7739			170.741	Paranagama KV	Giriulla	381	3	M6	3.712
															6113			164.29

Annex Table 5 Detailed Cost Estimates of the Prototype Model

No.	Components of Minimum School Facilities	Methodology of Cost Estimations				Costs of Components by Prototype Model (unit: Rs.)																																																																																																																																																						
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		Roof :	Calicut tile on timber frame and steel truss (the same)						
		Windows:	Weld mesh with wooden frame (the same)						
		Doors:	Plywood door with wooden frame (the same)						
		Floor:	Color cement rendering (the same)						
		Skirting:	Color cement rendering (the same)						
		Ceiling :	None(RC)						
	In case of new construction, the floor area of classroom is based on the MOE norm.	1 story bulding (52 m2 + 9 m2 =61 m2)	Unit price	(14,000 Rs./m2)	Cost of classroom	(854,000 Rs.)			
		2 -3 story bulding (52 m2 + 9 m2 =61 m2)	Unit price	(16,000 Rs./m2)	Cost of classroom	(976,000 Rs.)			
No. of classroom to be improved corresponding to each work (as a collection of patches) and the unit cost									
	Unit cost per class room	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7	
(1) Floor repair	(54,000 Rs.)	2 (108,000 Rs.)	4 (216,000 Rs.)	2 (108,000 Rs.)	2 (108,000 Rs.)	4 (216,000 Rs.)	2 (108,000 Rs.)	3 (162,000 Rs.)	
(2) Roof repair	(84,000 Rs.)	2 (168,000 Rs.)	4 (336,000 Rs.)	2 (168,000 Rs.)	2 (168,000 Rs.)	4 (336,000 Rs.)	3 (252,000 Rs.)	3 (252,000 Rs.)	
(3) New partitions	(53,000 Rs.)	3 (159,000 Rs.)	3 (159,000 Rs.)	3 (159,000 Rs.)	2 (106,000 Rs.)	3 (159,000 Rs.)	3 (159,000 Rs.)	4 (212,000 Rs.)	
(4) New doors & windows	(22,000 Rs.)	2 (44,000 Rs.)	4 (88,000 Rs.)	2 (44,000 Rs.)	3 (66,000 Rs.)	3 (66,000 Rs.)	2 (44,000 Rs.)	3 (66,000 Rs.)	
(5-1) New classroom construction incase of 1 unit single story	(854,000 Rs.)	1 (854,000 Rs.)	0	3 (2,562,000 Rs.)	2 (1,708,000 Rs.)	2 (1,708,000 Rs.)	1 (854,000 Rs.)	0	
(5-2) New classroom construction incase of 2-3 story building	(976,000 Rs.)	0	0	0	0	0	0	2 (1,952,000 Rs.)	

Annex Table 5 Detailed Cost Estimates of the Prototype Model

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		Total	1,333,000 Rs.	799,000 Rs.	3,041,000 Rs.	2,156,000 Rs.	2,485,000 Rs.	1,417,000 Rs.	2,644,000 Rs.																														
4	Classroom furniture & equipment																																						
	<table border="1"> <thead> <tr> <th>Items</th> <th>Unit cost per class room</th> </tr> </thead> <tbody> <tr> <td>(1) 40 sets of chair (1,100 Rs./chair) & desk (1,500 Rs./desk) for students</td> <td>(104,000 Rs)</td> </tr> <tr> <td>(2) 1 set of chair (2,400 Rs./chair) & table (5,600 Rs./table) for teacher</td> <td>(8,000 Rs)</td> </tr> <tr> <td>(3) 1 book shelf (5,000 Rs/piece) with a size of 1.0m length, 2.0m high and 0.4m width</td> <td>(5,000 Rs)</td> </tr> <tr> <td>(4) 1 blackboard (10,000 Rs./piece) finished by mortar paint with a size of 2.5 m length and 1.2 high</td> <td>(10,000 Rs)</td> </tr> <tr> <td>(5) 1 steel lockable cupboard (9,000 Rs./piece) with a size of 1.0m length, 2.0m high and 0.5m width</td> <td>(9,000 Rs)</td> </tr> <tr> <td>(6) 1 kit of drawing aid for a blackboard</td> <td>(3,000 Rs)</td> </tr> <tr> <td>(7) Total</td> <td>(139,000 Rs)</td> </tr> </tbody> </table>						Items	Unit cost per class room	(1) 40 sets of chair (1,100 Rs./chair) & desk (1,500 Rs./desk) for students	(104,000 Rs)	(2) 1 set of chair (2,400 Rs./chair) & table (5,600 Rs./table) for teacher	(8,000 Rs)	(3) 1 book shelf (5,000 Rs/piece) with a size of 1.0m length, 2.0m high and 0.4m width	(5,000 Rs)	(4) 1 blackboard (10,000 Rs./piece) finished by mortar paint with a size of 2.5 m length and 1.2 high	(10,000 Rs)	(5) 1 steel lockable cupboard (9,000 Rs./piece) with a size of 1.0m length, 2.0m high and 0.5m width	(9,000 Rs)	(6) 1 kit of drawing aid for a blackboard	(3,000 Rs)	(7) Total	(139,000 Rs)	<table border="1"> <thead> <tr> <th>Model 1</th> <th>Model 2</th> <th>Model 3</th> <th>Model 4</th> <th>Model 5</th> <th>Model 6</th> <th>Model 7</th> </tr> </thead> <tbody> <tr> <td>195,000</td> <td>195,000</td> <td>612,000</td> <td>612,000</td> <td>612,000</td> <td>918,000</td> <td>918,000</td> </tr> </tbody> </table>			Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7	195,000	195,000	612,000	612,000	612,000	918,000	918,000
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Number of students		(A) Average number of classroom furniture and equipment based on the student number	(B) Available classroom furniture/equipment per school based on the school facility survey results	(C) = Deficit number of classroom furniture and equipment, (C)=(A)-(B)	(D) = Future required number of classroom furniture and equipment	(E) Quantity = (C) + (D)																																	
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(2) 81 to 200 students		4	3/5 = 0.6 (available school furniture and equipment)	3.4	1	4.4 (Classroom furniture and equipment)																																	
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10	<p>Rain water drainage</p> <table border="1" data-bbox="322 379 1382 738"> <thead> <tr> <th>School size based o student numbers</th> <th>Site area</th> <th>Quantity</th> <th>Unit cost</th> <th>New construction</th> <th>Rehabilitation</th> </tr> </thead> <tbody> <tr> <td>50 - 80 students</td> <td>5 acre = 20,000m² = 140m x 140m</td> <td>140m x 3 = 420m</td> <td rowspan="3" style="text-align: center;">/</td> <td>(600 Rs./m)</td> <td>(240 Rs. /set), 40 % of vew construction cost</td> </tr> <tr> <td>81 - 200 students</td> <td>3.5 acre = 14,000m² = 120m x 120m</td> <td>120m x 3 = 360m</td> </tr> <tr> <td>201 - 400 students</td> <td>2.5 acre = 10,000m² = 100m x 100m</td> <td>100m x 3 = 300m</td> </tr> </tbody> </table> <p>Specification: Brick & cement rendering and concrete base, width (300mm) x hight (300 mm to 450 mm)</p>	School size based o student numbers	Site area	Quantity	Unit cost	New construction	Rehabilitation	50 - 80 students	5 acre = 20,000m ² = 140m x 140m	140m x 3 = 420m	/	(600 Rs./m)	(240 Rs. /set), 40 % of vew construction cost	81 - 200 students	3.5 acre = 14,000m ² = 120m x 120m	120m x 3 = 360m	201 - 400 students	2.5 acre = 10,000m ² = 100m x 100m	100m x 3 = 300m	<table border="1" data-bbox="1382 379 2157 738"> <thead> <tr> <th>Model 1</th> <th>Model 2</th> <th>Model 3</th> <th>Model 4</th> <th>Model 5</th> <th>Model 6</th> <th>Model 7</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>86,400</td> <td>86,400</td> <td>72,000</td> <td>72,000</td> </tr> </tbody> </table>	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7	0	0	0	86,400	86,400	72,000	72,000
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Annex Table 5 Detailed Cost Estimates of the Prototype Model

No.	Components of Minimum School Facilities	Methodology of Cost Estimations				Costs of Components by Prototype Model (unit: Rs.)																												
	(2) 25 m main supply cables from source to main switch/meter board	400Rs./m	(10,000 Rs.)	(10,000 Rs.)																														
	(3) 50 m distribution wires including condute, etc.	200Rs./m	(6,000 Rs.)	(6,000 Rs.)																														
	(4) Replacing of main swith and a new trip switch	10,000Rs./set	0	(10,000 Rs.)																														
	(5) Internal light post	7,500Rs./set	0	(7,500 Rs.)																														
	(6) New distribution board (MCB)	20,000Rs./set	(20,000 Rs.)	0																														
	(7) Removal/replacing of internal wiring and facilities, (200m)	100Rs./m	0	(20,000 Rs.)																														
	(8-1) Light and plug including wiring for group 2																																	
	a) Light points : 18 (Classroom) + 2 (Principal room) + 4 (Lab.) + 6 (Library) + 5 (Activity room) + 18 (Staff quarter) = 53	1,400 Rs./point	(74,200 Rs.)	(14,000 Rs.)																														
	b) Plug points : 0 (Classroom) + 1 (Principal room) + 2 (Lab.) + 2 (Library) + 4 (Activity room) + 9 (Staff quarter) + 1 (pump) = 19	1,500 Rs./point	(28,500 Rs.)	(7,500 Rs.)																														
	(8-2) Light and plug including wiring for group 3																																	
	a) Light points (Group 3) : 22 (Classroom) + 2 (Principal room) + 4 (Lab.) + 6 (Library) + 5 (Activity room) + 18 (Staff quarter) = 57	1,400 Rs./point	(79,800 Rs.)	(14,000 Rs.)																														
	b) Plug points (Group 2) : 0 (Classroom) + 1 (Principal room) + 2 (Lab.) + 2 (Library) + 4 (Activity room) + 9 (Staff quarter) + 1 () + 1 (pump) = 20	1,500 Rs./point	(28,500 Rs.)	(7,500 Rs.)																														
		New construction	Rehabilitation																															
	Group 2	153,700 Rs.	80,000 Rs.																															
Group 3	159,300 Rs.	80,000 Rs.																																
14	O/level Laboratory	<table border="1"> <thead> <tr> <th>Specifications and size</th> <th>Unit cost</th> <th>New construction</th> <th>Rehabilitation</th> </tr> </thead> <tbody> <tr> <td>Size of the laboratory room is 12 m x 6 m = 72 m². Sinks with table top is installed along the wall.</td> <td></td> <td>(9,600 Rs./m²)</td> <td>(6,700 Rs. /m²), 70 % of new construction cost</td> </tr> </tbody> </table>				Specifications and size	Unit cost	New construction	Rehabilitation	Size of the laboratory room is 12 m x 6 m = 72 m ² . Sinks with table top is installed along the wall.		(9,600 Rs./m ²)	(6,700 Rs. /m ²), 70 % of new construction cost	<table border="1"> <thead> <tr> <th>Model 1</th> <th>Model 2</th> <th>Model 3</th> <th>Model 4</th> <th>Model 5</th> <th>Model 6</th> <th>Model 7</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>482,000</td> <td>0</td> <td>482,000</td> </tr> </tbody> </table>							Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7	0	0	0	0	482,000	0	482,000
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<p>Note 8: The existing laboratory is smaller than norm requirements, e.g. 50 % of the standard size. The rehabilitation covers 50 % of the standard size, however unit cost of which shall be considered as 70 %.</p>																																		

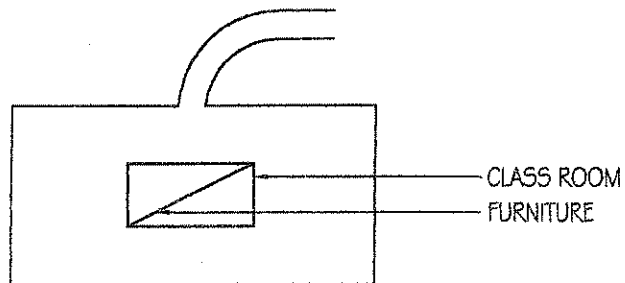
Annex Table 5 Detailed Cost Estimates of the Prototype Model

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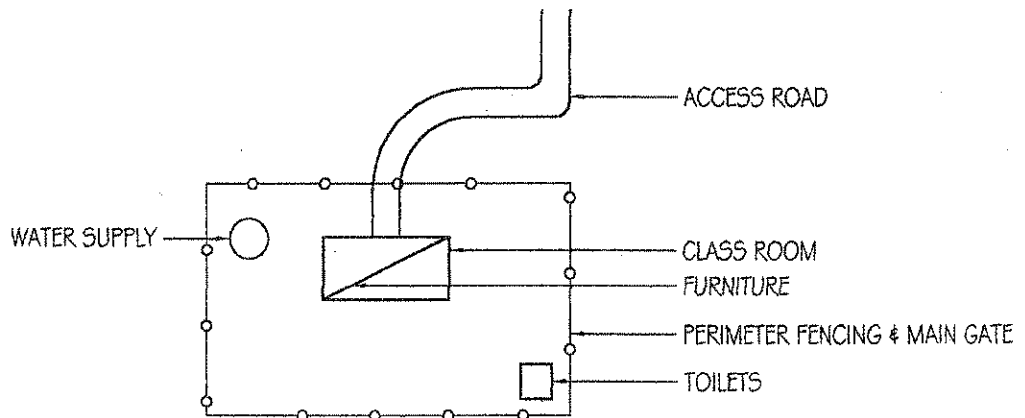
Annex Figure 01 PHYSICAL DEVELOPMENT TYPES OF PRIMARY AND SECONDARY SCHOOLS (1/2)

(a) PRIMITIVE SCHOOL TYPE

TYPE 1



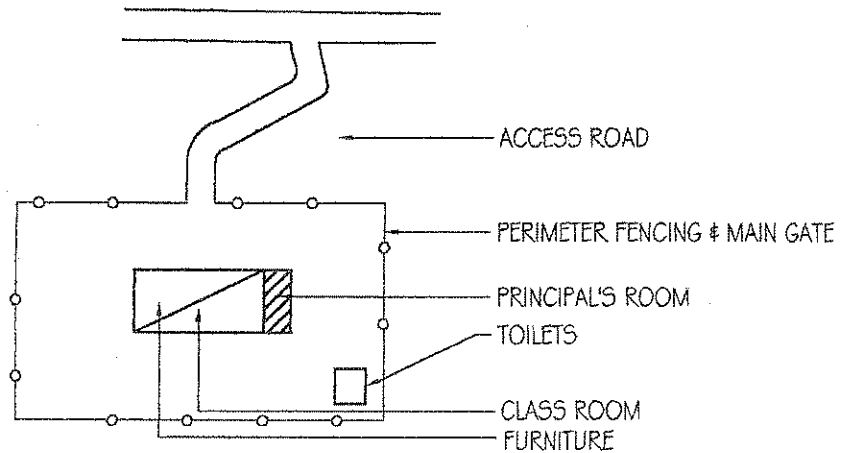
TYPE 2



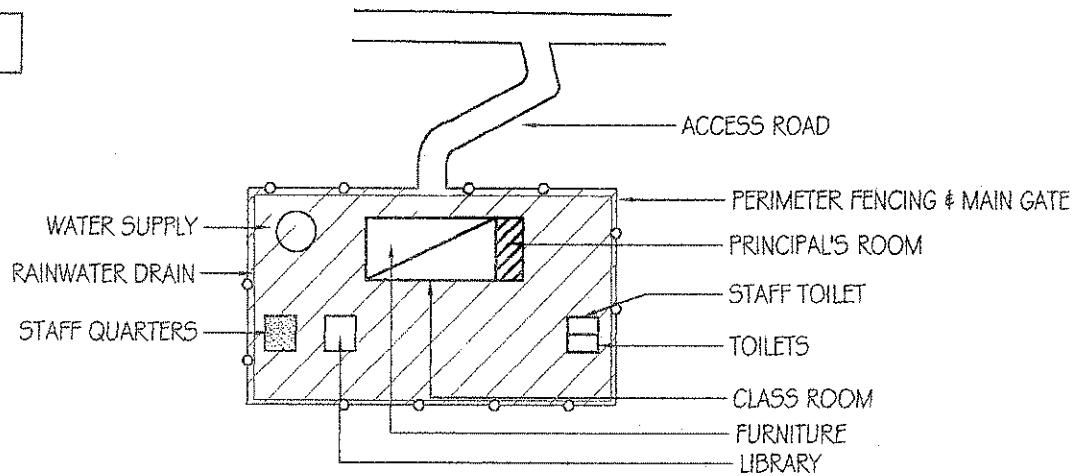
Annex Figure 01 PHYSICAL DEVELOPMENT TYPES OF PRIMARY AND SECONDARY SCHOOLS (2/2)

(b) DEVELOPING SCHOOL TYPE

TYPE 3

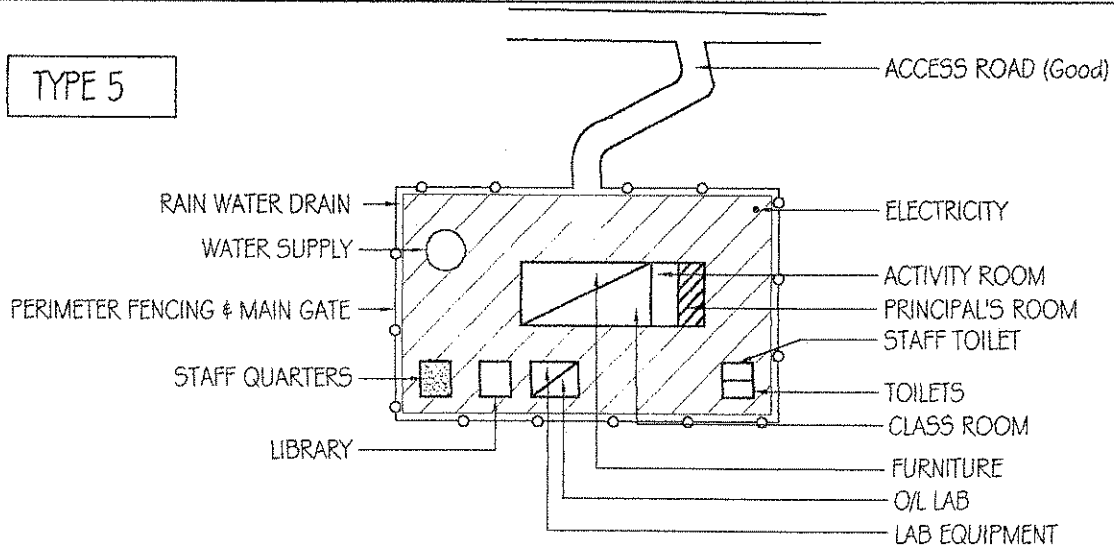


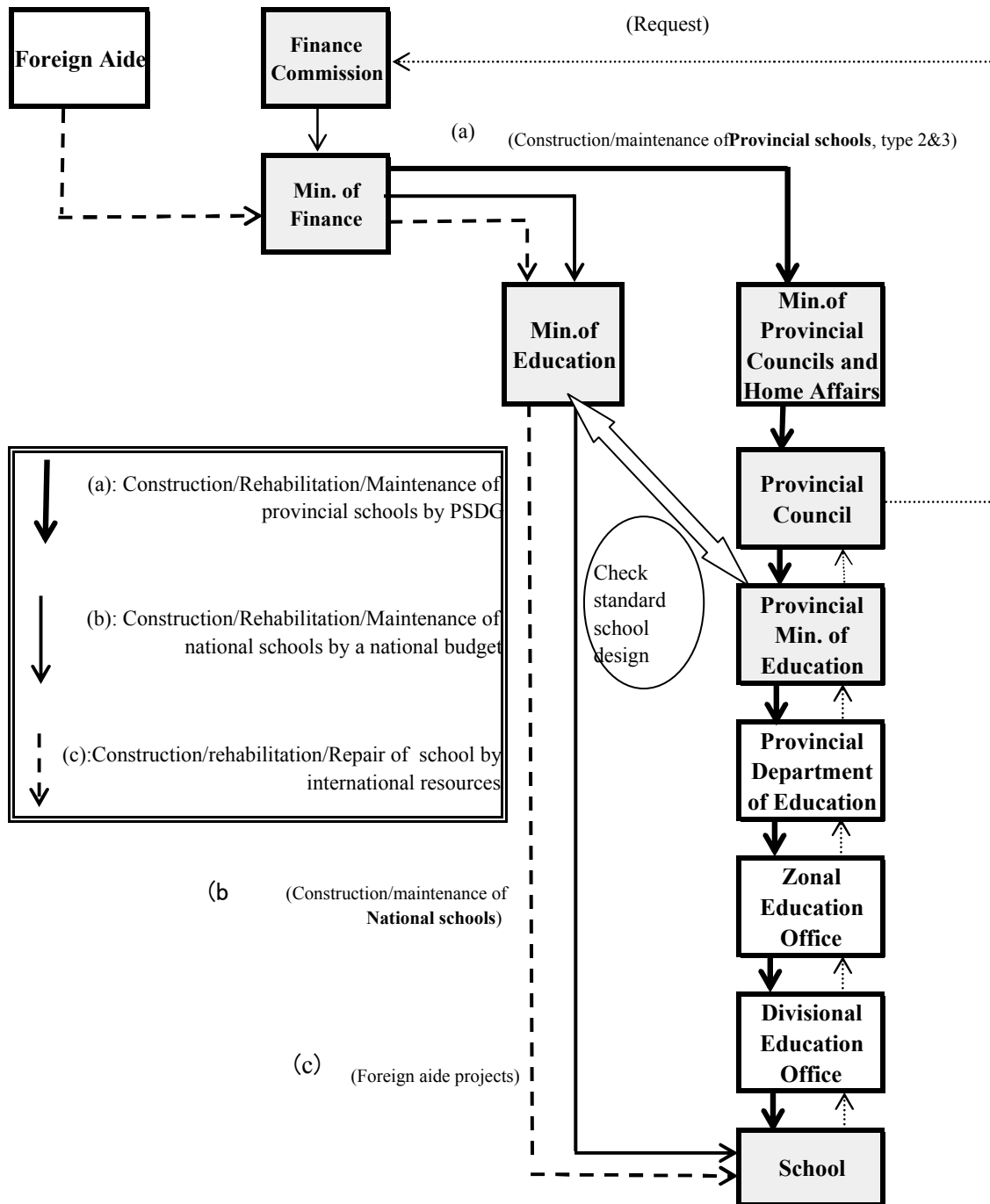
TYPE 4



(c) MINIMUM EQUIPPED SCHOOL TYPE

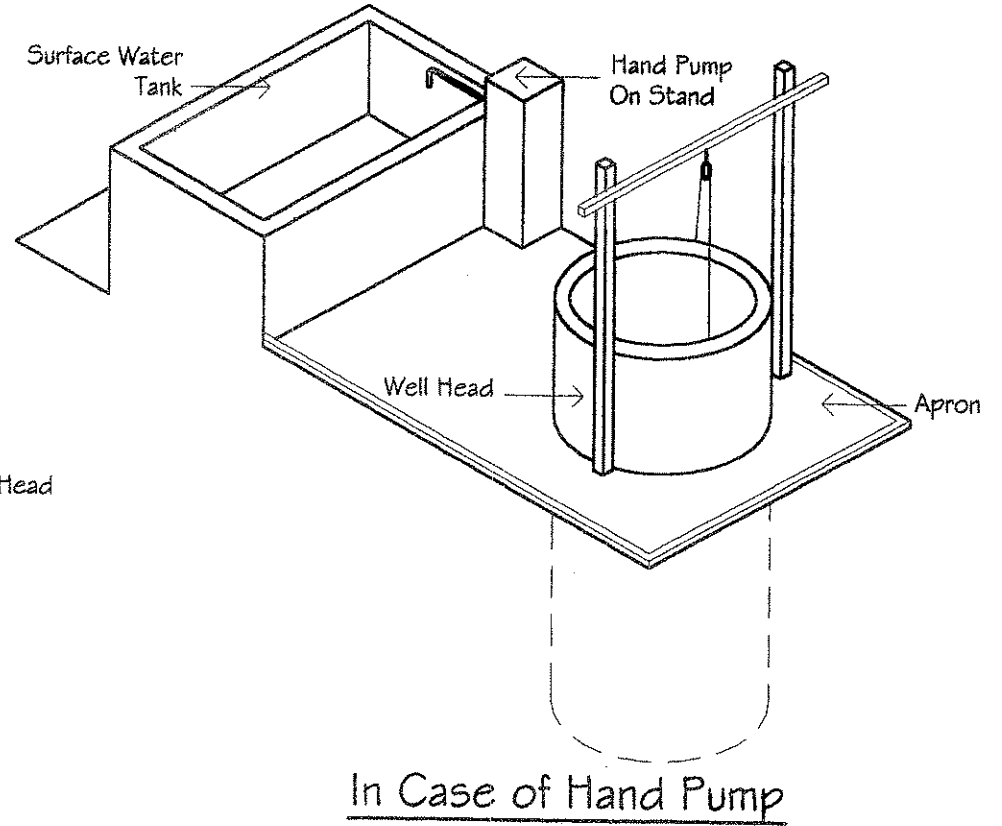
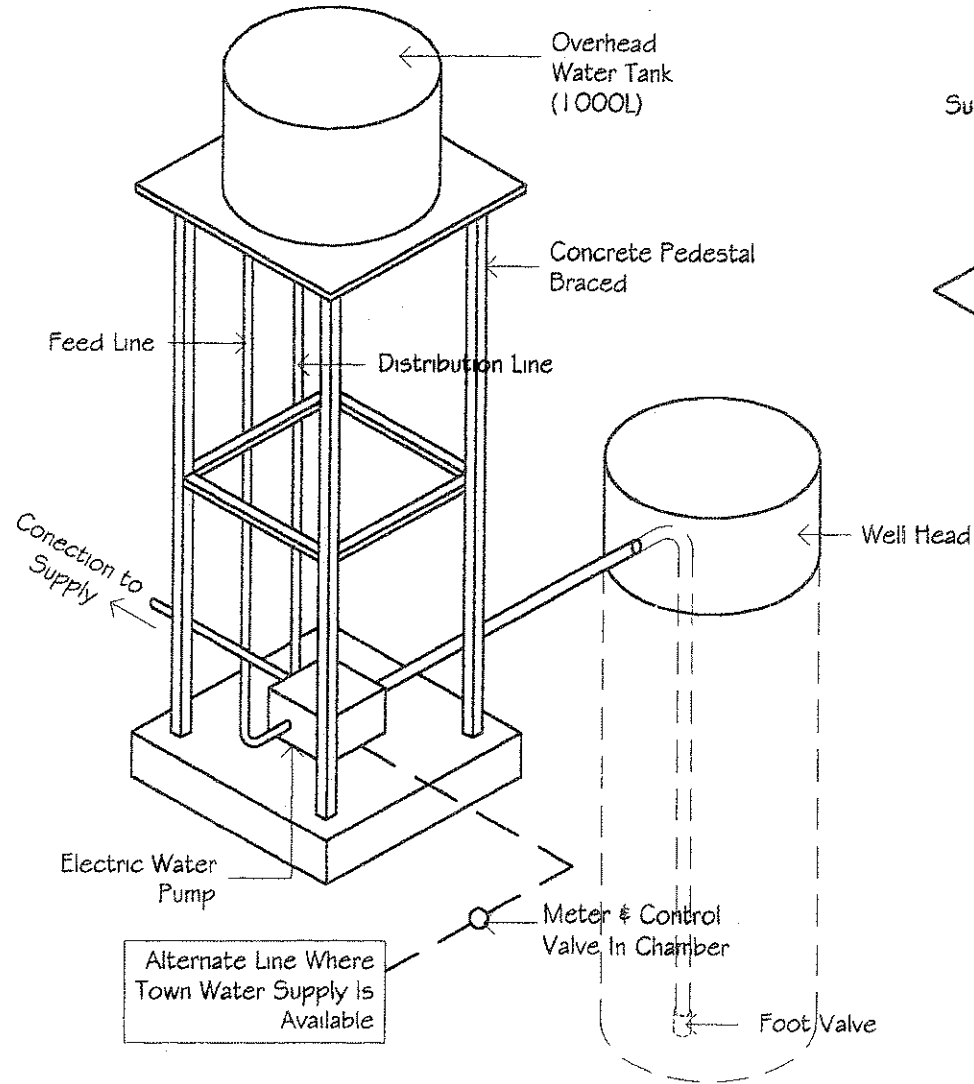
TYPE 5





Annex Figure 2 Flow of Budgets for School Construction and Maintenance

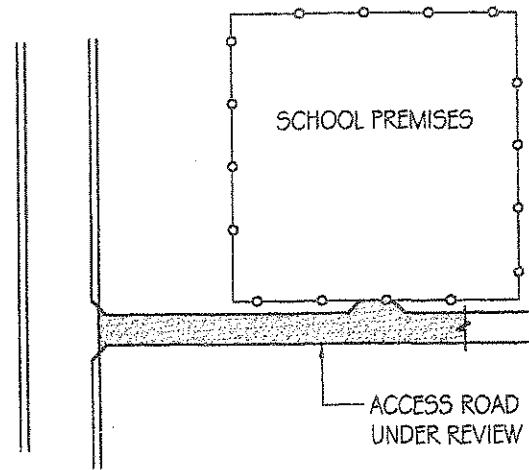
In Case of Electric Pump



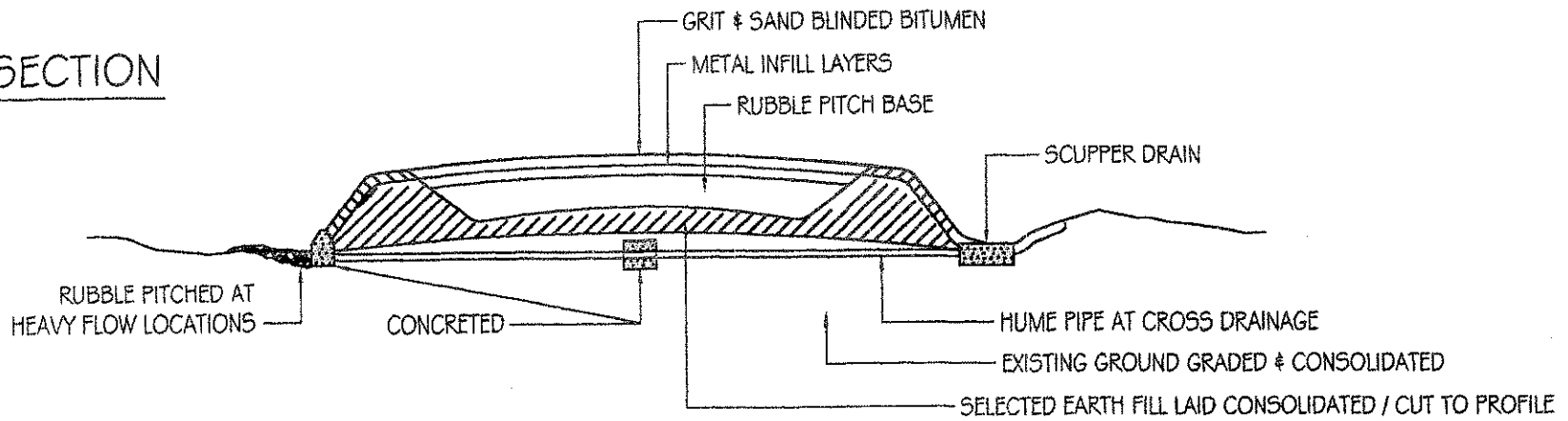
In Case of Hand Pump

Scale : Not to Scale

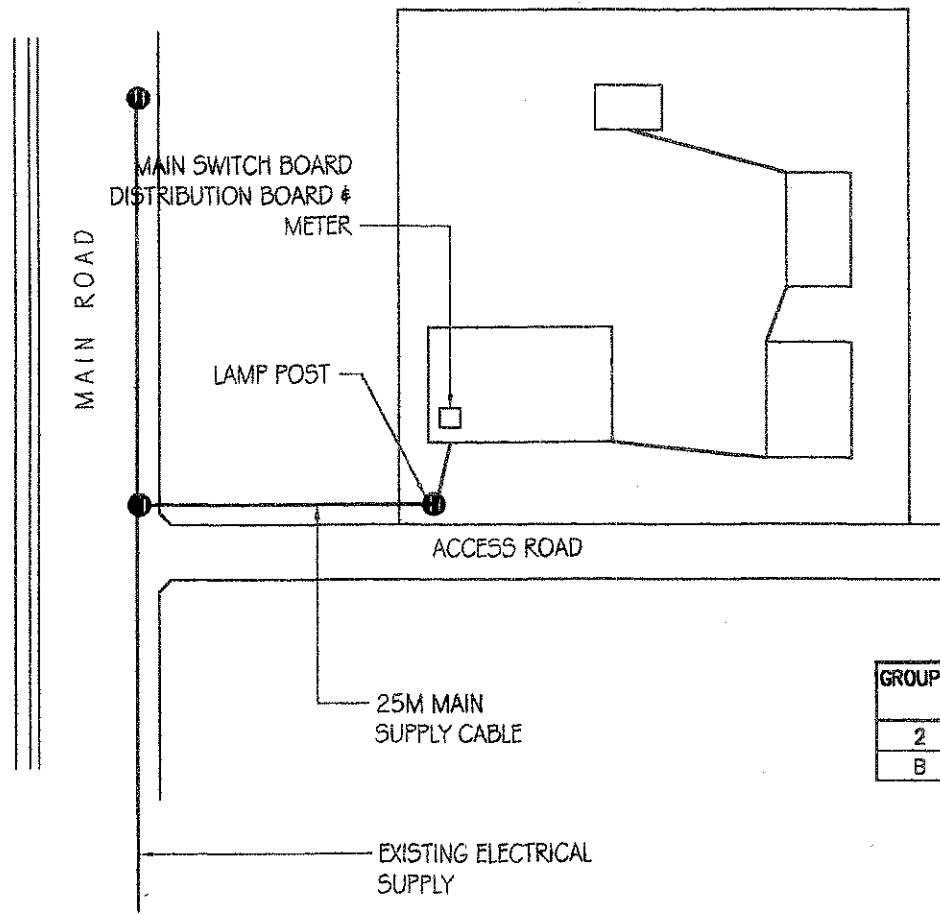
TYPICAL LAYOUT



SECTION

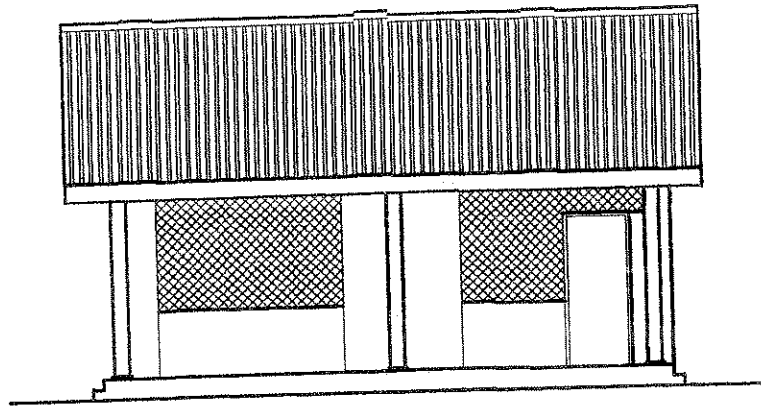


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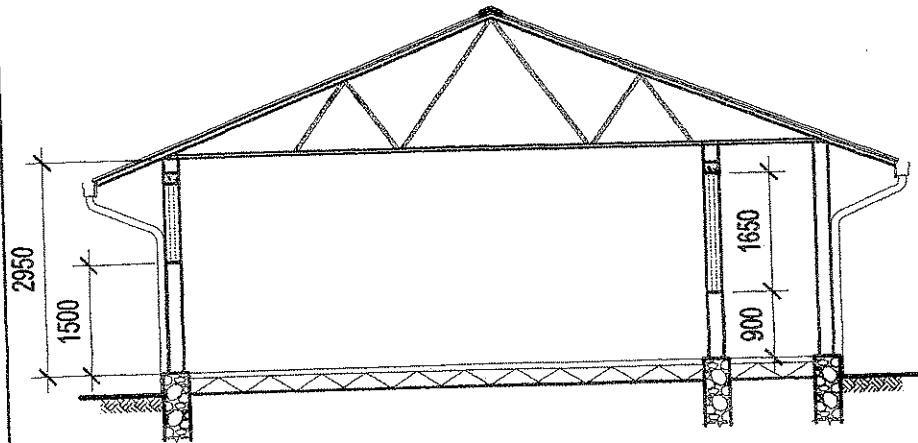


GROUP	Class room & other building		Premises	
	plugs	lights	main cable	distribution
2	19	53	25m	50m
B	20	57	25m	50m

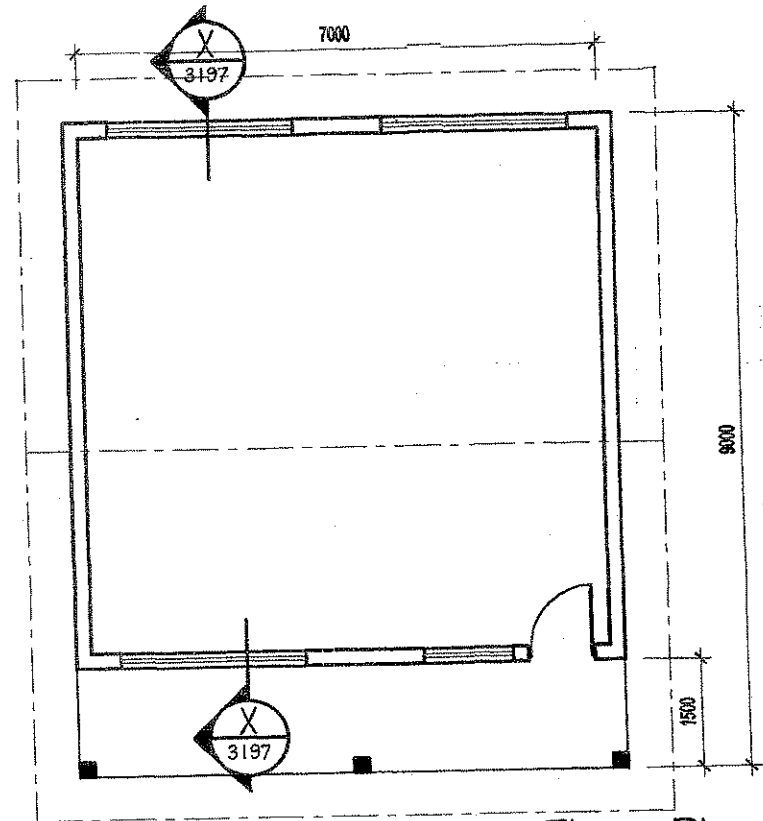
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Front Elevation



Section X-X

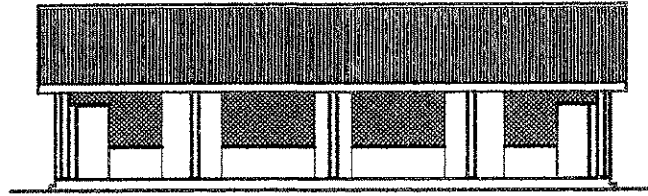


Floor Plan

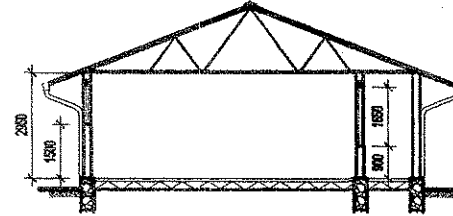
NOTES

- Foundation - Random rubble masonry on concrete base
- Walls - Cement sand block masonry
- Doors - Water resistant plywood on timber frame
- Floor - cement rendered
- Roof - Tile on timber with steel truss frame
- Windows - Glazed timber framed

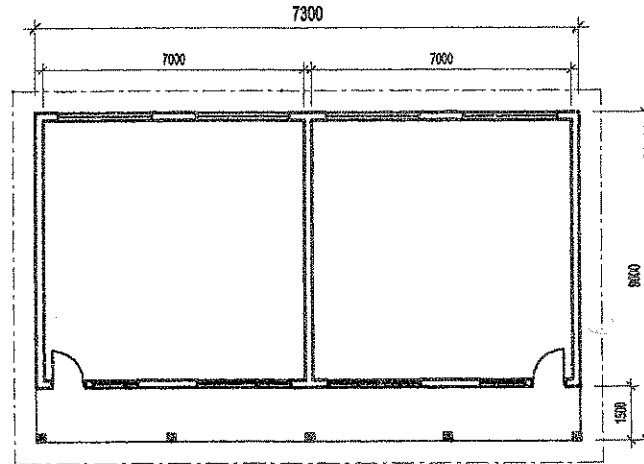
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Front Elevation



Section X-X

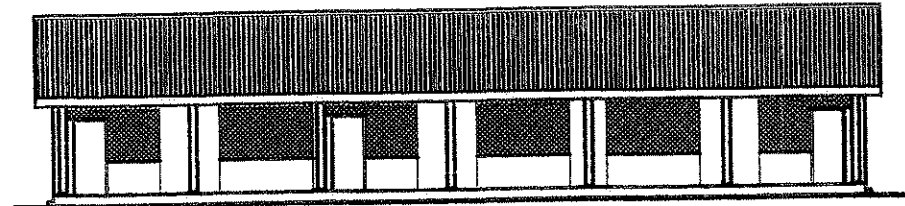


Floor Plan

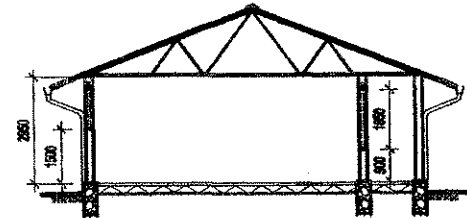
NOTES

- Foundation-Random rubble masonry on concrete base
- Walls -Cement sand block masonry
- Doors - Water resistant plywood on timber frame
- Floor - cement rendered
- Roof - Tile on timber with steel truss frame
- Windows -Weld mesh on timber framing

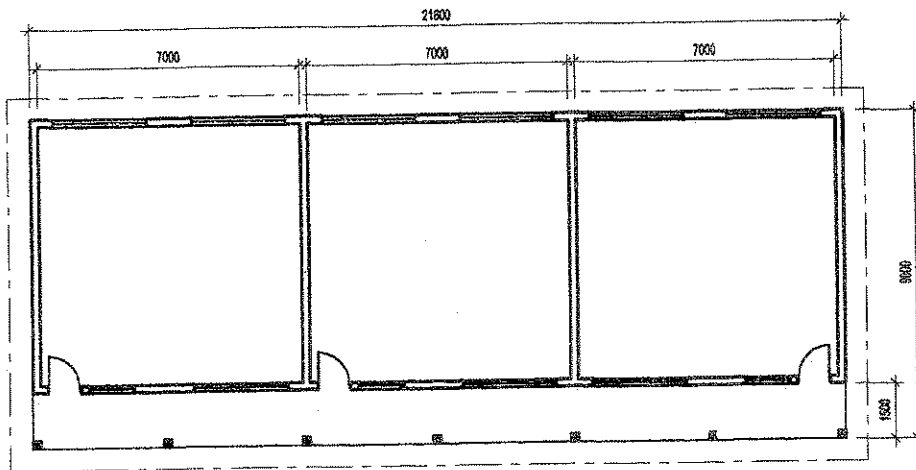
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Front Elevation



Section X-X

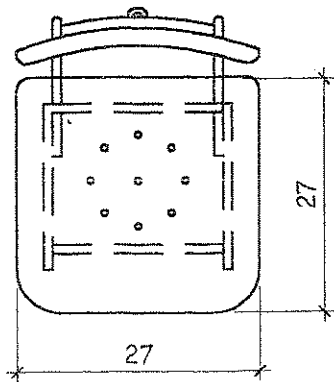


Floor Plan

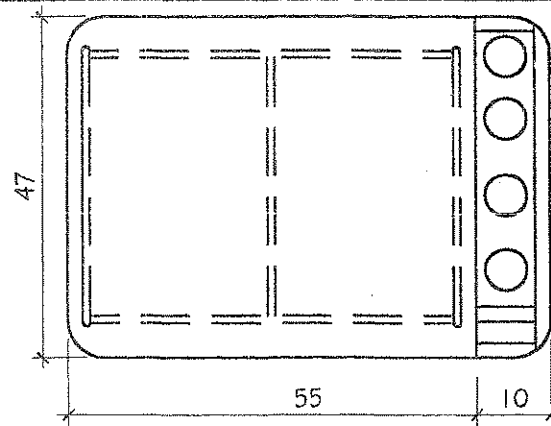
NOTES

- Foundation-*Random rubble masonry on concrete base*
- Walls -*Cement sand block masonry*
- Doors -*Water resistant plywood on timber frame*
- Floor -*cement rendered*
- Roof -*Tile on timber with steel truss frame*
- Windws -*Weld mesh on timber framing*

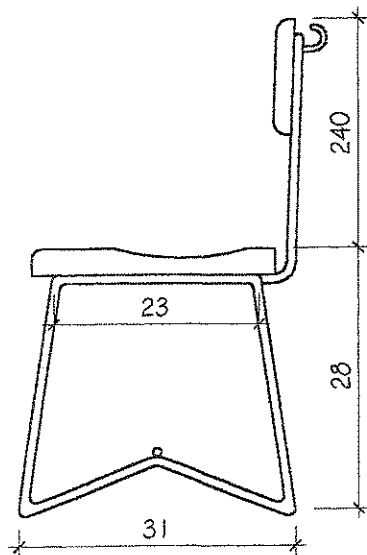
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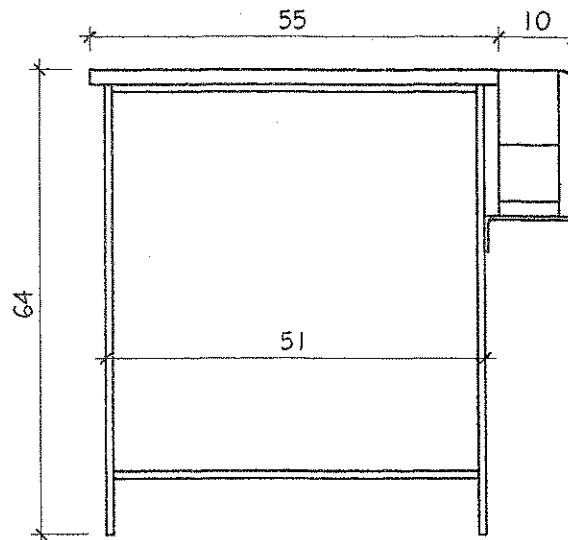
Plan



Plan



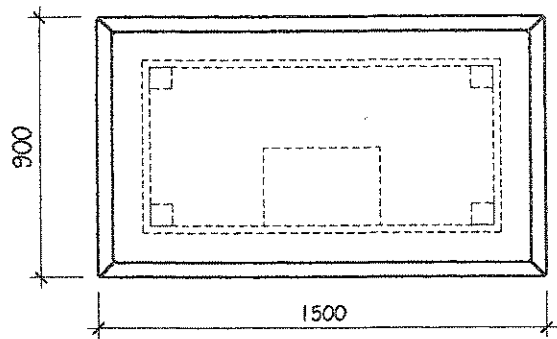
Side Elevation



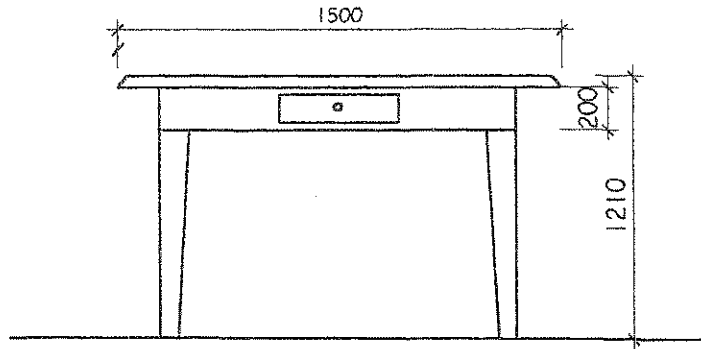
Front Elevation

TYPE	Age Group (yrs)	Seat Size	Table Size (LxWxH)
A	08 to 13	30x32	65x47x84
B	05 to 08	29x29	60x45x56
C	01 to 04	27x27	100x40x45

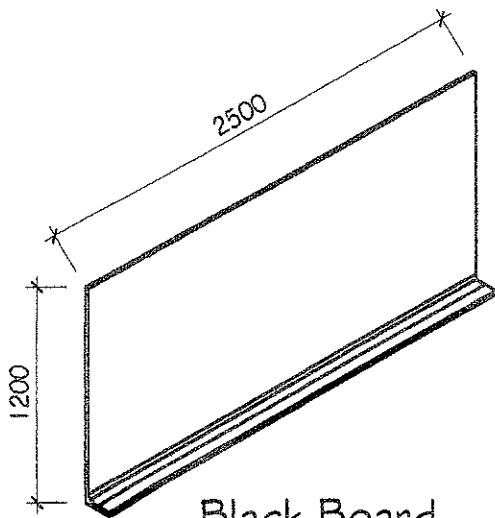
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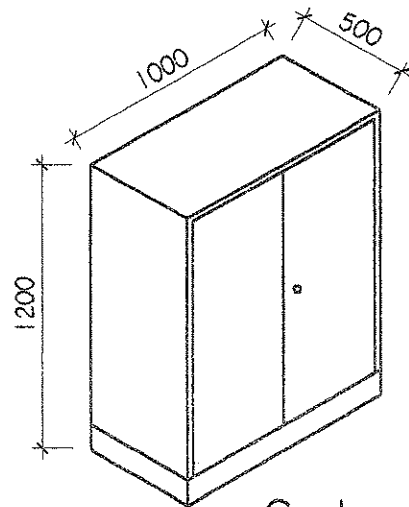
Plan
Teacher's Table



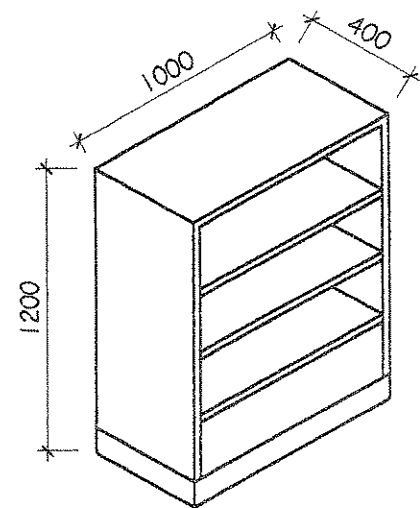
Elevation



Black Board

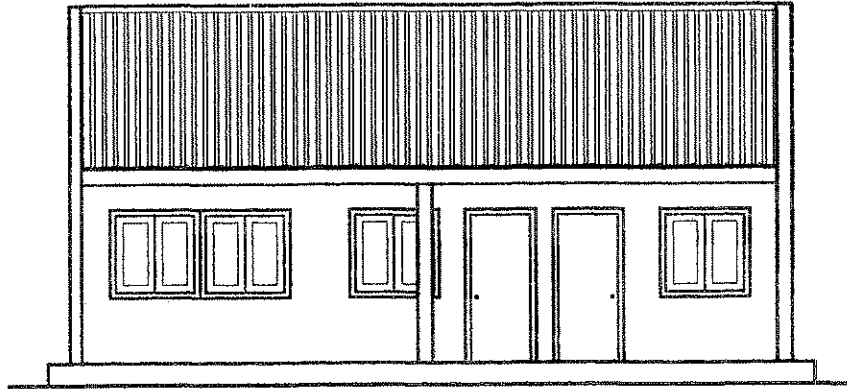


Cupboard

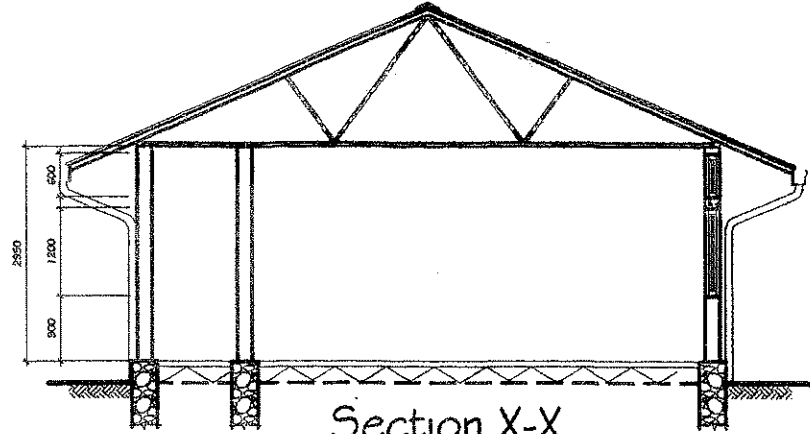


Book shelf

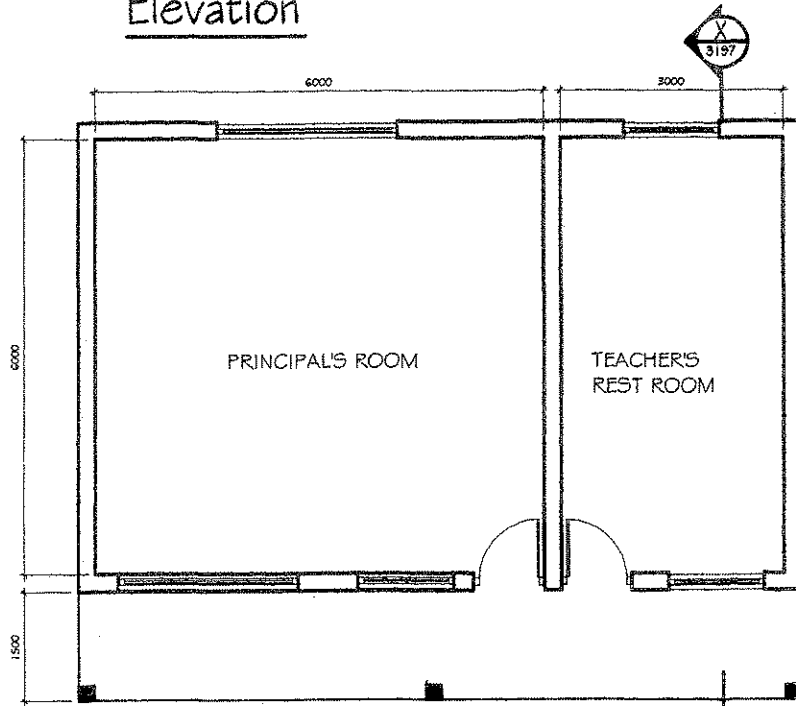
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Elevation



Section X-X

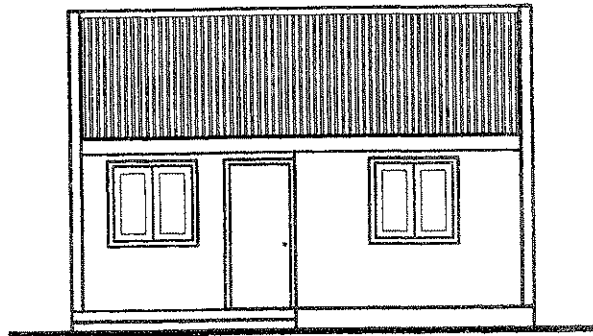


Plan

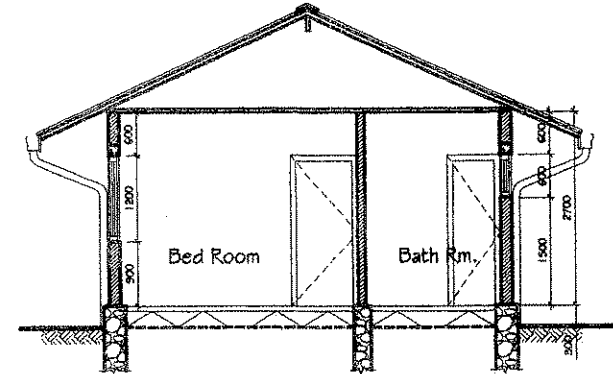
NOTES

- Foundation- Random rubble masonry on concrete base
- Walls -Cement sand block masonry
- Windows -Glazed timber framed casement windows
- Door -Water resistant plywood on timber framed
- Floor -Cement render
- Roof -Tile on timber and steel framing gable end
- Ceiling -Fibre cement

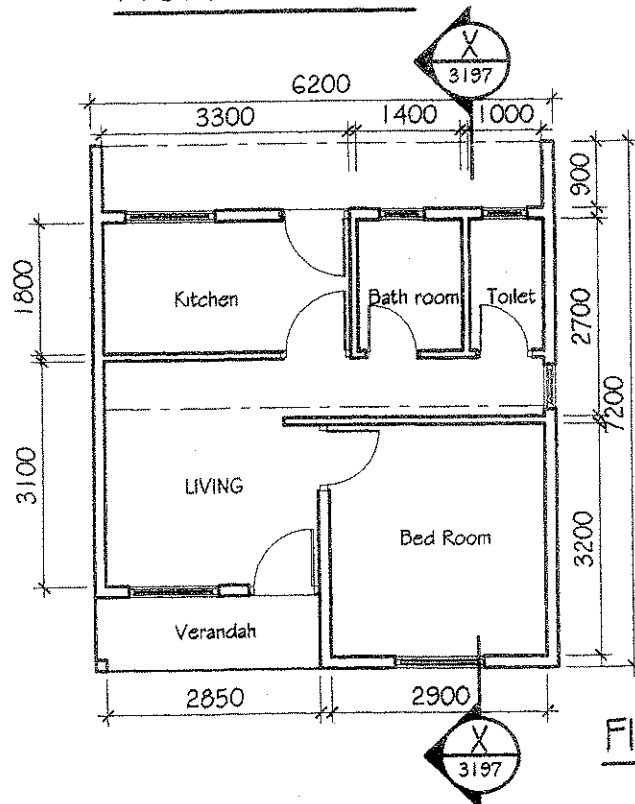
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Front Elevation



Section X-X

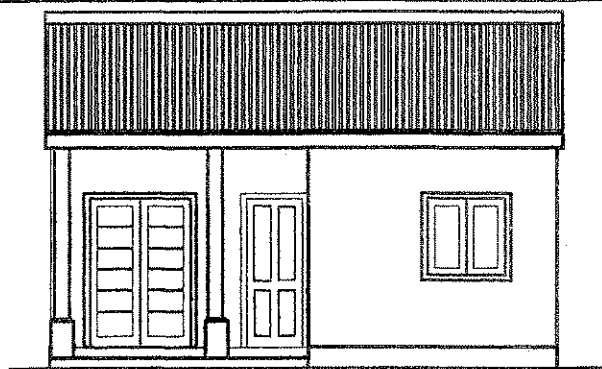


Floor Plan

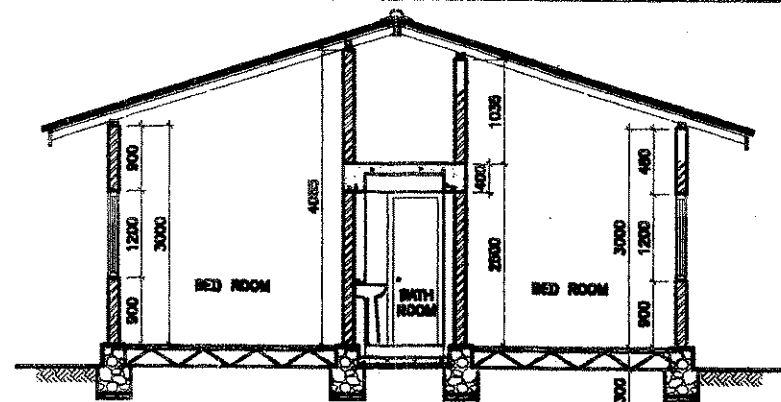
NOTES

- Foundation- Random rubble masonry on concrete base
- Walls -Cement sand block masonry
- Windows -Timber framed glazed casement windows
- Door -Water resistant plywood on timber framed
- Floor -Bath & toilet tiled, all other cement render
- Roof -Tile on timber,gable roof
- Ceiling -Fibre cement

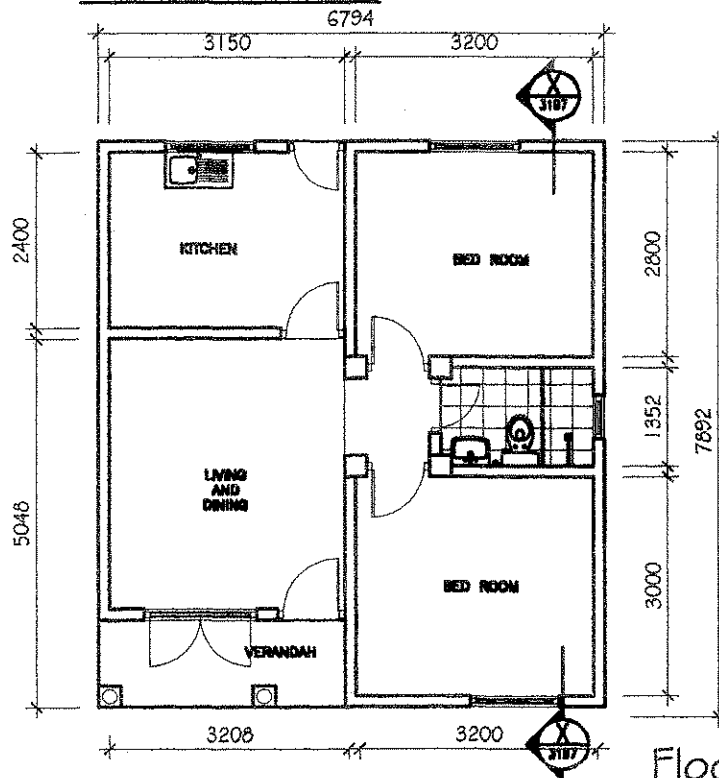
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Front Elevation



Section X-X

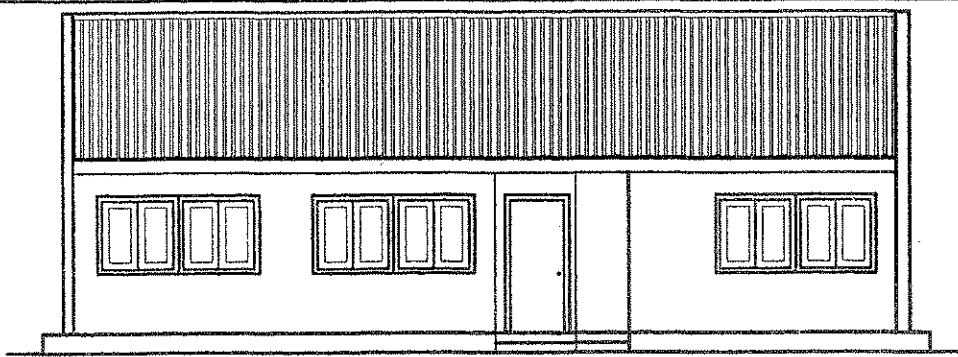


Floor Plan

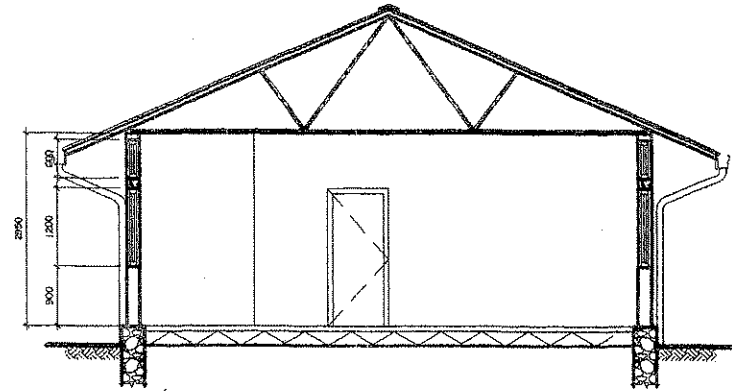
NOTES

- Foundation- Random rubble masonry on concrete base
- Walls -Cement sand block masonry
- Windows -Glazed timber framed casement windows
- Door -Water resistant plywood on timber framed
- Floor -Bath & toilet tiled, all other cement render
- Roof -Tile on timber, gable roof
- Ceiling -Fibre cement

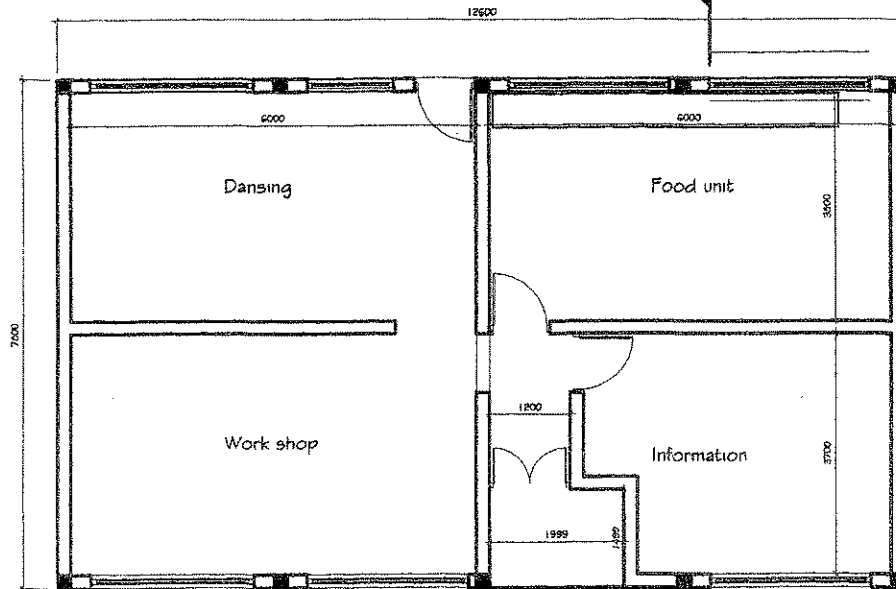
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Elevation



Section X-X



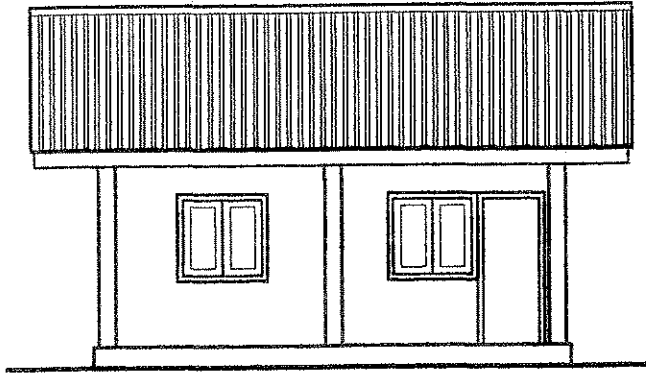
Plan



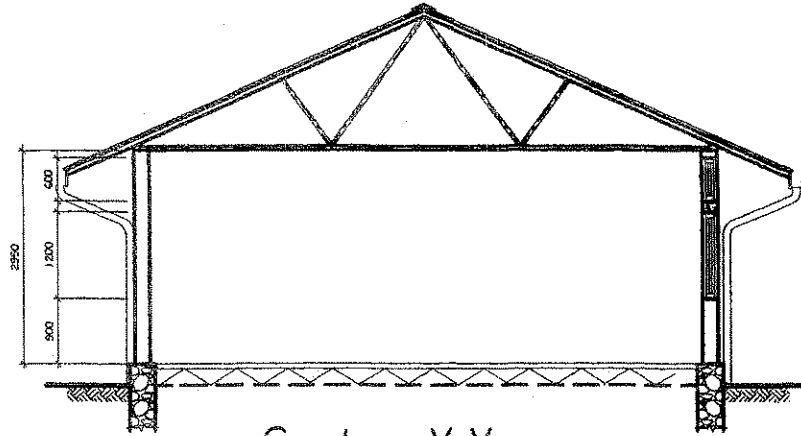
NOTES

- Foundation- Random rubble masonry on concrete base
- Walls - Cement sand block masonry
- Doors - Water resistant plywood on timber frame
- Floor - cement rendered
- Roof - Tile on timber with steel truss frame
- Windows - Glazed timber framed casement windows

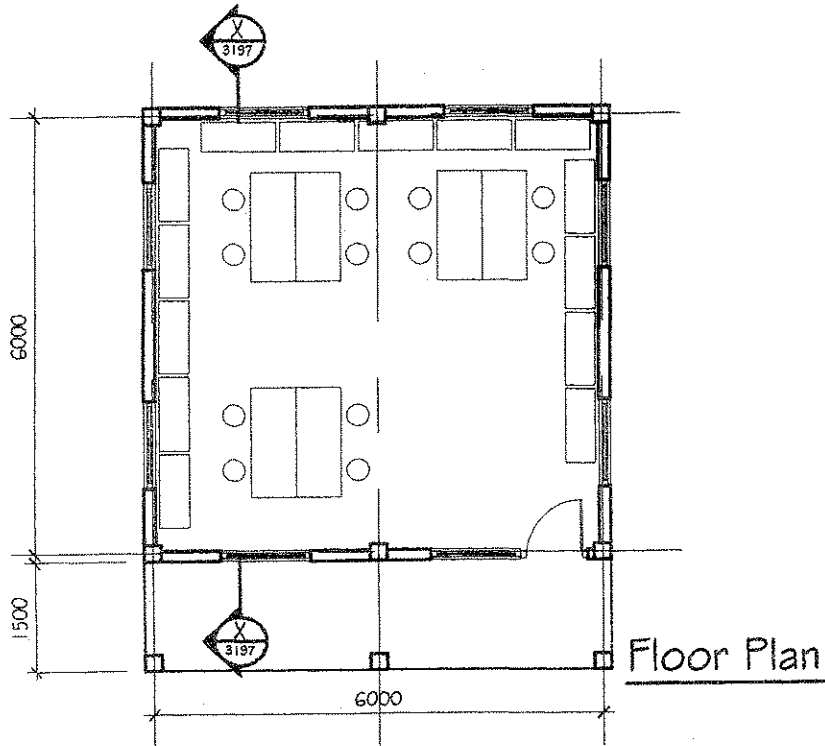
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Front Elevation



Section X-X

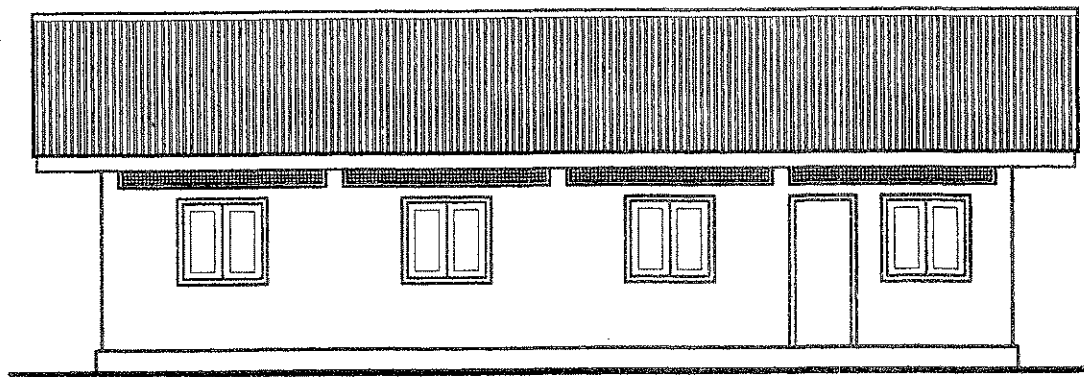


Floor Plan

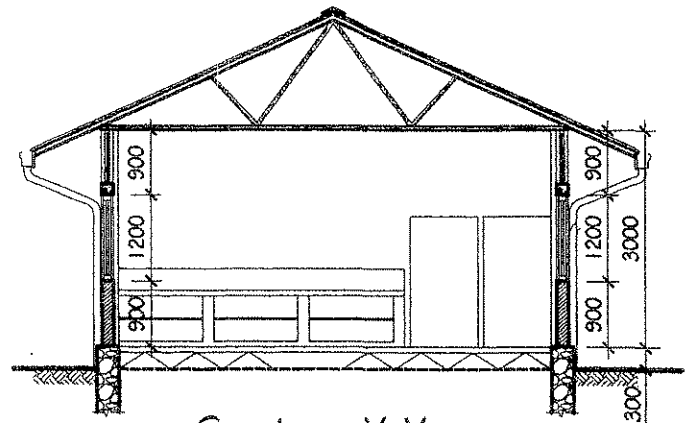
NOTES

- Foundation- Random rubble masonry on concrete base
- Walls -Cement sand block masonry
- Windows -Glazed timber framed casement windows
- Door -Water resistant plywood on timber framed
- Floor -Cement render
- Roof -Tile on timber & steel framing, gable ended.

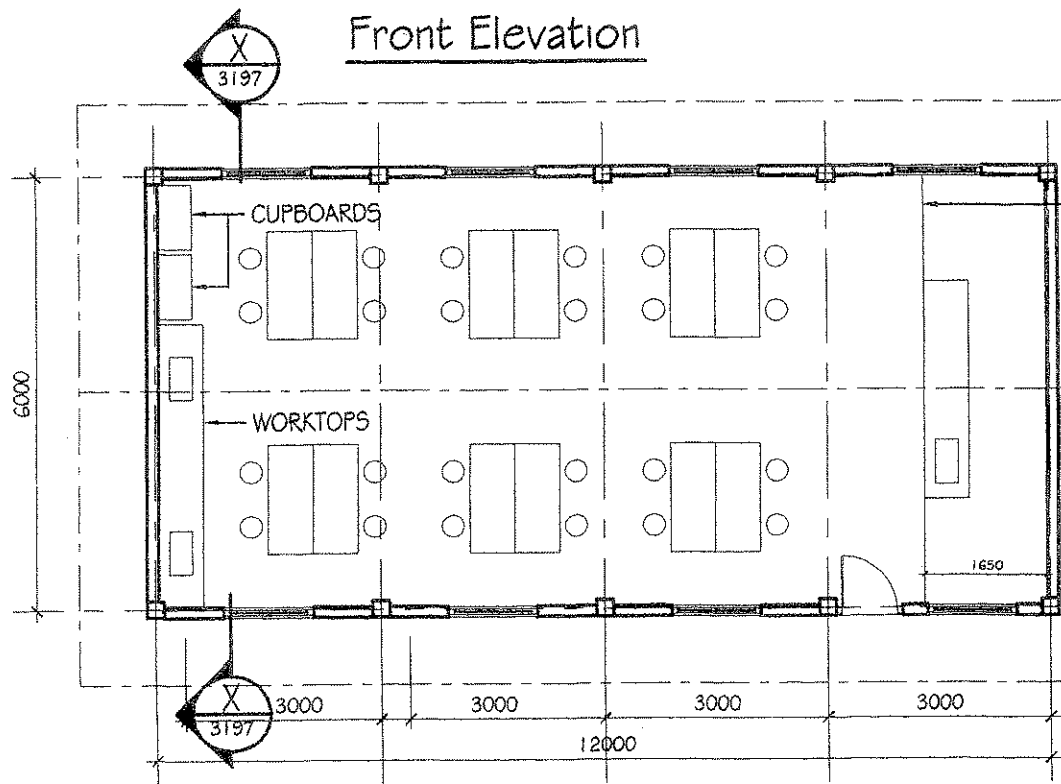
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Front Elevation



Section X-X



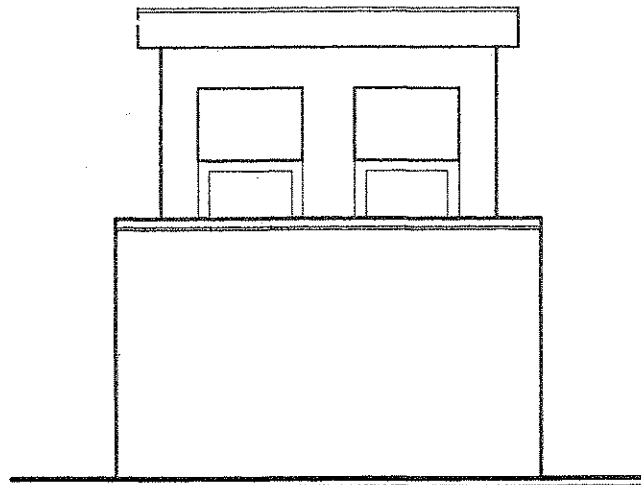
Floor Plan

150mm RAISED FLOOR

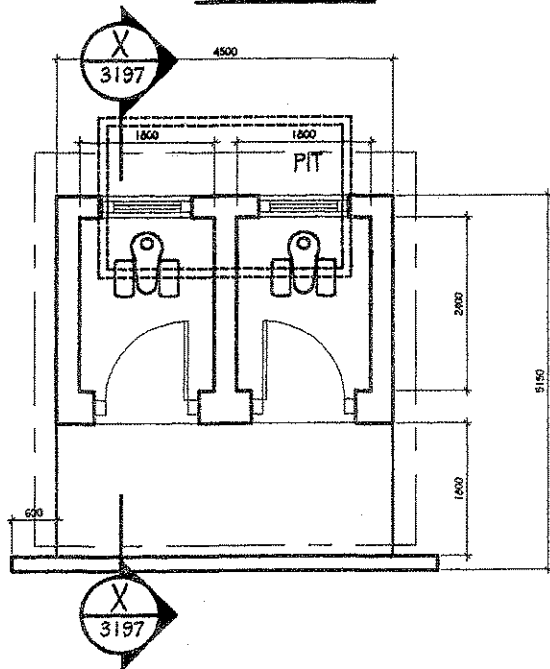
NOTES

- Foundation- Random rubble masonry on concrete base
- Walls -Cement sand block masonry
- Windows -Glazed timber framed casement windows
- Door -Water resistant plywood on timber framed
- Floor -Cement render
- Roof -Tile on timber and steel framing gable end

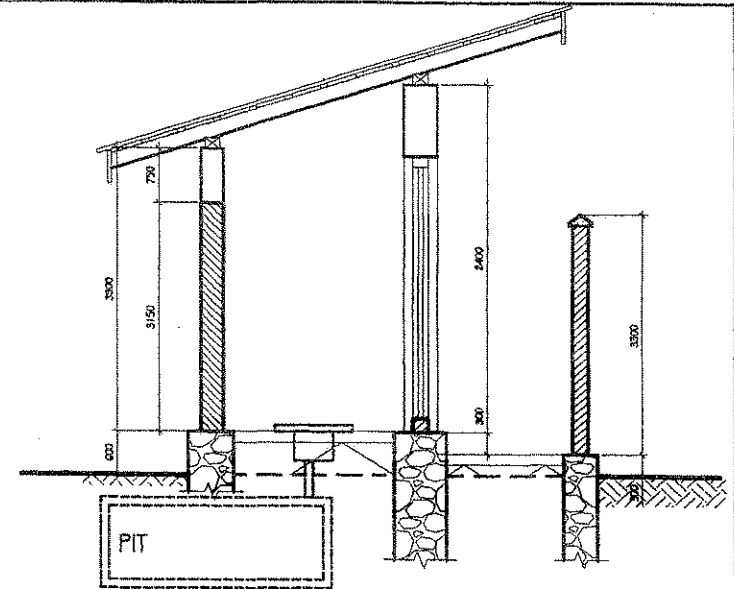
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Elevation



Floor Plan

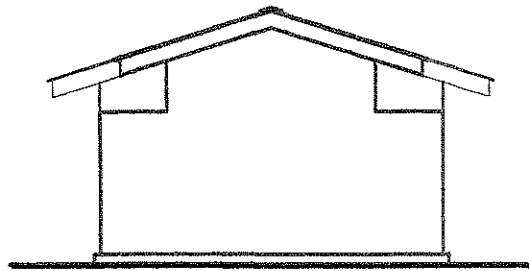


Section X-X

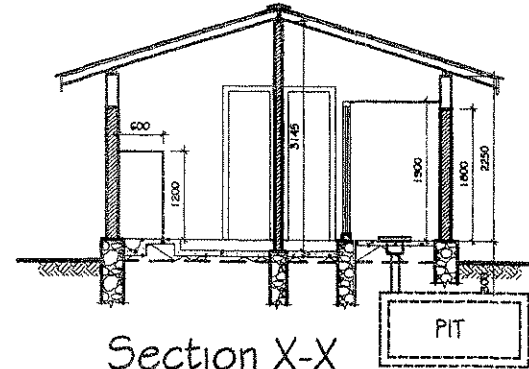
NOTES

- Walls -Cement sand block masonry
- Doors -Water resistant plywood on timber frame
- Floor -Cement tiled
- Roof -Tile on timber

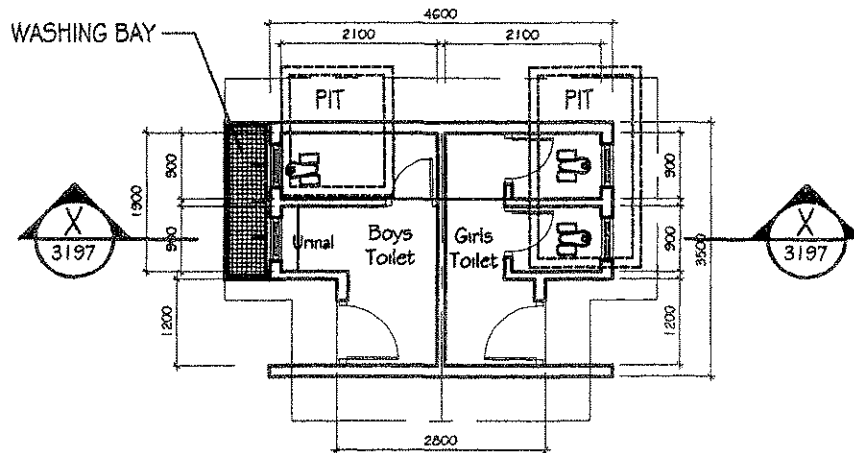
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Front Elevation



Section X-X

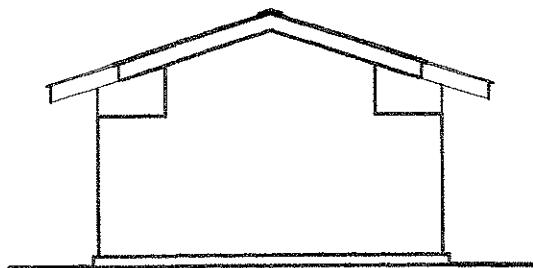


Floor Plan

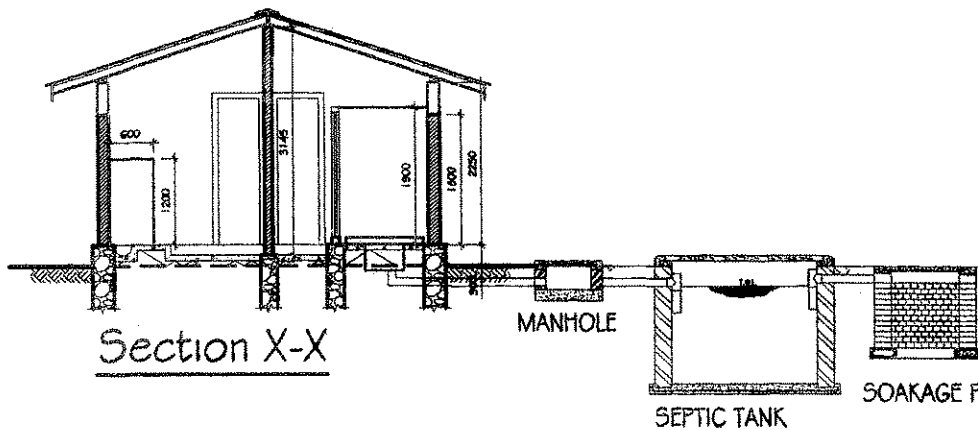
NOTES

- Walls -Cement sand block masonry
- Doors -Water resistant plywood on timber frame
- Floor -Cement tiled
- Roof -Tile on timber

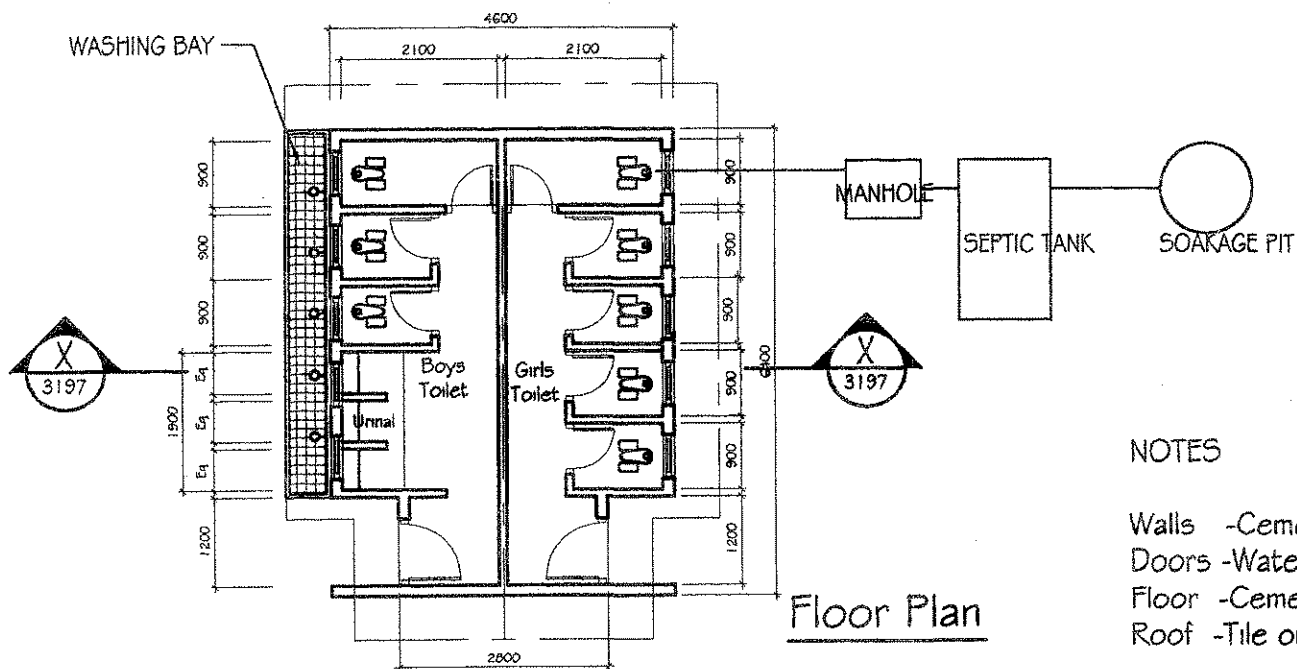
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Elevation



Section X-X

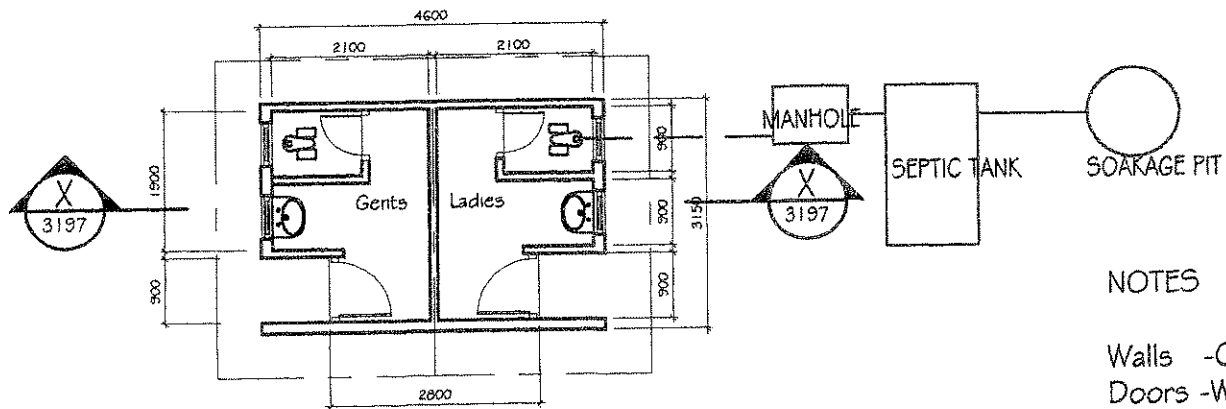
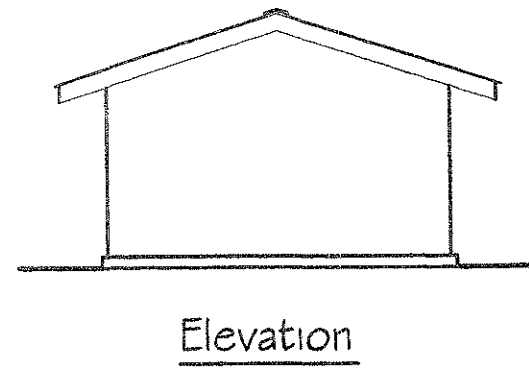
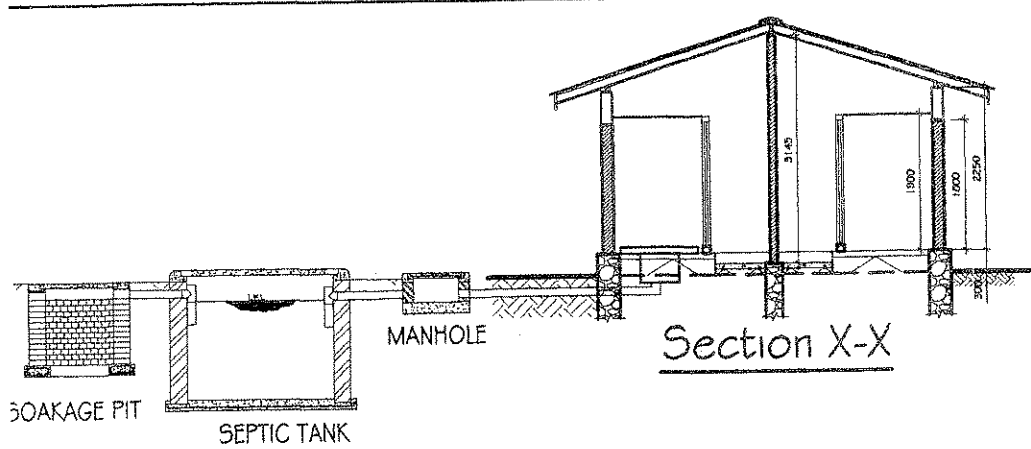


Floor Plan

NOTES

- Walls -Cement sand block masonry
- Doors -Water resistant plywood on timber frame
- Floor -Cement tiled
- Roof -Tile on timber

Scale : Not to Scale

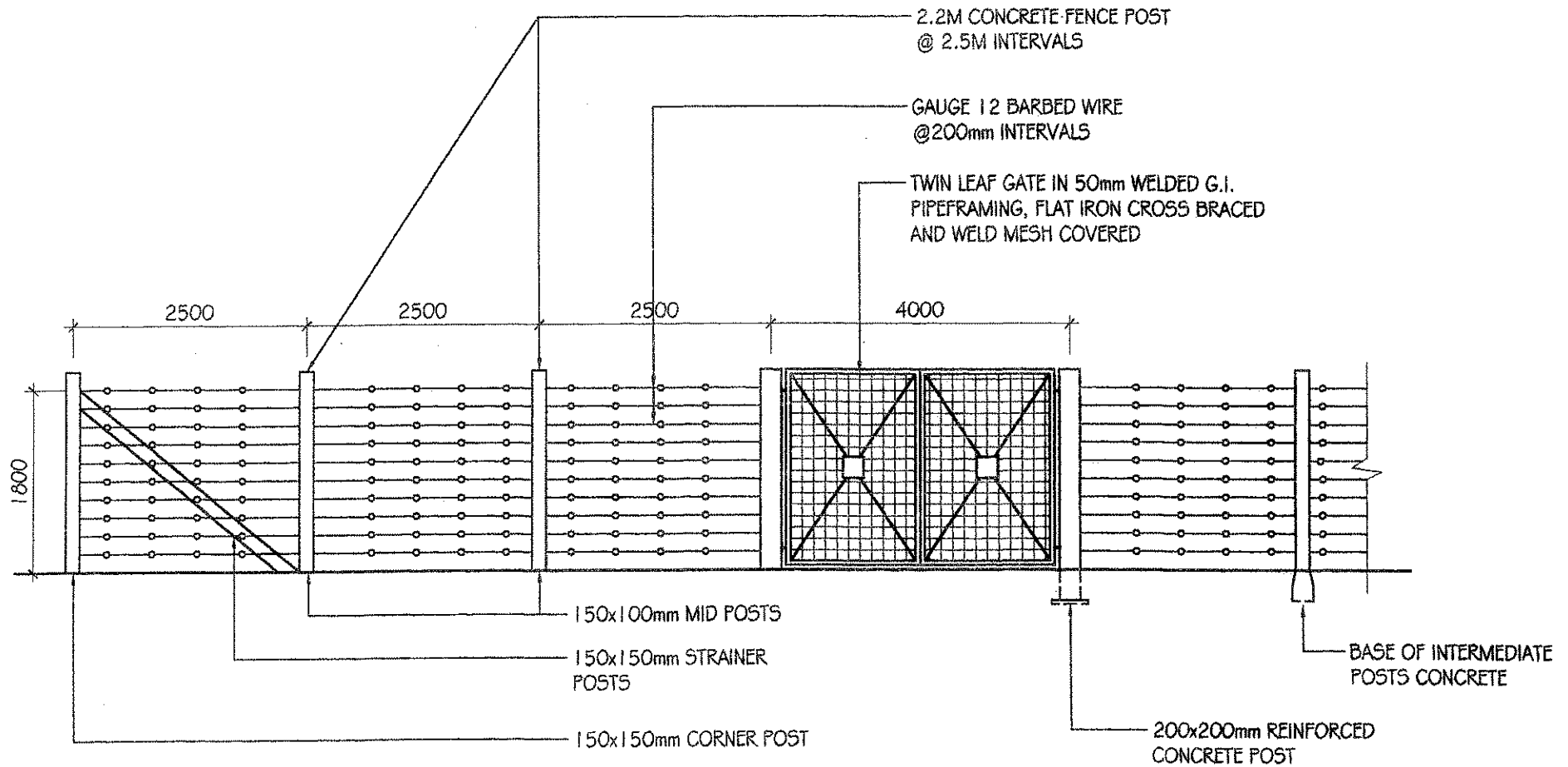


Floor Plan

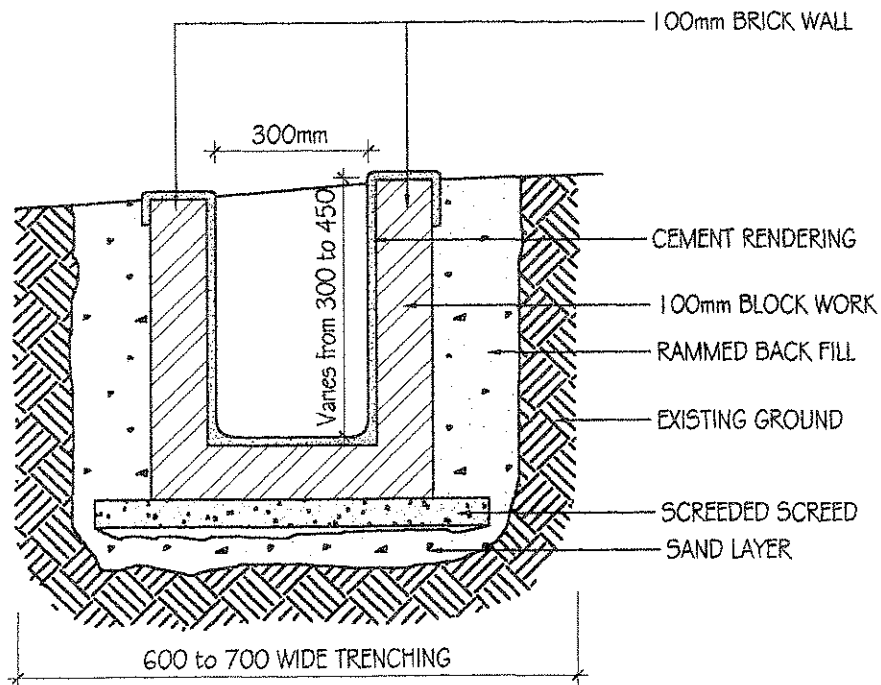
NOTES

- Walls -Cement sand block masonry
- Doors -Water resistant plywood on timber frame
- Floor -Cement tiled
- Roof -Tile on timber

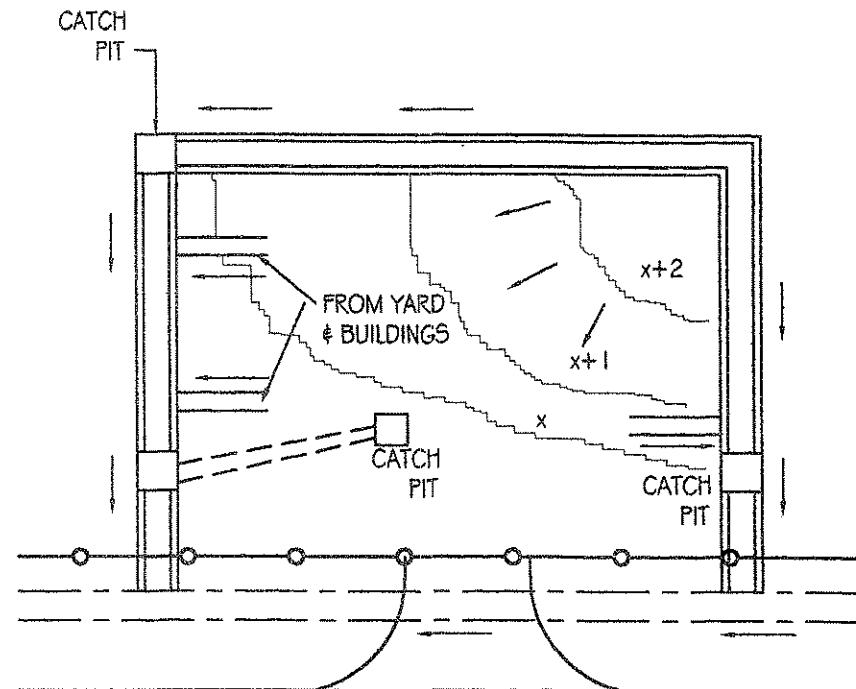
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Section



Typical Layout