Manual of Quality Assurance Framework and Mechanism for International Schools and Other Private Schools Registered under the Companies Act or Business Names Ordinance

NATIONAL EDUCATION COMMISSION
1st FLOOR, BLOCK 5, BMICH,
COLOMBO 07,
SRI LANKA

MANUAL OF QUALITY ASSURANCE FRAMEWORK AND MECHANISM FOR INTERNATIONAL SCHOOLS AND OTHER PRIVATE SCHOOLS REGISTERED UNDER THE COMPANIES ACT OR BUSINESS NAMES ORDINANCE

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Preface

The government provides free education opportunities for children from age 5-18 years through a wide network of state schools in Sri Lanka. However, a considerable number of students study in the Government Aided and Unaided Private Schools (PS) coming under the category established under the provisions made in the Assisted Schools and Training Colleges (special provisions) Act No.5 of 1960, Assisted Schools and Training Colleges (supplementary provisions) Act No.8 of 1961 and Assisted Schools and Training Colleges (Amendment) Act No.65 of 1981. Another group of students' study in the schools called as International Schools as per their parent's wish. The first International School in the country, the Overseas Children's School was originated to provide education for the children of the diplomatic community and was inaugurated in 1958. Since the adoption of open economic policies in the late 1970s many International Schools (IS) came into operation with the approval of the Board of Investment (BOI) and registered under the Companies Act No 17 of 1982. At present, International Schools have become an important segment of the general education in Sri Lanka.

In this context, there are concerns about regulating and monitoring these schools in accordance with the national policies and regulations. The Ministry of Education (MoE) is not vested with the authority to register, regulate or monitor the functions of the so-called International schools. In view of the continuously increasing numbers of students getting enrolled in the ISs and PSs, it has become imperative to establish a quality assurance system for the education provided by those schools. Thus, the MoE has directed its policy formulation body, the National Education Commission (NEC) to formulate a quality assurance framework and mechanism for ISs and PSs.

Accordingly, the NEC has appointed an expert committee to prepare this manual of quality assurance framework and mechanism for international schools and other private schools registered under the Companies Act or Business Names Ordinance. The draft document contains the formulated Quality Assessment Structure including criteria, best practices, standards, and examples of evidence. This was pilot-tested and validated before finalizing. ISs and PSs can internalize and achieve expected standards in order to prepare 'Self-Evaluation Reports' with greater focus. Furthermore, it is expected to establish the objectivity and efficiency of external reviews.

As the Chairman of the NEC, I am pleased to present the manual of quality assurance framework and mechanism to improve the quality of international schools and other private schools registered under the Companies Act or Business Names Ordinance in Sri Lanka.

Padmini Ranaweera
Chairman
National Education Commission

Acknowledgements

List of Abbreviations

BoI	Board of Investment
BP	Best Practice
CWS	Criterion-wise Score
DEO	Divisional Education Office
EER	External Evaluation Report
EQAU	External Quality Assurance Unit
FIAC	Foreign Investment Advisory Committee
FTZ	Free Trade Zone
GCE AL	General Certificate Examination (Advanced Level)
GCE OL	General Certificate Examination (Ordinary Level)
IER	Internal Evaluation Report
IQAU	Internal Quality Assurance Unit
IS	International School
MEd	Master of Education
MoE	Ministry of Education
MRCwS	Maximum Raw Criterion-wise Score
NCoEs	National Colleges of Education
NEC	National Education Commission
NIE	National Institute of Education
OPS	Overall Percentage Score
PDE	Provincial Department of Education
PiC	Person-in-Charge
PS	Private School
QA	Quality Assurance
QAA	Quality Assurance and Accreditation
QAG	Quality Assurance Guideline
QAS	Quality Assessment Structure
RCwS	Raw Criterion-wise Score
RSwS	Raw Standard-wise Score
SER	Self-Evaluation Report
SERWT	Self-Evaluation Report Writer Team
ST	Supporting Team
STD	Standard
ToR	Terms of Reference
ZEO	Zonal Education Office

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Introduction

Education is conceived as a powerful driver of human capital development and socio-economic transformation. Sri Lanka, with a long history of education of over 2300 years has made remarkable achievements among South Asian countries in universal education, primarily attributed to the introduction of a free education system by the government. The contemporary education system comprises a large number of schools that function under the support and regulation of the government and a small number of non-governmental schools that either receive partial assistance from the government or are self-funded. The self-funded group includes 'International Schools' (ISs) and other 'Private Schools' (PSs) registered under the Board of Investment or Companies Act or Business Names Ordinance.

Ensuring the quality of education provision is as important as providing education. In this regard, the government of Sri Lanka has implemented a series of programmes through the Ministry of Education (MoE). However, since the existing legislature has no provision for the MoE to regulate the ISs and PSs, none of these programmes could be applied to ensure the quality of education provision in those schools. Furthermore, due to the differences in the administrative and financial procedures, the quality assurance guidelines developed and implemented for government schools cannot be applied to the ISs and PSs. However, in the context of the continuously increasing numbers of students getting enrolled in the ISs and PSs, it has become imperative to establish a quality assurance system for the education provided by those schools. Thus, the MoE has directed its policy formulation body, the National Education Commission (NEC) to formulate a quality assurance framework and mechanism for the ISs and PSs. The NEC selected a panel of experts (the authors of this manual) based on their credentials and commissioned them to carry out this task.

The panel of experts conducted a series of meetings with the officials of the MoE and representatives of the ISs and PSs to obtain information regarding the current status of quality assurance in those schools. The constitution of Sri Lanka and the legislature relevant to general education were considered. Outcome of the discussions and the content of the documents revealed that several prerequisites should be fulfilled to establish a sustainable quality assurance system for the ISs and PSs.

Available publications on quality assurance procedures and guidelines adopted by the MoE for government schools, quality assurance manuals used by the higher education sector in Sri Lanka, and other relevant articles were examined. Considering the quality assurance process adopted for government schools and the quality assessment structure and procedure adopted in the universities in Sri Lanka, a Quality Assessment Structure (QAS) comprising 'Criteria', Best Practices and Standards was developed through a series of rigorous discussions. In the QAS, 'Criteria' represents the 'Core aspects' or 'Key aspects' that determine the quality of school education provision. 'Best practices' are the routine practices that improve the quality of each Criterion. A 'Standard' is the 'required minimum threshold level of internalization of the corresponding 'Best practice' to improve the quality of education. Accordingly, Six Criteria, respective Best Practices and corresponding Standards were identified. Examples of evidence that reflect the internalization of a Best Practice and achievement of the Standard were listed.

During this process, it became evident that certain Best Practices may not have been adopted by some of the ISs and PSs in Sri Lanka, but should be encouraged and promoted. Such Best Practices and respective Standards were compiled under a new (seventh) Criterion titled 'Innovative and Healthy Practices'. A 'Scoring Guide' and a Grading system were developed to reflect the quality of education provision. Details on Self-Evaluation Report Preparation and Quality Assessment (Review) were articulated.

To enable users of the manual to visualize the Best Practices, corresponding Standards and Examples of Evidence relevant to each Criterion at the same time, they were presented in alignment with each other in tabular format under the relevant Criterion. This type of presentation is expected to help the user to understand the relationship among these dimensions.

The draft document containing the formulated Quality Assessment Structure (Criteria, Best practices, Standards) and examples of evidence, quality assessment procedure, method of scoring and grading were explained and circulated among representatives from the ISs, PSs and the MoE. They were requested to test the applicability of the Quality Assessment Structure to respective schools and provide feedback. Received responses were analysed and appropriate suggestions and comments were incorporated. The incorporated suggestions and the method of SER preparation were described to the representatives from the ISs, PSs and the MoE. The completed manual was explained to the members of the NEC, and submitted to the MoE.

This *Manual of Quality Assurance Framework and Mechanism for International Schools and other Private Schools registered under the Companies Act or Business Names Ordinance* comprises six Chapters, two Appendices, a Bibliography, and Notes on Authors. Chapter One provides a brief account of the General Education in Sri Lanka and Quality Assurance. Chapter Two presents the Prerequisites for Establishing a Sustainable System for Quality Assurance in International Schools and Private Schools. Chapter Three elaborates on the Quality Assessment Structure. Chapter Four explains the Self-Evaluation Report Preparation procedure. Chapter Five describes the Method of Assessing the Quality of Education Provision of an Educational Institution using the Quality Assessment Structure. Chapter Six elaborates on the Review Panel, Review Process and Review Report. Appendix 1 presents an Application Form Template for Registration of an International School or Private School under the Ministry of Education. Appendix 2 presents the list of participants in the meetings and workshops held by the expert panel.

It is hoped that this manual will serve as a guide for educational institutions to identify and internalize the best practices, achieve the stipulated standards, and improve the quality of education provision. The manual is expected to help the educational institutions prepare 'Self-Evaluation Reports' with greater focus, and external reviewers to objectively and effectively assess the quality of education provision. It is anticipated to serve as a resource base for training self-evaluation report writers, other staff, and potential reviewers. Furthermore, this manual is expected to be useful for the MoE in establishing and administering a sustainable quality assurance system for the ISs and PSs.

Chapter One

General Education in Sri Lanka and Quality Assurance

1.1. An Overview of School Education in Sri Lanka

The Constitution of the Democratic Socialist Republic of Sri Lanka states that '*the complete eradication of illiteracy and the assurance to all persons of the right to universal and equal access to education at all levels*' as a Directive Principle of State Policy and Fundamental Duties (Chapter VI, No.27 (h), Constitution of Sri Lanka, 1978). Since 1947, all Governments of Sri Lanka have ensured free education from grade one to the first-degree level in state schools and universities with the aim of ensuring equity and equality of access and participation in education.

The majority of students in the country study in government schools. In addition, as per the parents' wish, a considerable number of students study in the Government Aided and Unaided Private Schools, while another group of students study in the schools called as 'International Schools'. Furthermore, there are around 30 Special Schools dedicated to children with special educational needs and around 819 Pirivenas for Buddhist Monks' education functioning with the support of the Government (School Census, MoE, 2021)

1.1.1. Government (State) Schools

The government provides free education opportunities for children from age 5 to 18+ years (Grades 1 to 13) through a wide network of state schools distributed throughout the country. According to School Regulation No.1 of 2015, education of children from age 5-16 is compulsory. The present school education system consists of 10,126 government schools with 3,969,597 students and 236,738 teachers (School Census, 2022, MoE). These schools vary by functional grades (Grades 1-5, 1-11, 1-13, 6-13), student populations, available GCE Advanced Level streams etc. The government is committed to a welfare package inclusive of free textbooks and uniforms to all students, mid-morning meals for needy schools, and scholarships for better-performing students for continuing secondary education. As a result of all these government commitments, Sri Lanka stands with better enrolment rates, completion rates of each educational stage, and survival (retention) rates up to Grade 11 (age 16) compared to many South Asian countries (School Census, 2022, MoE)

According to the 13th amendment to the Constitution of Sri Lanka, education has become a devolved subject since 1987. Therefore, while the MoE has the primary responsibility for policy-making, inspecting and supervising of all schools, the management of state schools is carried out by both the MoE and Provincial Education Authorities (PEAs). At present 396 national schools are directly managed by the MoE while the rest of the state schools are managed by the nine (09) PEAs (School Census, 2022, MoE)

Curriculum for government schools is prepared and timely improved by the National Institute of Education (NIE) established under Act No.28 of 1985. Schools prepare students for national

examinations (i.e., GCE OL examination at Grade 11 and GCE AL examination at Grade 13), conducted by the Department of Examinations (established under the Act No 25 of 1968).

Teachers for government schools are recruited according to Extraordinary Gazette Notification no. 1885/38 of 23rd October 2014 as follows:

i). Recruitments based on pre-service qualification: GCE AL qualified personnel are selected based on their merit (Z-score) considering the available subject-based teacher vacancies created due to annual teacher attritions of the education system. They are provided with a three-year pre-service teacher education programme leading to a National Teaching Diploma through the National Colleges of Education (NCoEs) established under the Act No. 30 of 1986, before the placements at schools.

ii). Recruitments of Graduates as teachers: University graduates are recruited mainly for teaching at GCE AL subjects based on the subject-based vacancies.

iii). Recruitments based on GCE ALs: In addition, whenever special needs arise, GCE AL-qualified personnel are recruited through competitive examinations. They are given a two-year, in-service Teacher Training Certificate before placement.

1.1.2. Government-approved Private Schools (Government Assisted Schools)

Schools coming under this category have been established under the provisions made in the Assisted Schools and Training Colleges (special provisions) Act No.5 of 1960, Assisted Schools and Training Colleges (supplementary provisions) Act No.8 of 1961 and Assisted Schools and Training Colleges (Amendment) Act No.65 of 1981. These schools may be 'Aided' or 'Unaided'. It is mandated for 'Assisted Schools' including both aided and unaided schools, to provide education for children of school-going age in compliance with the general educational policy of the Government, and the provisions of any written law applicable to such schools and matters related to education. Currently, the government provides teachers' salaries, free textbooks and uniforms for students in such 'Aided' schools.

There are 93 private schools/institutions (both government-aided and unaided, inclusive of the branches of some of the schools established in different locations) with 138,828 students and 7,776 teachers (School Census, 2021, MoE). These schools provide education for children aged 5 to 18 years and offer the national curriculum and in certain instances government approved 'international curricular'. Nevertheless, there are concerns about whether such schools are regulated and monitored in accordance with the national policies and regulations.

1.1.3. International Schools

The first international school, namely, the 'Overseas International School' has been established in 1958 to cater for the needs of children of the Diplomatic Community. From the 1980s onwards, seven other educational institutions had been established with the approval of the Foreign Investment Advisory Committee (FIAC)/ Board of Investment (BOI), especially for children of the international community serving in Free Trade Zones (FTZs). Furthermore, since 1980s, another type of educational institutions have been established with the approval

of the Registrar of Companies. These education institutions although commonly called as 'International Schools', mainly cater to the Sri Lankan students of the 5-19 age group.

International schools use English as the Medium of Instruction, while most of those prepare students for international examinations such as Cambridge, Edexcel etc. The schools that offer national curriculum prepare children to sit for national examinations as external candidates. Some schools offer both international curricular and national curriculum.

The existing legal framework for education has no provision for the parties other than the government to establish schools for children of compulsory education age, since the Section No. 25 of Act No. 8 of 1961 states as,

> *No Person shall, on or after the date of the commencement of this Act;*
>
> (a) *Establish any school for the education of persons who are between the ages of five years and the age of fourteen years (both ages inclusive); or*
> (b) *Establish any school, other than a school referred to in paragraph (a), for the education of persons who are below the age of eighteen years without the prior approval of the Director'.*

In this context, the MoE is not vested with the authority to register, regulate or monitor the functions of the so-called 'International Schools'. Therefore, the current situation creates some issues in ensuring implementation of the national educational policies and supervisory functions of the MoE for all schools, as well as implementing constitutional provisions on Medium of Instruction, which states that 'A person shall be entitled to be educated through the medium of either of the National Languages' [Chapter IV, 21, (1)].

Moreover, the situation has created certain practical implications, for example, a lack of accurate data on such schools at the MoE and absence of a central body to settle any grievances of the clients of these schools. The nonexistence of a national, official database on the student numbers, teacher numbers and qualifications, physical facilities etc., pertaining to these schools, obstructs the estimation of national educational indicators and the mandatory annual submission of these estimates to the UNESCO Institute of Statistics and other international agencies by the MoE. Furthermore, this situation has created a gap in reviewing the achievement of national educational targets under the Sustainable Development Goals.

Several attempts made by the MoE to collect data from international schools were not successful due to the nonexistence of a national entity being responsible for assuring the accuracy and reliability of data pertaining to those schools.

The findings of a study conducted by the National Education Commission (NEC) on International Schools, in 2023 are given in Table 1.1.

Table 1.1. Basic Data of International Schools

Province	Number	Percentage of the Total
Western	195	49.37%
Central	69	17.47%
Eastern	11	2.78%
Northcentral	4	1.01%
North Western	48	12.15%
Northern	9	2.28%
Sabaragamuwa	31	7.85%
Southern	22	5.57%
Uva	6	1.52%
Total	395	100%

Source: International Schools in Sri Lanka: Origin, Current Status and Way Forward (NEC, 2023)

According to this study, a total of 395 international schools have been recorded in the year 2023, and the majority of those schools were in the Western province.

1.1.4. *Requirement of Establishing an Umbrella Legal Framework covering the International Schools (non-state-sector schools)*

In the context of the current education laws, where there is no provision for establishing institutions with the purpose of educating children of schooling age by the non-state sector, the non-state sector education providers resort to different methods for registering their institutions. There is no mandate for the MoE to monitor the non-state sector education institutions called 'International Schools'. This continues to be a major concern, given the current constitutional responsibilities as explained in the Chapter VI, Section 2-(h) of the Constitution which states that,

> *'the complete eradication of illiteracy and the assurance of all persons of the right to universal and equal access to education at all levels', and*

as explained in Chapter IV, Section 21 (I) which states that

> *'A person shall be entitled to be educated through the medium of either of the National Languages: provided that the provisions of this paragraph shall not apply to an institution of higher education where the medium of instruction is a language other than a National Language'*

Therefore, this issue needs to be addressed urgently and bring about an appropriate mechanism to mainstream the non-state sector education institutions.

1.1.5. *Attempts taken by the Ministry of Education towards Establishing a Regulatory Mechanism*

In this regard, the MoE has submitted several papers to the Cabinet of Ministers from 2001 to 2015, seeking advice for amending the Education Ordinance, Act No. 8 of 1961, regularizing International Schools and amending the Article 25 of the Assisted Schools and Training Colleges (Supplementary Provisions). Further to those, the Ministry of National Policies & Economic Affairs has also submitted a paper to the Cabinet of Ministers in 2018, seeking approval for

> ➢ creating legal provisions for registration, accreditation, regulation, quality assurance and monitoring of the International Schools under the MoE;
> ➢ making it mandatory for Sri Lankan students to learn Sinhalese, Tamil, Religion and History in those schools; working out a scheme for training of teachers of these schools either in the National Colleges of Education or to allow private training facilities to be established;
> ➢ allowing students of those schools to sit for national examinations GCE OL & AL) as school candidates; and
> ➢ until such time the proper legal structure is in place, authorize the Registrar of Companies to recommence registration of International Schools under Companies Act No. 7 of 2007, obtaining recommendations from the BOI/SL which should consult the MoE before making such recommendations.

However, it is noted that the issue is prevalent un-resolved. It is suggested to resolve these issues democratically by taking the current contextual requirements of the education arena into consideration.

1.2. Present Status of Quality Assurance of Education in Government Schools

The Sri Lankan education system has successfully achieved the Millennium development goal of universal education, but is faced with a formidable task of improving the quality and relevance of education due to continuously increasing student numbers and limiting resource availability. Being cognizant of these facts, in 2001, the Ministry of Education (MoE) initiated a continuous school Quality Assurance (QA) process based on a Quality Assurance Guideline (QAG) which consisted of approved standards for achieving excellence in educational outcomes. During the first stage, the QAG was implemented only for Internal evaluation. A positive approach to the school evaluation process was adopted after establishing the "Management and Quality Assurance" unit of the MoE in 2005. In 2007, the QAG was introduced for the External evaluation. The original QAG was revised in 2010 with the participation of teachers, In-Service Advisors (ISAs), principals, and educational officers in Divisional Education Offices (DEOs), Zonal Education Offices (ZEOs), the Provincial Department of Education (PDE), and the MoE, and a revised version of the QAG was developed for internal and external evaluation processes in schools.

These progressive attempts resulted in introducing of the currently used QAG titled "Our School; How Good Is It?" in 2015 by the MoE via Circular No. 31/2014, for QA in school education. The currently used QAG (QAG-2015) focuses on eight themes, namely, Students' Achievements, Teaching, Learning and Evaluation, Formal Curriculum Management, Co-curricular Activities, Students' Welfare, Leadership and Management, Physical and Human Resources Management, and School and Community. These themes had been selected taking into consideration of the entire set of activities in a school. The QAG-2015 describes the procedures to be adopted during internal evaluation and external evaluation of the quality of education in a school. The Circular 31/2014 outlines the input, process, output, and outcomes of the evaluation process and the roles and responsibilities of schools, DEOs, ZEOs, PDE, and MoE. All government schools must adhere to the QAG-2015 in maintaining the quality of education within the school. The DEO, ZEO, PDE, and MoE serve as the external evaluators of quality, while the MoE holds additional responsibilities of administering and coordinating the QA process.

1.2.1. School Education Quality Evaluation Process

The school education quality evaluation process takes place in two stages: internal evaluation and external evaluation. Internal evaluation is conducted within each school by the School Evaluation Committee based on the QAG-2015. According to Circular 31/2014, conducting an internal evaluation at least once a year is compulsory for all government schools. Internal evaluators review the previous External Evaluation Reports (EERs) before they conduct the internal evaluation program. The outcome of the internal evaluation is an Internal Evaluation Report (IER). The process of internal evaluation is presented in Figure 1.1.
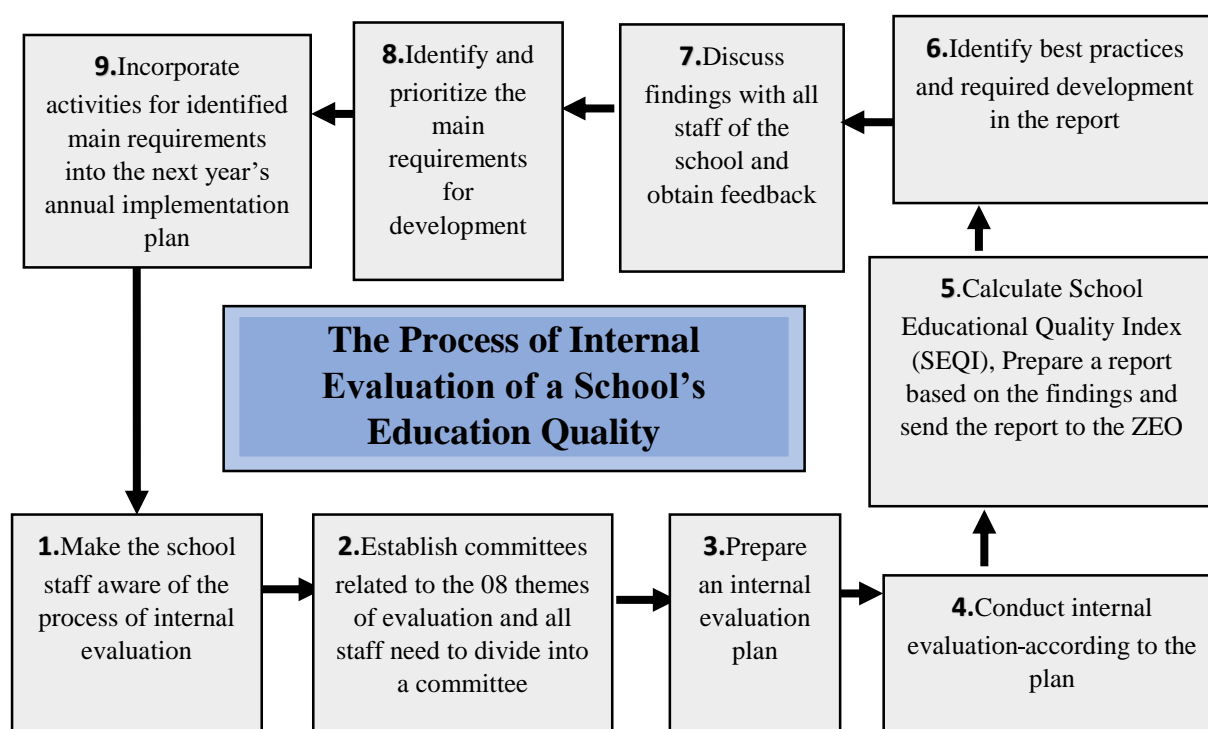
Figure 1.1. The Process of Internal Evaluation of a School's Education Quality

The external evaluation of the education quality of the school is conducted by the officials of the DEO, ZEO, PDE, and MoE based on the QAG-2015. External evaluators review the IER prepared by the school when conducting the external evaluation, and consider the previous EERs. The outcome of the external evaluation is an EER. The process of external evaluation is presented in Figure 1.2.
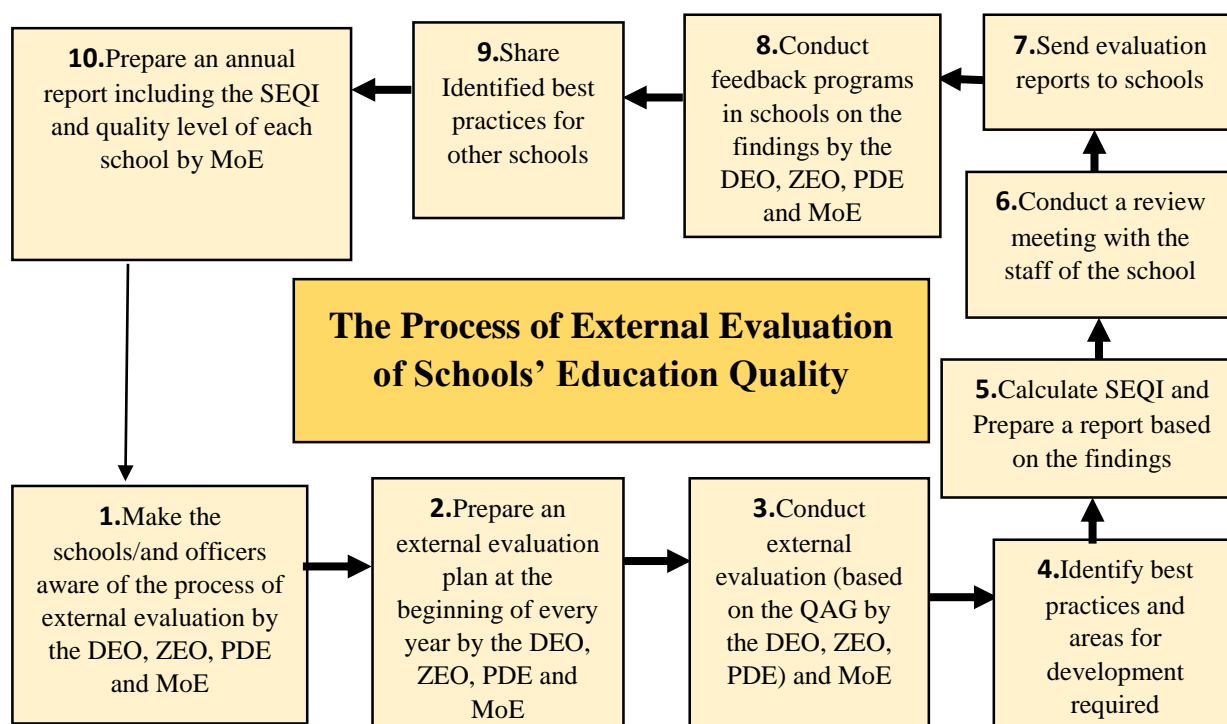
Figure 1.2. The Process of External Evaluation of Schools' Education Quality

As depicted in Figures 1.1 and 1.2, the evaluation process of the quality of education provided by government schools consists of several steps as follows:

1.2.1.1. Internal Evaluation

The first step of the internal evaluation process is making the staff of the school aware of how to implement the internal evaluation process by the principal or deputy principal. Next, the school principal appoints all teachers to eight committees related to the eight themes of evaluation and assigns responsibilities to the committees. One teacher is appointed as the teacher-in-charge of each committee for an evaluation theme. The school needs to prepare an internal evaluation plan at the beginning of the year. The internal evaluation plan should be prepared by the deputy principal, and teacher representatives from each evaluation theme. The internal evaluation process is conducted through committees appointed for each theme. During the internal evaluation, committee members need to assign marks for each criterion and identify areas to be developed and best practices. At the end of the internal evaluation process, each committee needs to prepare a report including marks, findings and recommendations related to the assigned theme. Further, it is required to calculate the School Education Quality Index

(SEQI) based on the awarded marks for the eight themes. Finally, the Deputy principal or an assigned teacher needs to prepare the final IER, which includes SEQI, the strengths, weaknesses of each theme and recommendations.

1.2.1.2. External Evaluation

The ZEO, PDE, and MoE need to prepare an external evaluation plan at the beginning of the year. To prepare an external evaluation plan for schools in the education zones, the ZEO and PDE obtain information from the DEOs and submit the plan to the MoE. The Management and Quality Assurance branch of the MoE prepares the national-level external evaluation plan. During this process, the MoE, PDE, and ZEO give priority to low-performance schools. All educational officers in DEO, ZEO, PDE, and MoE are informed regarding the prepared evaluation plan. At regional and national levels, it is compulsory for all nominated officers to participate in the external evaluation programs on scheduled dates. It is one of the main responsibilities of educational officers.

Officers serving as external evaluators need to visit the assigned school (as specified in the external evaluation plan), go through the IER prepared by the school, collect and analyze information and make judgments based on evidence. At the end of the evaluation, the external evaluation team reaches its conclusion and presents the finding to the principal, deputy principals, and teachers of the school. External evaluators prepare an EER based on the collected evidence, which indicates the marks awarded for each theme, SEQI, findings, and recommendations. The DEO, ZEO, PDE, and MoE send the EER to the school and organize programs to support implementing the recommendations of the EER.

Based on the IER and EER, the school needs to identify five aspects that need immediate attention/ improvement and prioritize them to include in the next year's Action Plan. Further, the school should maintain records of SEQIs of the past five years to monitor improvement.

In addition, the MoE identifies and collects best practices of schools through the external evaluation process. The MoE prepares a publication (book, video, or presentation on compiled best practices) annually and distributes it to all schools, ZEO and PDE. Additionally, the MoE publishes an annual report on the analysis of external and internal evaluation marks, which is useful for further studies on the QA of school education.

Chapter Two

Prerequisites for Establishing a Sustainable Quality Assurance Framework for International Schools (ISs) and Private Schools (PSs) Registered under the Companies Act or Business Names Ordinance

2.1. Components of a Quality Assurance Framework

Quality assurance (QA) in education refers to an ongoing, continuous process of monitoring, evaluating, maintaining and enhancing the quality of an education system, institution or study programme (*https://www.qqi.ie/what-we-do/quality-assurance-of-education-and-training*). It involves systematically reviewing the effectiveness of the methods used by an educational institution to manage the inputs, processes and outputs of education provision to ensure that those satisfy the desired educational standards and stakeholder expectations.

A quality assurance system for school education is a comprehensive framework established to monitor, assess, and evaluate the quality of education provided in schools under its purview to ensure that the desired educational standards are achieved and promote continuous improvement. Although there is a quality assurance system for general education provision of government schools in Sri Lanka, there is no officially established quality assurance system for education provided by International Schools (ISs) and other Private Schools (PSs) which are registered under the Companies Act or Business Names Ordinance. Because of the continuously increasing numbers of students enrolled in these schools, it has become imperative to establish a quality assurance system for the education provided by those schools. Due to differences in the administrative, financial and legal aspects between the government schools and ISs/PSs, it is not practicable to use the quality assurance system employed for government schools to the ISs and PSs. Hence, establishment of an appropriate quality assurance system for the ISs and PSs which are registered under the Companies Act or Business Names Ordinance in Sri Lanka is required.

A comprehensive Quality Assurance Framework (System) has the following components:

a) An administrative entity (not affiliated to the ISs or PSs) officially appointed by the government to serve as the custodian of the QA system, and appraiser and promoter of the quality of education of ISs and PSs. This entity may be affiliated with the Ministry. Some of its functions will be

Monitoring ISs and PSs for their compliance with the regulations and guidelines of the Government and the Overseas accreditation body to which the ISs are affiliated;

Spearheading, coordinating and promoting QA activities in ISs and PSs;

Organizing quality assessments (reviews) and Certification or Accreditation of ISs and PSs. More details of its functions are given in section 2.3.

b) Quality Assessment Structure, procedure and guidelines approved by the government and used by the administrative entity to assess the quality of education provision in ISs and

PSs under the directives of the administrative entity.

c) Operational entities that carry out quality assurance activities.

There should be two entities; viz., an Internal Quality Assurance Unit (IQAU) within each IS or PS, and an External Quality Assurance Unit (EQAU) comprising trained reviewers functioning under the directives of the administrative entity specified in (a) above.

Establishing these components of a quality assurance system for ISs and PSs in Sri Lanka is required. The next sections of this chapter present the details of the prerequisites for establishing a sustainable quality assurance system for ISs and PSs.

2.2. Pre-requisite 1. Establishing a Registry of International Schools and Private Schools

Establishment of a sustainable QA system for ISs and PSs to be practicable, a prior requirement is to form a registry of the ISs and PSs included in the QA system. Therefore, it is suggested to make it mandatory for every IS and PS, that provides general education or intends to provide general education to register under the Ministry of Education. It would be prudent to require the ISs and PSs to fulfil the below indicated minimum conditions to be qualified for registration.

2.2.1. Application by International Schools and Private Schools for Registration

For this purpose, an application form for registration under the MoE as an IS or PS indicating the minimum requirements to be fulfilled needs to be available with the MoE. A template for the Application form indicating the minimum requirements is given in Annexure 1 of this Manual. The minimum requirements and the relevant supporting evidence to be submitted by an educational institution to qualify to register as an IS or PS are given in Table 2.1. The ISs and PSs that qualify after submitting perfected application forms with relevant supporting evidence can be registered under the MoE.

Table 2.1 Minimum Requirements for Registration as an International School or Private School under the Ministry of Education and Supporting Evidence

Minimum Requirements	Supporting Evidence to be Submitted
Compliance with legal requirements concerning its premises.	Legally binding contract/ ownership of the premises.
The Board of Management comprises a minimum of Three (3) members. At least one member is a graduate with additional qualifications or experience in education.	Composition of the Board of Management; Curriculum Vitae of the members of the Board of Management.
Implements an approved Curriculum.	Type/s of the curriculum to be implemented; Consent/ approval received from relevant curriculum authority; Relevant Curriculum documents.

Has a Strategic/ development plan for the next three to five years.	Strategic Plan of the institution for the next three to five years.
The physical learning environment meets safety regulations and space requirements recommended by the MoE.	Building approval documents; Infrastructure facilities available.
Staff: Student ratio complies with the recommendations of the MoE. The staff has qualifications appropriate for their respective job positions.	Subject-specific and Overall Staff: Student ratio; CVs of currently serving or selected for teaching, administrative and other staff.
Available learning resources are adequate and appropriate.	List of Textbooks, teaching aids etc. that have been received/ promised/ordered. Supporting documents for the promised/ ordered resources.
The institution is Financially sustainable.	Audited accounts

2.2.2. Conditions that Require Re-registration or Securing Permission

After the initial registration, an IS or PS may make changes in the location, scope, or curriculum depending on the need. Under such a situation, the supporting evidence provided at the initial registration concerning the minimum requirements may change. Therefore, the ISs and PSs need to inform the MoE of such changes and either re-register or obtain permission from the MoE as per its recommendation. Below listed are the situations under which the ISs and PSs need to re-register:

    i.   Including an additional section (e.g., expanding to provide lower secondary and or upper secondary education if the school has been registered for providing primary education).

    ii.   Introducing a new curriculum other than the one originally registered for.

    iii.   Transferring the school to a new site.

    iv.   Opening branch/es of the school.

Obtaining permission from the MoE would be sufficient for the situations listed below:

    i.   Changing ownership or management of the school.

    ii.   Changing the name of the institution.

The conditions for re-registration or requiring permission should be recommended by the MoE.

2.3. Pre-requisite 2. Establishment of an Administrative Unit for Quality Assessment and Accreditation (QAA) of International Schools and Private Schools under the Ministry of Education

As indicated previously, an administrative entity is required to serve as the custodian of the QA system, and appraiser and promoter of quality assurance of ISs and PSs.

Its functions include

a). regular monitoring of the educational institutions for their compliance with the regulations and guidelines concerning the establishment, governance and management, and standards of education required by the Government and the Overseas accreditation bodies to which the ISs are affiliated;

b). administering and promoting QA activities in ISs and PSs;

c). conducting awareness programmes;

d). selection and training of reviewers and establishment of the EQAU;

d). coordinating and organizing quality assessment (reviews) in ISs and PSs;

e). accreditation of the ISs and PSs.

Therefore, establishing an administrative unit to carry out the above functions is a prerequisite.

To be effective, the administrative unit should be

a). governed by professionals with QA experience and administrative skills;

b). bestowed with the authority and resources to establish quality assurance standards, procedures and guidelines; administer quality assurance activities among schools; organize awareness programmes on various aspects of quality assurance; select and train reviewers; coordinate, commission and facilitate reviews to promote quality culture.

If appropriate, the existing Private School Branch of the MoE may be converted into this administrative unit.

2.4. Pre-requisite 3. Establishing Quality Assessment Structure and Guidelines

It is important to make the assessment process concerning the quality of education provision objective and transparent so that the results are comparable. These are internationally accepted attributes of a quality assurance programme. The approach for accomplishing these attributes is using a clearly defined quality assessment structure against which a judgment on quality could be made (Coomaraswamy, 2019; Perera et al., 2023; Warnasuriya et al., 2015). Thus, formulating a quality assessment structure is a prerequisite for establishing a quality assurance system.

In a quality assessment structure, the core (key) aspects of school operation that contribute to the quality of education provision are called 'Criteria'. For each Criterion, several routine

practices may contribute to its quality. These practices are called 'Best Practices'. For quality enhancement, best practices should be internalized and become a part of the working culture of the school. To achieve the desired quality in education provision, there would be a minimum (threshold) level at which each of these 'Best practices' should have been internalized. This threshold level of internalization required for each of the Best practices to ensure achievement of the desired quality of education is identified as the 'Standard of that Best practice. The Standards serve as the reference points to objectively assess the quality of education in a school by an external party while serving as guides or benchmarks for the school to internalize best practices to improve the quality of education.

Guidelines are the procedures to be adopted by schools and external reviewers during the quality assessment and assurance process. The administrative unit should have an appropriate quality assessment structure and guidelines to commence quality assurance activities in ISs and PSs.

Authors of this manual developed a quality assessment structure (QAS) to be used for ISs and PSs after careful study of the prevailing quality assurance system for government schools, and the quality assessment structure used for higher education sector in Sri Lanka. The formulated QAS comprises seven "Criteria' and sixty-four Best practices that contribute to these criteria and respective minimum 'Standards' expected of a school to ensure quality education. Furthermore, evidence of achieving the Standards, a 'Score Guide' and a Grading Scheme were formulated to help in assigning scores to schools according to the judgment made regarding the rate of internalization of each best practice, based on the evidence provided. The QAS is elaborated on in Chapter Three.

Guidelines on self-evaluation report preparation based on the QAS, the method of assessing quality using the QAS, reviewing and reporting are in Chapters Four, Five and Six, respectively.

2.5. Pre-requisite 4. Establishing Internal and External Quality Assurance Units

2.5.1. Internal Quality Assurance Units

Internal quality assurance units should be established at every IS and PS to initiate, implement, monitor and improve routine practices that would contribute to the quality of education provision. These units should serve as the cornerstone of quality assurance by coordinating the activities within the school, preparing the school for external review with the support of the school community, communicating with the administrative unit and external reviewers. Teachers representing different grades/ educational stages and with knowledge and interest in quality assurance should be selected for the internal quality assurance unit. School administration should assign quality assurance responsibilities to selected teachers and provide necessary facilities and resources.

2.5.2. External Quality Assurance Unit (EQAU)

Establishing the External Quality Assurance Unit (EQAU) is another responsibility of the Administrative Unit for QAA of the MoE. The EQAU is a pool of qualified trained reviewers

to conduct external reviewers of ISs and PSs under the directive of the Administrative unit of the QAA of the MoE. To establish the EQAU, suitably qualified and experienced educators or administrators should be selected and trained on the aspects of reviewing by the Administrative unit of the QAA. Once the EQAU (pool of trained reviewers) is established suitable members shall be assigned to conduct the periodic external reviews of ISs and PSs organized by the Administrative unit of the QAA of the MoE.

2.6. Pre-requisite 5. Conducting Awareness Programmes/ Training Programmes

To facilitate adoption, it is essential to make the ISs and PSs aware of the impending quality assurance activities, their purposes and procedures involved, the responsibilities of the school administration, teachers and school community, and ways of improving the quality of education provision.

In addition, the ISs and PSs would require training on diverse aspects of quality assurance and Self-evaluation report preparation. In addition, the educators/ administrator selected to serve as reviewers would require training on the code of conduct during a review, the method of assessing the quality of education provision objectively and effectively, preparation of review report etc.

Such awareness/ training programmes should be organized by the Administrative unit of the QAA of the MoE based on the need and conducted with the assistance of suitable quality assurance experts.

Information on the quality assessment structure, self-evaluation report preparation, method of assessment using the quality assessment structure and review process are given in chapters three, four, five and six of this manual. Trainers need to have a good understanding of the content of these chapters.

Chapter Three

Quality Assessment Structure:
Criteria, Best Practices and Standards

3.1.   Characteristics of the Quality Assessment Structure

Quality assessment of education is a diagnostic review of the effectiveness of the methods used by an educational institution to ensure that the inputs, procedures and outputs satisfy the stakeholder expectations. Quality assessment should be objective, and not arbitrary. Objectivity and transparency of the assessment process and comparability of the outcomes are desired attributes of a quality assessment. Using an approved quality assessment structure to make a judgment on the quality of education provision is an accepted practice in the education arena for ensuring objectivity and transparency of the review process and comparability of the results (Coomaraswamy, 2019; Perera et al., 2021; Warnasuriya et al., 2015).

In a quality assessment structure, the core aspects of education provision are called 'Criteria'. Under each Criterion, there would be many good practices or routine activities adopted by the educational institution. The good practices that contribute to the quality of the respective 'Criterion' are called "Best Practices'. To provide the quality of education desired by the stakeholders, each of these 'Best practices' should have been internalized or practiced above a certain threshold (minimum) level across the institution. This threshold level is the minimum 'Standard' for the respective 'Best practice. Standards are specific, measurable, assessable, relevant and time-bound best practices. Once the 'Best practices and 'respective Standards are established, the quality assessment structure can be formulated. The quality of education provision of an educational organization can be objectively assessed by comparing the good practices adopted by the school with the minimum 'Standards' stipulated in the quality assessment structure, based on the available evidence. In keeping with this internationally accepted procedure and that adopted by the Sri Lankan higher education sector, a quality assessment structure was developed as follows:

As explained in the introduction, taking into consideration the diverse aspects that affect the education provision, the following seven 'Criteria' were identified as the core aspects that influence the quality of education.

> Governance and Management
>
> Physical Learning Environment and Learner Support
>
> Curriculum Management
>
> Teaching – Learning
>
> Assessment and Evaluation
>
> Parent and Community Engagement
>
> Innovative and Healthy Practices

Under each criterion, several routine practices that contribute to its quality were identified as 'Best practices'. The 'Standards' or the desired threshold level of internalization of the Best Practices to achieve the desired quality of education were identified. When a best practice has been internalized (applied to all relevant grades/ personnel) at the required minimum level (Standard), certain measurable changes will result in the associated inputs/processes/ outputs. These changes reflect the degree of internalization of the best practice. Such changes can serve as evidence of the rate of internalization of the Best Practice and the degree of achieving the corresponding Standard. A few examples of such evidence on internalization of each best practice were identified and listed against each Standard, to facilitate making judgments on the degree of internalization of Best Practices or achievement of the Standards when assessing the quality of education provision. **It is important to note that the examples of evidence mentioned in the manual are only examples, not prescriptions. There may be different evidence than these in some ISs/ PSs.**

Section 3.2 of this chapter presents the seven 'Criteria', respective Best Practices and Standards of the Quality Assessment Structure with relevant examples of evidence. The Title and the Scope of each Criterion are given first. Next, the relevant Best Practices, respective Standards and Examples of Evidence are presented in tabular format. In each Table, the first column indicates the Standard number, the second column states a Best Practice that would improve the quality of the Criterion, the third column mentions the Standard for that Best Practice. The fourth column presents examples of evidence for achieving the standard of the respective best practice. The Standard number, Best Practice, corresponding Standard and Examples of Evidence are presented in the same row in the Table to facilitate comprehension. As mentioned previously, the examples of evidence given in the manual are not prescriptions; there may be different but relevant pieces of evidence that reflect the achievement of the standards in the ISs or PSs. This fact should be considered by the ISs and PSs when conducting regular internal reviews or preparing Self-Evaluation Reports, and by the review panels when assessing the quality of education provision of an IS or PS.

3.2. Criteria, Best Practices, Standards and Examples of Evidence of the Quality Assessment Structure

3.2.1. Criterion 1. Governance and Management

Scope: The governance and management of an education institution involves ensuring compliance with laws and regulations, accomplishing the vision and mission through strategic planning, provision of leadership, allocating required resources to implement the plan, implementation and monitoring progress.

The scope of Criterion 1 is captured by the following 'Standards':

No.	Best Practices	Standard	Examples of Evidence
1.1	**Compliance with legal requirements:** Relevant legal requirements with respect to registration and premises have been fulfilled.	The educational institution has been legally incorporated in Sri Lanka under the terms of the relevant Acts and regulations (for example. Board of Investment, Business Names Ordinance and Companies Act). It has a valid registration and functions on legally binding premises.	Compliance of the documents on legal incorporation of the educational institution in Sri Lanka with relevant legal requirements; Certificate of registration of educational institution from the relevant authority; Validity of registration; Legally binding contract to the premises (Lease Agreement/s or the Deed/s of the Land/s and Building/s where the Institution/Institution is functioning); Any other relevant documents.
1.2	**Vision, mission and goals:** The vision, mission and goals of the institution are complementary and publicly available, while the goals align with the national education goals.	The goals of the educational institution comply with the national educational goals. The vision, mission and goals of the educational institution are complementary and publicly available.	Compliance of the goals of the educational institution with the National Education goals; Complementarity among the vision, mission and goals of the school; Website or brochures or other publicly available materials/ venues of the institution indicating vision, mission and goals.

1.3	**Institutional Structure:** A comprehensive Institutional structure that addresses all functions by qualified/ experienced management staff who participate in decision making is in place.	The institutional structure of the educational institution is adequate for effective management and execution of all its functions. The governing Board comprises a minimum of three members, of them at least one member has a degree qualification with additional qualifications or experience in education. The managerial responsibilities are held by appropriately qualified and experienced personnel with diverse expertise. Management decisions are made democratically using a participatory approach.	Educational institution management team (Governing board), their qualifications, expertise and experience; ToRs of the management team; Minutes/ Records of the meetings of the management team.
1.4	**Strategic Plan:** A strategic plan developed through a participatory approach following a needs assessment, specifies an action plan to achieve the goals within a specific time frame.	The strategic plan of the educational institution has been developed through a consultative process involving relevant stakeholders, following a needs assessment, taking into consideration its findings. The strategic plan stipulates a well-defined action plan with key performance indicators, for systematic future development and achieve the goals and educational values of the educational institution within the next 3-5 years.	Findings of internal and external needs assessments; Strategic plan development committee/ Management Committee; Minutes/ records of the strategic plan development process; Strategic plan for the next 3 -5 years highlighting the incorporated findings of needs assessment and a well-defined action plan for achieving the goals and educational values of the school; Key Performance Indicators (KPIs) of the action plan.

1.5	**Resource Allocation:** Resources are allocated to activities specified in the action implementation plan according to the requirements that have been estimated based on the accepted norms.	Educational Institution allocates physical and human resources to all grades of educational stages according to the activities identified in the annual implementation plans of the respective years based on governing board approved criteria/norms of resource allocation.	Government/ Overseas institution approved norms for resource allocation; Records of meetings of the Governing board/ management committee on resource allocation; List of resources allocated for different activities and grades; Annual allocation of physical and human resources for different activities/ grades; Required allocation of resources according to the action plan for the respective years; Annual report; Feedback and suggestions from the management staff and other employees on resource allocation.
1.6	**Progress Monitoring**: Progress of implementation of the action plan is monitored, and based on the progress, the action plan is modified periodically to achieve targets and to keep up with emerging issues/ trends.	The educational institution implements the action plan, monitors the progress of implementation annually, and based on the progress makes necessary modifications to achieve targeted performance, paying due attention to the emerging issues/ trends in general education.	Annual implementation plans of the past 3 years; Monitoring criteria (Checklist/ KPIs); Records of progress review meetings of the annual implementation plans/ Progress reports; Modifications (if any) made in the annual implementation plans based on progress reports or emerging issues/ trends; Percentage achievement of Annual targets or Key Performance Indicators; Annual reports.
1.7	**Financial obligations and Sustainability:** All statutory financial obligations are honoured. Sustainability of the institution is ensured through effective financial management practices.	The educational institution ensures that all statutory financial obligations are honoured and that its financial management system ensures the sustainability of the school through careful macro planning, prudent budgeting, and conducting annual audits and financial reviews. The responsibility of overseeing and managing the finances is	Compliance with sections 148-171 of the COMPANIES ACT, No. 07 OF 2007 and amendments; A record of the assets and liabilities of the company; The profit and loss statement; Auditor's report and accounts; Annual budget forecast; Student, staff and property insurance policies.

		entrusted to a person with appropriate qualifications.	
1.8	**Record (Information) Management System:** Data collection and record management system is available to facilitate easy access to information for management purposes.	The educational institution has a mechanism for timely and accurate data collection, compilation, documentation, and systematic recording facilitating easy identification and easy access to information for management purposes.	Record management mechanism; Scope of record (information) management system (student data, staff information, academic calendar; policy manual; performance of students and staff and other administrative documents).
1.9	**Use of Information Technology for Management:** Information Technology is used for informed and efficient governance and management, while ensuring security and privacy of personal information of its constituents.	The educational institution centrally operates a user friendly Management Information System to take informed and timely decisions for effective governance and management. It has mechanism/s in place to ensure confidentiality of the records of all enrolled learners and employees with accessibility to authorized persons only, while the users have been trained.	Scope (fields) covered by management information system (example; student data, staff data etc.,); List of confidential records maintained by the educational institution/ school; Measures such as firewalls, passwords etc. used for maintaining security and confidentiality of records; Job description of the system administrator; Reports of the system administrator; Records of training the users; Records of using & updating management information system; Feedback from users.
1.10	**Teaching Staff Recruitment:** Members of the teaching staff are recruited based on required qualifications and are assigned to teach relevant subjects at appropriate levels.	The educational institution recruits staff based on the following qualifications: Foundation section - SLQF level 2 qualification; Primary and lower secondary section - Minimum SLQF level 3 qualification; Upper Secondary (A/L) section - SLQF level 5 or above. They are assigned to teach relevant subjects in appropriate levels of classes to make use of their qualification and training.	Recruitment criteria for teaching staff; CVs/ qualifications of recruited teachers; Subject and class allocation of teachers.

1.11	**Recruitment of Non-teaching Staff and Retention of all Staff:** Effective processes for recruitment of appropriately qualified staff for non-teaching positions and retention of all categories of staff are in place.	The educational institution adopts established criteria for recruitment of qualified staff for non-teaching positions including administration, and has mechanisms in place for retaining all categories of recruited staff.	Recruitment criteria for administrative and other non-teaching staff; Qualifications and experience of recruited, administrative and non-teaching staff; Mechanisms in place for retaining teaching, administrative and non-teaching staff; Turnover of teaching, administrative and other non-teaching staff.
1.12	**Induction of Newly Recruited Staff:** Newly recruited employees are made aware of the governance and administrative procedures, relevant rules and regulations, duties and responsibilities, codes of conduct and disciplinary rules.	The education institution issues every newly recruited employee, a job description indicating respective duties and responsibilities with the letter of appointment, and conducts an induction/ mentoring programme to make them aware of the administrative procedures, rules and regulations of the institution, duties and responsibilities, expected codes of conduct, and disciplinary rules.	Samples of letters of appointment and job descriptions, duty lists, responsibilities, and codes of conduct and disciplinary rules issued to different categories of employees; Records of induction/ mentoring programmes given to newly recruited staff; Content of induction/ mentoring programme offered; Feedback of staff on induction/ mentoring programme.
1.13	**Staff Strength:** Adequate numbers of appropriately qualified staff (teaching and non-teaching) are maintained for effective education provision.	The educational institution has sufficient numbers of appropriately qualified staff to carry out teaching, administration and non-teaching activities, and maintains school-based and subject-based student: teacher ratios recommended for the respective curriculum /MoE to ensure effective student-centered education provision for all enrolled students.	Numbers of different categories (teaching, non-administrative, non-teaching) of staff, their positions and qualifications; Teacher: student ratio for the school.

1.14	**Professional Development Plan:** Needs-based professional development plan is available.	The educational institution annually conducts training needs assessment among all categories of staff focusing on the future, formulates a continuous professional development (CPD) plan.	Records of training needs assessment of all staff; Continuous Professional Development plans formulated each year for all categories of staff; Resource pool selected for continuous professional development plan.
1.15	**Continuous Professional Development of Teaching Staff:** The teaching staff are facilitated to enhance pedagogical strategies, teaching skills, classroom management, technology integration etc., to improve the quality of education provision and ensure learning acquisition by every student.	The educational institution facilitates its teaching staff to improve their professional skills, and provides opportunities to enhance their competencies in the use of appropriate pedagogical strategies, teaching practices, classroom management, technology integration etc. to improve the quality of education provision and ensure learning acquisition by all students.	Relevant instructions issued to teaching staff; Records (list, fields of training, certificates etc.) of continuous professional development (on-the-job training) opportunities provided by the educational institution to its teaching staff; School-based professional teacher development programmes; List of staff underwent trainings provided through school-based teacher development programmes; In house mentoring facilities for newly recruited teaching staff; Mentorship programmes; List of mentors and mentees.
1.16	**Work Norms:** The workload assigned to each employee is nearly equal to the established norms for the respective category of employees.	The Educational institution adheres to the established work norms for each category of employees when allocating work for its staff.	Established work norms for teaching, administrative and other non-teaching staff of the education institution; Records of allocated workload for each employee; Comparison of the established work norms with the actual allocated workload.

1.17	**Performance Appraisal:** The performance of all categories of employees is evaluated regularly and necessary actions are taken to improve their professionalism and accountability.	The educational institution annually evaluates the performance of administrators, teachers, and other non-teaching staff and uses the findings to promote their professional growth and accountability.	Evaluation criteria or key performance indicators used to assess the performance of different categories of employees; Composition of the evaluation committee/s; Formats used to evaluate the performance of different categories of employees; HR Evaluation plans used by the school; Records of using the findings (evaluation results) to promote professional growth and accountability.
1.18	**Making Parents/ Students Aware of Rules and Regulations:** Parents/ newly admitted students are made aware of the administrative procedures, teaching, learning assessment procedures and regulations, code of conduct, safety, health and security measures etc.	The education institution makes the parents/ newly admitted students aware of the administrative procedures, teaching learning assessment procedures and regulations, learning resources and support services, their responsibilities and students' code of conduct, disciplinary procedures, substance abuse prevention, safety, health and security measures etc. and issues newly admitted students (and parents) a document highlighting those aspects.	Records of awareness programmes conducted to the parents/ newly admitted students on the rules, regulations, teaching-learning assessment procedures and regulations, learning resources and support services, their responsibilities and students' code of conduct, disciplinary procedures, substance abuse prevention, safety, health and security measures etc. that should be abided by students upon admission; Samples of relevant documents distributed; Samples of students' code of conduct and disciplinary procedures; Opinions of teachers/ students/ parents regarding the awareness procedure and content.
1.19	**Implementation of Students' Code of Conduct:** Appropriate disciplinary actions are taken against students violating the code of conduct.	The educational institution ensures adherence to code of conduct by students and takes timely, appropriate actions against violators.	Composition of the Disciplinary committee; Samples of records/ Minutes of disciplinary committee meetings (without personal details).

1.20	**Implementation of Staff Codes of Conduct:** Appropriate disciplinary actions are taken against misconduct by every category of staff.	Educational institution timely appoints suitable committees/arbitrators with the approval of the governing board to inquire into violations of the code of conduct by staff members and implement its recommendations.	Composition of committees/ Arbitrators appointed; Incidents reported and actions taken with timelines.
1.21	**Safety, Security, and Health:** Safety, security, and health measures for staff and students are in place.	Educational Institution has established mechanisms to ensure safety, security, and health of its students (ex. student health inspection) and staff.	Measures established to prevent students' and staff exposure to vulnerable situations; Safety and security measures/ emergency medical facilities etc./ procedures adopted; Measures established to address health issues/ sports injuries; first aid provision, emergency procedures/ sick rooms; Fire certificate; Insurance schemes made available; Awareness programmes conducted regarding available security, safety and health measures; Safety, security and health issues addressed; Summary Health inspection reports.
1.22	**Welfare:** Staff and student welfare schemes have been established.	Educational Institution makes available well-maintained welfare facilities and other mechanisms/ schemes for students and staff.	Available welfare facilities (sanitary facilities, cafeteria, transport; staff common room, hostels/ residential facilities); Welfare mechanisms (welfare funds/ associations/ schemes); Records of students and staff used those facilities and mechanisms; Staff and student feedback on available welfare facilities and mechanisms.
1.23	**Grievance Redressal:** Grievances of the students, staff and other stakeholders are promptly and appropriately addressed.	The educational institution has a grievance redressal policy or mechanism/s to respond to the complaints/ grievances received from students, staff and other stakeholders.	Grievance redressal policy; Grievance redressal mechanism (counsellor/ suggestion box etc.); Records of receiving and addressing grievances/ complaints (confidential, make available only for the site visit).

3.2.2. *Criterion 2. Physical Learning Environment and Learner Support*

Scope: The physical learning environment including the layout of classrooms, teaching materials and learning facilities plays a crucial role in shaping students' learning experiences and learning outcomes. A well-maintained safe and secure physical learning environment is expected from an educational institution. Learner support is a critical component of an effective learning environment to ensure individual student success. It covers a wide range of functions including counselling, inclusivity and feedback.

The scope of Criterion 2 is captured by the following standards:

No.	Best Practices	Standard	Examples of Evidence
	Physical Learning Environment		
2.1.	**Physical Infrastructure:** The physical infrastructure used for educational activities is appropriately equipped, suitable and safe for educational purposes.	The educational institution ensures that its staff and students are provided with appropriately equipped physical infrastructure facilities (classrooms, offices, laboratories, and sports and recreational facilities (if relevant) that have been approved as being suitable and safe for educational purposes.	Building approval documents; Inspection records; Building maintenance records; Available fire warning, escape and control measures; drinking water facilities, cafeteria, sanitary facilities, waste management system, hazardous material storage and disposal system (if relevant); List of other available facilities (functional multimedia facilities, equipment and furniture, sports equipment etc.); Relevant procurement documents; Maintenance records of available facilities.
2.2	**Library Resources and Services:** Available library resources are appropriate, adequate, and effectively used for teaching learning purposes.	The educational institution has a central library or classroom-based libraries which have adequate numbers of relevant educational resources (books, magazines, newspapers etc.) or online databases, reading or lending facilities, access to learning resources in other libraries, and trained librarian/s or teachers who provide a friendly service and these facilities are effectively used.	Inventory of library resources (books, magazines etc.) and online databases; List of library staff/ teachers-in-charge of library; List of services provided by the library/ libraries; Membership/ links with other libraries and services secured (if relevant), Regulations on library use; Library use timetable (if any); Records of lending library resources/ online materials.

2.3	**ICT Facilities and Services:** Appropriate access to ICT facilities with technical guidance is available for students and teachers.	The educational institution ensures appropriate access to ICT equipment with internet connectivity, appropriate relevant software, and technical guidance for its students and teachers to develop ICT skills.	Inventory of ICT equipment/ resources; Available software; List of ICT teachers or teachers-in-charge of Computer lab/ technical staff and their qualifications; ICT services provided; Timetable for ICT laboratory usage; Instructions on IT use; Records of guidance provided; Records of purposes of ICT usage.
2.4	**Learning Resources:** Students are provided with adequate access to recommended learning materials, textbooks, digital resources, equipment and supplementary materials, and learning aids.	The educational institution ensures adequacy and equitable access to a diverse range of recommended learning materials including textbooks, digital resources, equipment and instruments to facilitate learning by students with diverse learning styles and preferences and thereby enabling them to achieve the desired/ specified student learning outcomes.	Inventory of learning materials, equipment and instruments/ learning aids; Instruction manuals etc. provided to students; (used in the classroom; discussion with sectional heads; whether made available through digital platform)
	Learner Support		
2.5	**Academic Guidance and Counselling:** Students are provided with a range of support services, including academic advisory and counselling.	The educational institution provides academic guidance and counselling services through trained professionals who maintain the confidentiality of the information and help students progress in their studies.	Facilities available to students seeking academic guidance and counselling; List of academic guides and counsellors and their qualifications/ experience in academic guidance and counselling (or higher education counselling); ToRs of academic guides and counsellors; Records of academic guidance and counselling.
2.6	**Career Awareness and Guidance:** Students are provided with career awareness, guidance and opportunities to improve soft skills.	The educational institution provides its students with awareness, guidance/ advice in identifying suitable careers and opportunities to improve relevant soft skills.	Mechanism/s available (procedure used) for awareness on career opportunities, career guidance and counselling; List of career guides/ counsellors; Records of career awareness/guidance

			and counselling activities conducted; Institutions/ personnel involved; Targeted soft skills; Records on further education/ employment of alumni.
2.7	**Support to Students with special needs/ learning difficulties:** Students with special needs or those facing academic or behavioral challenges are provided with relevant facilities and services to progress in studies.	The educational institution provides an inclusive learning environment with appropriate learning resources and facilities (infrastructure favouring accessibility, brail system, special computer keyboards, audiobooks, special software, dedicated personnel etc.) to students with special needs/ learning difficulties to help them progress in their studies.	List of students with special needs/ learning difficulties; Facilities and services available for students with special needs/ learning difficulties; Records of progress made by students with special needs/ learning difficulties.
2.8	**Facilitating Academic Success:** The performance of students is regularly monitored and required assistance is provided to weak students to complete the enrolled course.	The educational institution records individual student performance during mid-term, identifies poor performers and proactively provide them with necessary assistance to complete the enrolled course.	Database of poor performers; Records of assistance provided; Records of performance of the identified poor performers following the receipt of assistance.

3.2.3. Criterion 3. Curriculum Management

Scope: Curriculum management is characterized among other things, by coherent planning and coordination, effective language policies and programmes, time management, making teaching aids available etc. The goal of curriculum management is to ensure the achievement of desired outcomes by every student. It involves is criterion refers to the diverse aspects involved and procedures adopted by an educational institution to manage the curriculum to provide a quality education.

The scope of Criterion 3 is captured by the following Standards:

No.	Best Practices	Standard	Examples of Evidence
3.1	**Adopting a Recognized Curriculum**: The adopted curriculum is an internationally/ nationally recognized one. Its basic standard requirements on curriculum content have been fulfilled.	The educational institution has adopted a recognized international/ national curriculum, and complied with the basic standards requirements prescribed in the curriculum framework with respect to the main areas of the curriculum content.	Type of the national/ international curriculum/ curricula adopted; Documents on registration/ recognition by the curriculum authority (if relevant); List of implemented curricula and respective basic standards of the curriculum frameworks on main areas of curriculum content specified by relevant curriculum authority/ authorities; Comparison of the prescribed minimum standards of curriculum content with the standards implemented by the school.
	3.2 is Compulsory up to Grade 6		
3.2	**National languages, Religion and History**: Along with the prescribed core subjects (define), the curriculum includes national languages, religion and Sri Lankan history.	The educational institution ensures that in the adopted curriculum, along with the prescribed core subjects, national languages, religion, and Sri Lankan history are included, and makes those subjects compulsory for every Sri Lankan student.	Curriculum showing inclusion of national languages, religion, and Sri Lankan History; Relevant circulars/ guidelines issued; List of qualified subject teachers for national languages, religion and Sri Lankan history; Timetables showing allocation for teaching national languages, religion and Sri Lankan History; Instructions issued to Sri Lankan students regarding these compulsory subjects.

3.3	**Educational Goals of the Curriculum:** The educational goals of the curriculum align with the goals of the institution. Student learning Outcomes (SLOs) of the subjects taught at each grade contribute to achieve the educational goals of the curriculum.	The educational institution ensures that the overall educational goals of the implemented curriculum aligns with the educational goals of the school and that the intended Student Learning Outcomes (SLOs) of each subject at each grade contribute to achieve the overall educational goals of the implemented curriculum.	Comparison of the overall educational goals of the curriculum with the school educational goals; Matrix showing contribution of student learning outcomes of each subject and grade t the overall educational goals of the curriculum.
3.4	**Curriculum Plan:** The curriculum plan shows the scheme for achieving the Student Learning Outcomes of the subjects at each grade.	The educational institution ensures that the curriculum plan is comprehensive and shows the alignment of the learning contents, pedagogical methods, assessment and evaluation strategies with the desired/ specified Student Learning Outcomes of each subject at each grade.	Curriculum plan/s which show the alignment of the learning contents, pedagogical methods, assessment and evaluation strategies with the desired/ specified Student Learning Outcomes of each subject at each grade.
3.5	**Teacher Guides:** Teacher guides that define learning objectives and Student Learning Outcomes (SLOs) are made available to teachers.	Before the commencement of the academic year, the educational institution makes available updated teacher guides/ Teacher instruction manuals for each subject/ grade which specify the relevant learning objectives and respective Student Learning Outcomes (SLOs).	Samples of teacher guides/ instruction manuals depicting the Learning objectives and SLOs; Records of distribution/making available the teacher guides/ Teacher instruction manuals; Records of updating teacher guides/instruction manuals;

3.6	**Teaching Aids and Time:** Teaching aids are made available to teachers and prescribed time duration is allocated for teaching.	The educational institution ensures timely availability and accessibility of Teaching aids (maps, pictures, videos, books flashcards, whiteboards, computers etc. that help to teach), classroom record books etc. appropriate for different grades and subject to the teachers, and allocates prescribed time requirement for teaching the subjects.	List of Teaching aids provided; Records of provision of teaching aids, classroom record books etc.; Appropriateness of teaching aids provided; Compliance of the time allocation in class timetables with the prescribed time allocation for teaching individual subjects.
3.7	**Digital Platform:** A user-friendly digital platform is in place to facilitate online learning, course management, and communication between students and teachers, and between teachers and parents/ guardians.	The educational institution has established an appropriate user-friendly digital platform and provided relevant training to staff and students to facilitate online learning, efficient curriculum management, and academic communication between students and teachers, and between teachers and parents/ guardians.	Type of digital platform used and its features (aspects included); Minutes or records on establishing and maintaining digital platform; Software registration and subscription records (if available); Records of training provided to staff and students; Profile/ CV of the Systems Administrator; User records; Records of communication between students and teachers, and between teachers and parents/ guardians; Feedback from users on digital platform
3.8	**Extra- and Co-curricular programmes:** Students are provided with opportunities and encouraged to engage in extra and Co-curricular activities that enrich their physical fitness, creativity, and promote personality development.	The educational institution ensures that opportunities are made available for students to engage in extra- and co-curricular activities (sports, competitions, exhibitions, debates, aesthetic programmes, societies and clubs, cultural, social service programmes etc.) to facilitate soft skill development, enrich students' physical fitness, creativity, and promote personality development; it encourages student participation at the	List of facilities provided for extra- and co-curricular activities; School Calendar of annual events (extra- and Co-curricular activities/ events); List of societies and clubs; Teachers-in-Charge of different extra- and Co-curricular activities; List of students who participated in different extra- and co-curricular activities during the past three years; Achievement records. List of outstanding performers; Records of recognizing outstanding performers.

		school/ regional/ national level extra-/co-curricular activities/ competitions that contribute to social and cultural enrichment of the educational experience and personality development and rewards/ recognizes the outstanding performers.	

3.2.4. Criterion 4. Teaching - Learning

Scope: The central purpose of teaching is to facilitate learning. It involves creating a conducive learning environment and engaging with learners. Criterion 4 refers to the diverse aspects of teaching–learning that affect the quality of education provision. provide a safe and secure learning environment that serves to protect the best interests of pupils while giving them the opportunity to shape their own futures.

The scope of Criterion 4 is captured by the following standards:

No.	Best Practices	Standard	Examples of Evidence
4.1	**Teaching Standards:** Teacher standards for teaching have been defined and maintained.	The educational institution has clearly defined teacher standards for teaching, made those available to teachers and has established methods to ensure the achievement and maintenance of the defined teacher standards for teaching.	Teacher standards for teaching adopted by the educational institution; Teaching Standards issued to teachers; Internal method/s used to ensure the achievement of teaching standards; Reports and recommendations of the internal monitoring of teaching standards; Modifications made according to the recommendations of the internal monitoring.
4.2	**Lesson plans with clear Learning Outcomes:** In every subject, at every grade, each lesson is well planned and structured to ensure achievement of the established Student Learning Outcomes/ competencies of the respective grade.	The educational institution ensures that the teachers adhere to the planned teaching-learning activities of the lessons to enable the students to achieve the Intended Student Learning Outcomes/ competencies of the subject at the respective grade.	Relevant instructions issued to teachers; Approved lesson plans used by the teachers; Mapping of lesson outcomes with the Student Learning Outcomes of the respective subject and grade; internal supervision reports on the structure of lesson plans and relevance for achieving the intended student learning outcomes; Changes made in the lesson plans based on supervision reports.
4.3	**Use of Technology:** Technology is used for teaching-learning to facilitate development of digital literacy skills and use of digital resources for learning by students.	The educational institution ensures that teachers integrate technology into teaching-learning, and guide the students to improve digital literacy skills and use digital resources and technology for learning.	Relevant instructions issued to teachers; Technology integrated activities in Lesson plans; Records of using technology for learning by students; On-line forums; Internal supervision/ Peer evaluation reports on the use of technology for teaching-learning and use of available resources by students; Samples of student work.

4.4	**Facilitating Individualized learning:** Individualized learning is facilitated by using diverse teaching methods and being flexible to accommodate the learning needs of students.	The educational institution ensures that teachers use diverse/ multiple teaching methods (pedagogical approaches) and make necessary adjustments in the pace of teaching to facilitate the achievement of intended learning outcomes by students with different learning styles and skills.	Relevant instructions issued to teachers; Multiple teaching methodologies used in Lesson plans; Records of adjustments made/ remedial actions taken in teaching-learning to suit individual student needs by the teacher; Internal supervision/ Peer evaluation reports on use of multiple teaching methods; Samples of student work.
4.5	**Student-centered (Active) learning:** Students are actively engaged in the learning process through student-centered learning activities.	The educational institution ensures that teachers use student-centered (active) learning approaches such as discussions, group work, peer interaction/ learning, problem-solving, and hands-on experiences during teaching learning to actively engage students in the learning process.	Relevant instructions issued to teachers; Student-centred learning activities in Lesson plans; Internal supervision/ Peer evaluation reports on the use of student centered-learning activities; Lists of teaching-learning aids used; Samples of student work.
4.6	**Inquiry-Based Learning:** Real-world issues are integrated into learning to promote critical thinking, questioning and problem-solving skills.	The educational institution ensures that teachers integrate activities that require investigating real-world issues into teaching-learning to promote critical thinking, questioning and problem-solving skills in students.	Relevant instructions issued to teachers; Learning activities that involve investigation of real-world issues in Lesson plans; Internal supervision/ Peer evaluation reports on the use of inquiry-based learning activities involving real-world issues; Samples of student work.
4.7	**Optimal use of available Infrastructure, Teaching aids etc.:** Available infrastructure facilities and teaching aids are optimally used for educational purposes.	The educational institution ensures that the teachers make optimal use of the available physical infrastructure, facilities, teaching aids and other resources for teaching purposes.	Relevant instructions issued to teachers; Percentage use of available infrastructure (classrooms, offices, laboratories, and sports and recreational facilities) and teaching aids during the past three years based on records;

4.8	**Effective Classroom Management:** Classrooms are well-managed to create a positive environment that is conducive for learning.	The educational institution ensures that teachers take appropriate actions to manage the classrooms to create a welcoming and well-organized learning environment which is conducive for effective teaching and positively fosters learning.	Relevant instructions issued to teachers; Attractiveness (how to assess objectively?) of the classroom; Suitability of the seating arrangement; Display of learning resources/materials; (how to measure objectively?); Percentage of Student Involvement/ interaction with students; Individual attention; Percentage of time classroom discipline and mutual respect is maintained; Percentage of students paying attention to teaching in the classroom.
4.9	**Professional Learning Community:** A professional learning community is created by facilitating peer mentoring/ support/ collaboration practices among teachers.	Educational institution facilitates peer learning/ peer mentoring/ peer evaluation/ peer supervision/ peer support/ collaboration to create a professional learning community where teachers share best practices, resources and strategies to strengthen teaching practices to facilitate achievement of intended Student Learning outcomes by all students.	Relevant instructions issued to teachers; Facilities provided for peer learning/ peer mentoring/ peer evaluation/ peer supervision/ peer support/ collaboration; List of activities/practices undertaken to share best practices, resources and strategies among teacher community of the school; List of teachers participated; Resultant improvements in achievement of student learning outcomes.
4.10	**Monitoring and Reviewing Teaching-Learning and Assessment strategies:** Teaching learning and assessment strategies are regularly monitored and periodically reviewed to ensure effective learning.	The educational institution ensures that the teaching-learning and assessment strategies and student performance are monitored internally on an annual basis, and based on student performance and in view of emerging technologies/ trends, the teaching learning and assessment strategies and lesson plans are modified as necessary to facilitate the achievement of student learning outcomes.	Method/s used for Internal monitoring/ supervision; Criteria/checklist used for classroom monitoring/ supervision; Schedule of monitoring/ observation/ supervision; Annual reports and recommendations of the internal monitoring/ supervision system/ committee; Changes made to teaching - learning and assessment strategies and lesson plans according to monitoring/ supervision reports and recommendations.

3.2.5. *Criterion 5. Assessment and Evaluation*

Scope: Assessment is a vital component of the teaching-learning process. There are two forms of assessment, viz., formative assessment and summative assessment. In both, it is necessary to adhere to the guidelines and use valid and fair assessment items to facilitate learning. Formative assessments conducted during the learning process provide useful feedback to both teachers and students about the extent to which students have achieved the intended learning outcomes, whereas a summative assessment or evaluation conducted after the completion of a teaching-learning period provides judgmental information about the overall performance of the student during that period.

The scope of Criterion 5 is captured by the following Standards:

No.	Best Practices	Standard	Examples of Evidence
5.1	**Adherence to Assessment Guidelines:** Students' performance is assessed by adhering to the officially recommended assessment guidelines of the taught curriculum.	The educational institution adheres to the assessment circulars, and guidelines officially issued by the relevant authority (example: Ministry of Education and Department of Examination for local curriculum; Guidelines/ circulars issued by respective authorities for international curriculum)	Assessment guidelines/ circulars officially issued by the relevant authority; Assessment and evaluation approaches/ methods used by the educational institution; Reports of internal supervision and external supervision committees on adherence to officially recommended guidelines to assess students by the educational institution.
5.2	**Valid and Fair Assessments:** Classroom-based assessments are valid and fair.	The educational institution ensures that all classroom-based assessments are valid, in line with the published intended learning outcomes, and fair by every student.	Relevant instructions issued to teachers; Comparison of classroom-based assessments with the published intended learning outcomes (validity); List of different assessment methods used (quizzes, MCQs, essays, practical) to facilitate students with diverse skills to exhibit their level of achievement of SLOs (fairness); Assessment methods used for students with learning difficulties (inclusivity).

5.3	(Formative) Assessments integrated into teaching-learning and feedback: Assessments are integrated into teaching-learning to assess the progress of students and provide feedback.	The educational institution ensures that assessments are integrated into teaching-learning in formative (classroom-based, school-based, term tests) assessments, to facilitate students to express their learning, and provide timely feedback to all students and necessary assistance for students with difficulties in demonstrating achieved learning outcomes.	Relevant instructions issued to teachers; Lesson plans showing the use of formative (classroom-based, school-based, term tests) assessments in every subject for every grade; Assessment timetables of each grade for each subject; Collection of assessment items (question banks) used for formative assessments; Results of formative assessments (Records of results of unit tests); Records of feedback given; Records of assistance given to students with difficulties in demonstrating achieved learning outcomes.
	5.4 and 5.5 are compulsory for grade 6 and above		
5.4	**Summative Assessments and follow-up action:** Each students' performance at year-end and national/ international examinations is recorded and analyzed, to track progress over time and take necessary action.	The educational institution conducts year-end examinations to determine the level of performance of students, and maintains a database of individual student's performance to track, analyze, monitor progress and take necessary action to prepare their students for national/ international level examinations.	Year-end examination timetables; Samples of year-end examination papers and respective marking schemes/ model answers; Database on the performance of students at school-based assessments; Analysis reports of individual students' progress over time; Actions taken.
5.5	**Handling Examination Malpractices:** Examination malpractices and violation of examination rules are handled timely according to the established regulations.	The educational institution has established guidelines/ methods to prevent and timely handle (if occurs) examination malpractices (copying, impersonation etc.) and violation of examination rules. It has made the teachers and students aware of those guidelines/ methods and ensured adherence.	Guidelines on preventing and handling examination malpractices; Samples of published documents on prevention of and handling examination malpractices made available to students and staff; Mechanisms in place to handle examination malpractices; Records of disciplinary committee/ any other relevant committee on violations of examination regulations/ examination malpractices.

| 5.6 | **Documentation, Analysis and Confidentiality of Exam Results**: Results are documented accurately and systematically analyzed, while maintaining security and confidentiality of the information. | The educational institution ensures that the results of school-based examinations are documented accurately and analyzed systematically for follow-up action, maintaining security and confidentiality of the information. | Mechanism in place for accurate recording and maintaining confidentiality of the results of school examinations; Records of results analysis and follow-up action. |

3.2.6. Criterion 6. Parent and Community Engagement

Scope: Parent and community engagement in educational institutions is closely linked to better student behavior, higher academic achievement, and enhanced social skills. Furthermore, it benefits the educational institution in diverse ways to improve the learning environment.

The scope of Criterion 6 is captured by the following standards:

	Best Practices	**Standard**	**Examples of Evidence**
6.1	**Parents'/ Guardians' Support to Improve Students' Performance:** Students' learning is supported through collaboration and communication with parents/guardians.	The educational institution has established different platforms to foster collaboration between the school and the parents/ guardians, and regularly commutates with them on the performance of students to secure their assistance to promote/ support children's learning.	Diverse platforms established by the school to communicate with the parents/ guardians; Records of classroom-based meetings/ emails/letters/ other e-communication modalities used to communicate with parents/ guardians; Records od parents" guardians' responses.
6.2	**Parents'/ Guardians' Support to Improve Learning Environment:** Secures assistance from parents/ guardians to improve the learning environment.	The educational institution maintains a registry of parents/ guardians with expertise in diverse fields; communicates with them and secures their assistance to improve/ update educational resources, knowledge base, and welfare activities to create a more conducive learning environment.	Registry of parents/ guardian's expertise; Records of communications made to parents/ guardians regarding required assistance (to improve/ update educational resources, knowledge base, and welfare activities etc.); Records of support extended by the parents/ guardians.
6.3	**Support of Alumni to Improve Learning Environment:** Secures assistance from alumni to improve the learning environment.	The educational institution has established an Alumni network and maintains a registry of alumni with expertise in diverse fields; communicates with them and secures their assistance to improve/ update educational resources, knowledge base, and welfare activities to create a more conducive learning environment.	Records of establishing alumni network; Registry of Alumni expertise; Records of communications made to alumni members regarding required assistance (to improve/ update educational resources, knowledge base, and welfare activities etc.); Records of responses/ support extended by the alumni members.

6.4	**Partnerships with Community:** Build partnerships and support networks with the community for the benefit of the school and its students.	The educational institution engages with the community (in addition to alumni) to build partnerships and support networks for the benefit of the school and its students in terms of improving knowledge base, facilities, resources, welfare, security, health etc.	List of societies/ fora established by community to promote collaboration between the school and the community (in addition to alumni); List of community members (in addition to alumni) who have established partnerships/ support networks with the school; Records of assistance extended by the community (in addition to alumni); Records of activities planned and conducted by the community (in addition to alumni) for the benefit of the school/ students.
6.5	**Benefitting the Community:** Provides facilities for community functions if needed and organizes diverse events/ awareness programmes for the benefit of the community.	The educational institution benefits the community (apart from the alumni) by making available its infrastructure facilities for community functions upon request and organizing useful events/ awareness campaigns.	List of facilities made available for community functions; Records of requests made by the community (excluding alumni) and the responses of the school; Records of events/ awareness campaigns etc. organized by the school for the benefit of the community; Records of appreciations received from the community.
6.6	**Updating the Community:** Keeps the community including alumni informed about initiatives, projects, and decisions, and allows them to participate in those.	The education institution uses clear and efficient communication channels (letters, websites, social media, public meetings. newsletters etc.) to keep the school community including alumni informed about new initiatives, projects, future programmes etc.; and provide opportunities for suitable interested members to participate in/ assist those school endeavors.	Communication channels used by the school to inform the community including alumni; Samples of letters/websites, social media communications, newsletters, meetings etc. used to communicate; Records of school community collaboration/ participation in the initiatives/ projects etc. undertaken by the school.

6.7	**Improving Community Engagement :** Regularly evaluate the effectiveness of community engagement strategies and adjust them based on feedback and outcomes.	The educational institution annually evaluates the effectiveness of parental/ guardian, alumni and community engagement activities based on outcomes and makes necessary modifications.	Annual events/initiatives/ projects/ activities organized by the school that secured > 50% of the targeted parents/ guardians , alumni, community members participation; Types of benefits received by the school from parents/ guardians, alumni, and community members; Modifications made (if any) to the modes of communication/ engagement adopted by the school.

3.2.7. Criterion 7. Innovative and Healthy Practices

Scope: This criterion refers to the best practices that may not have been implemented in some of the schools, but should be promoted to improve the quality of education provision. They may range across the entire spectrum of previously considered six criteria, but grouped under a separate criterion to facilitate identifying more innovative schools.

The scope of Criterion 7 is captured by the following standards:

No.	Best Practices	Standards	Examples of Evidence
7.1	**Promoting Environmental Sustainability:** Develops goals and strategies to promote environmental sustainability.	The educational institution identifies feasible goals, develops relevant strategies. and takes necessary actions to promote environmental sustainability.	Environmental sustainability plan; List of environmental sustainability strategies/ projects; Records of awareness programmes, training sessions, corporate social responsibility projects, exhibitions, camps, competitions etc. conducted.
7.2	**Higher qualifications for teaching Staff:** Teaching staff is encouraged and facilitated to obtain higher qualifications.	The educational institution encourages and facilitates its teaching staff to obtain higher qualifications	Types of facilitation provided; Documents issued to teaching staff encouraging professional development; Sample of the teaching staff performance appraisal form (obtaining higher education qualification as a criterion); Requests made by the teaching staff seeking facilitation for higher education; List of teaching staff provided with facilities for higher education.
7.3	**Professional/ Job-related Skills for Administrative Staff:** Administrative staff is encouraged and facilitated to improve their skills in school management, maintenance, financial management, record-keeping, site management etc.	The educational institution encourages its administrative staff to improve their job- related skills and facilitate obtaining required on-the-job training opportunities.	Documents issued to administrative staff encouraging job-related skill development; Types of facilitation provided; Sample of the administrative staff performance appraisal form (obtaining job-related skills as a criterion); Requests made by the administrative staff seeking facilitation for job-related training; List of administrative staff provided with facilities for job-related skill development.

7.4	**Provision of Student Learning Outcomes and Subject Outline (content)**: The Intended Student Learning Outcomes (competencies) of each subject and respective subject outline (content) are made available to students in advance.	The education institution ensures that every teacher presents the list of intended Student Learning Outcomes (competencies) of the subject they teach and the respective subject outline (content) on the first day of teaching the subject.	Relevant Instructions issued to teachers; Records of Subject introduction session; Subject introduction Handouts; Relevant LMS records; Website.

Chapter Four

Self-Evaluation Report (SER) Preparation

Self-evaluation is the most effective way for an educational institution to reflect on the strengths and weaknesses of its management, learning environment, curriculum, teaching learning and assessment, and community interactions involved in its education provision. It helps identify the extent to which the mission and academic goals of the institution have been achieved and the changes required to accomplish those.

Self-Evaluation Report (SER) is a document prepared by an educational institution reflecting its self-assessment of the best practices adopted institution-wide to ensure the quality of its education provision. When assessing the quality of education, it is the main point of reference used by an external review panel to obtain a prior understanding of the educational institution and the best practices adopted. Thus, in quality assurance, the SER becomes the primary and key document used by an educational institution as well as an external review panel.

4.1. Purpose and Scope of the Self-Evaluation Report (SER)

The main purpose of preparing a SER is to provide a clear and convincing account of the effectiveness of the institution-wide adopted best practices to achieve the claimed quality of its education provision.

To ensure transparency, the education institution and the review panel should focus on the same best practices during the review process. Thus, the SER should be prepared based on pre-approved criteria, best practices and corresponding standards. The quality assessment structure described in Chapter Three of this manual elaborates on the Criteria, Best Practices (BPs) and Standards (STDs) approved by the MoE for assessing the quality of education provision of ISs and PSs. Therefore, the ISs and PSs that intend to subject their education provision to quality assessment under the MoE should ensure that the scope of the SER includes the best practices and corresponding standards of the below listed seven criteria of the approved Quality Assessment Structure:

1. Governance and Management
2. Physical Learning Environment and Learner Support
3. Curriculum Management
4. Teaching – Learning
5. Assessment and Evaluation
6. Parent and Community Engagement
7. Innovative and Healthy Practices

The SER should reveal the following:

i). Degree of internalization of relevant best practices and achievement of corresponding standards during the period under review

The SER should use clear and concise (not verbose) statements to describe the extent to which each of the relevant best practices has been adopted for all relevant grades/personnel of the institution and the level of achievement of the corresponding standards during the period under review. These statements are called the ***Claims of Compliance*** or ***Statements of Claim.***

ii). Recorded evidence to support the Claims of Compliance

Quality assurance is evidence-based. Hence, substantiating each claim of compliance with relevant recorded evidence is essential to convince the review panel of the accuracy of the claim. **Claims of compliance not supported by recorded evidence will not be considered by the review panel.** Therefore, it is the responsibility of the education institution to make all relevant sources of non-confidential records that demonstrate the internalization of best practices/ achievement of standards available to the SER preparation team (appointed as described in section 4.2.1). Chapter Three of this Manual provides examples of sources of evidence relevant to each standard. As stated previously, the given examples of evidence in Chapter Three are merely examples, not prescriptions. There could be different pieces of relevant evidence in some educational institutions. The sources of recorded evidence available at the institution may be paper-based or electronic.

iii). Accurate Information regarding recently made changes for which evidence for the whole period under review may not be available

In any educational institution there may be best practices or changes that have been introduced recently and therefore may not have records of internalizing those during the whole period under review (past three years). Under such situations, the educational institution should indicate the reasons for not having relevant evidence, the method used to internalize the BP/ reasons for introducing the change and the expected outcome/s of the internalized BP/ changes. Such information regarding recently made changes can be included in the introduction section.

4.2. Process of Preparing a Self-Evaluation Report

Preparing a SER involves a series of steps that require time to complete. Hence, it is necessary to commence preparation of the SER about 4-6 months before the intended submission for review. The steps involved are as follows:

1. Appointment of a SER Writer Team (SERWT) and a Supporting Team (ST)

2. Identification of working teams, defining Tasks and Timelines

3. Selecting a Person in Charge (PiC) for each criterion-based ST, collecting relevant records and other evidence and compiling those in the order of standards

4. Conducting an in-depth analysis of collected records/ evidence and determine the degree

of institution-wide internalization of each best practice during the period under review.

5. Clearly describing the findings (writing Claims of compliance) of the analysis and citing relevant evidence with appropriate titles for each Claim of Compliance

6 Preparing the SER adhering to the guidelines given in section 4.2.6. of this manual. Annexing copies of supporting evidence.

7. Submitting the SER with copies of supporting evidence to the CEO/ Principal or Board of Management according to the official protocol of the institution, for scrutiny.

8. Upon approval, submitting the SER and annexures to the Administrative unit of the MoE at least two months before the intended review.

More details of the steps 1, 2, 3, 4, 5 and 6 are given in sections 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5 and 4.2.6.

4.2.1. Appointment of a SER Writer Team (SERWT) and a Supporting Team (ST)

Undoubtedly, all members of an educational institution and its associated community are directly or indirectly involved in implementing the best practices to achieve the intended quality of education provision. Preparation of an SER clearly describing the effectiveness of the best practices implemented in all relevant grades/ personnel to achieve the claimed quality of education during the period under review with supporting evidence is a professional activity. Therefore, it is the responsibility of the CEO/Principal or Board of Management of the educational institution to appoint suitable members of staff representing all grades/ sections, and having knowledge and experience in one or more of the seven criteria of the quality assessment structure, and considerable language proficiency, to the SERWT. The Chairperson of the Internal Quality Assurance Unit (IQAU) of the educational institution should be included as a member of the SERWT because the SER should be prepared in consultation with the IQAU. One member of the SERWT should be appointed as the Leader to guide and coordinate SER preparation.

In addition, the institution should appoint a Supporting Team (ST) to locate, collect and compile required evidence (records and other information) to be considered to prepare the SER. The ST should comprise representative members of the teaching staff, non-teaching staff (administrative staff, technical staff etc.), and the student body. In this manner, the entire school community will be involved in the self-evaluation process, become aware of the strengths and weaknesses, and contribute to SER preparation.

The Leader of the SERWT will be responsible for the following:

    i. Guide, coordinate and monitor the progress of the SERWT;

    ii. Organize meetings of the SERWT with the ST at regular intervals;

    iii. Monitor the progress of the criterion-based ST groups and provide necessary assistance to secure required records and information;

iv.   In consultation with the SERWT, write Section 1 of the SER adhering to the guidelines given in Section 4.3 of this Chapter;

v.   In consultation with the SERWT and relevant Criterion-based ST group, conduct an in-depth analysis of the records and other information compiled by the respective criterion-based ST group, and determine the degree of institution-wide internalization of BPs and the rate of achieving the corresponding STDs during the period under review;

vi.   According to the results of the in-depth analysis, draft **Claims of Compliance** for each standard and list the most important evidence for each standard. If additional information or records are required, inform and assist the respective criterion-based ST group to secure those;

vii.   In consultation with the SERWT, prepare Sections 2 and 3 of the SER adhering to the guidelines given in section 4.3 of this Chapter;

viii.   Refine the SER and submit it to the CEO/ Principal or Board of Management as per the protocol of the institution, for approval;

ix.   Maintain records of the meetings, workshops and other activities organized for SER preparation with the support of the SERWT.

4.2.2. Identification of Working Teams, Defining Tasks and Timeline

The appointed members of the SERWT and the ST should carefully read Chapter Three of this manual and understand the Scope of each Criterion, relevant BPs for which institution-wide internalization is expected and the desired minimum levels of internalization (Standards), before embarking on SER preparation.

With that knowledge, the members of the SERWT and ST should conduct a meeting to prepare a complete list of tasks involved in the preparation of the SER. They should then organize the identified tasks in a logical sequence, identify the required number of personnel and time to complete each task, establish timelines to complete the tasks and prepare the SER.

Once the tasks and timelines are agreed upon, the two teams should discuss and identify suitable members for the different tasks involved (Working Teams - WT). Next, the ST should be divided into seven criterion-based ST groups by allocating adequate numbers of WT members for each identified task in a criterion. It is judicious to consider the number of standards in each criterion and the volume of tasks involved (based on the number of standards in the criterion) when allocating WT members to each criterion-based ST group. Including a member of the SERWT in each criterion-based ST group is encouraged to facilitate two-way communication between the criterion-based ST and SERWT.

4.2.3. Selecting a Person in Charge (PiC) for each criterion-based ST, collecting records and other evidence and Organizing those in the order of the standards

Members of each Criterion-based ST group are responsible for

   i.   Collecting records and other evidence relevant to institution-wide internalization of each BP and achieving the respective standard of the assigned criterion

   ii. Organizing the collected information and records standard-wise, and submitting them to the person assigned for the purpose

   iii. Discuss within the criterion-based ST group regarding the collected information/ records, progress made, obstacles faced, potential ways of overcoming those etc.

   iv. Completing the assigned tasks on time

   v.   Participating in the discussions with the SERWT leader as requested, for in-depth analysis of the collected information and records.

Each criterion-based ST group needs to select a Person-in-Charge (PiC) to coordinate the activities of the ST group.

Responsibilities of the PiC of a criterion-based ST group are listed below:

   i.   In consultation with the criterion-based ST group members, identify and prepare a list of the most suitable pieces of information or records that reflect the degree of internalization of each relevant BP and achievement of corresponding Std, sources of listed records or information, and ways of collecting the required records or information.

   ii. Communicate with SERWT leader to secure access to required records or information from relevant authorities or sources,

   iii. Hold discussions with relevant stakeholders to secure information,

   iv. Sort out unforeseen problems faced by the criterion-based ST group members in securing required records or information by discussing with the SERWT leader,

   v.   Coordinate and monitor the tasks carried out by different members of the ST group to ensure timely completion of the assigned tasks,

   vi. Compilation of the records and other information collected by members of the criterion-based ST group, systematically (information/record type-wise and year-wise) under relevant standards,

   vii. Submission of the systematically compiled records and other information to the SERWT leader,

   viii. Maintain records of criterion-based ST group meetings and submit them to the SERWT leader,

ix.   Report the progress of the activities assigned to the criterion-based ST group to the SERWT leader, and participate in the meetings.

4.2.4. In-depth analysis of collected records and information relevant to each Standard, and determine the degree of institution-wide internalization of the Best Practice/ rate of achieving the Standard during the period under Review

The leader of the SERWT should organize meetings of the SERWT with each criterion-based ST group to conduct an in-depth analysis of the collected records and other information relevant to the STDs of the respective criterion. The SERWT and respective criterion-based ST group should examine the sets of records and information collected on each Std for the following:

a). Whether the collected records or information reflect the institution-wide internalization of the best practice?

b). If yes, whether the records or information are available for the entire period under review?

c). If the answer is 'No' for both above questions, in what grades/for which categories of personnel, and for how many months or years the best practice has been adopted for the respective grades/ personnel?

Based on the findings, the SERWT and criterion-based ST group should collectively determine the degree of institution-wide internalization of each BP or rate of achieving each Std during the period under review.

The SEWRT should write down the conclusions reached regarding the degree of internalization of each BP or rate of achieving each Std and the corresponding evidence.

4.2.5. Formulating Claims of Compliance and Citing appropriately titled Relevant Evidence

This is one of the main responsibilities of the SERWT. The SERWT should clearly describe the meaningful conclusions made from an in-depth analysis of records and other information regarding the degree of institution-wide internalization of each BP or the rate of achieving the respective STD during the period under review. **This description is called the Claim of Compliance or Statements of Claim.** The drafted claims of compliance should be refined to make them concise without losing clarity and meaning and included in the SER adhering to the guidelines in section 4.6.

The critical records and information that reflect the degree of internalization of the BPs and achieving the STDs during the period under review should be **cited as evidence for the Claims of Compliance with the respective STDs. The original evidence may be paper-based or electronic.**

Citing the evidence in the same order as those mentioned in the Claim of Compliance is encouraged to enhance clarity.

When citing evidence, shortening the Title of some evidence helps make the SER concise.

Example: Title of Evidence for Standard 1.4

Strategic plan for the next 3 -5 years highlighting the incorporated findings of needs assessment and a well-defined action plan for achieving the goals and educational values of the school
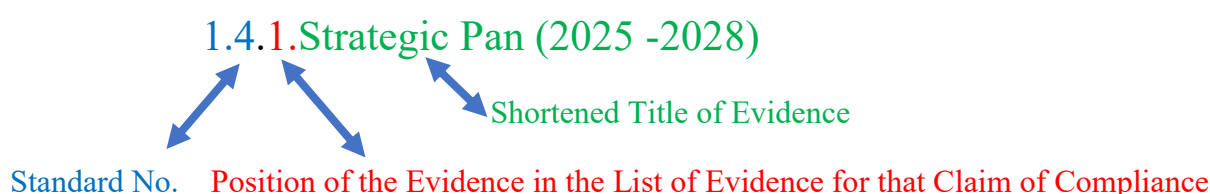
Shortened Title - Strategic Plan (2025-2028)

Indicating the standard number and the position of the evidence in the list of evidence for the claim of compliance, preceding the title of the evidence helps avoid mixing up the pieces of evidence among standards.

Example:

Strategic Plan (2025 – 2028) is the shortened Title of evidence for Standard no 1.4.

If the Strategic Plan is listed as the first evidence for the Claim of compliance with STD 1.4, it should be mentioned as follows:

Accordingly, if the Strategic Plan is listed as the third evidence for the Claim of compliance with STD 1.4, It should be mentioned as 1.4.3. Strategic Plan (2025- 2028).

Depending on the order of this evidence in the list of evidence for the claim of compliance with STD 1.4, the number preceding the title could vary from

1.4.1. Strategic Pan (2025 -2028) to 1.4.n. Strategic Plan (2025- 2028)

There could be instances where the same record/ information provides evidence of the achievement of different standards. In such situations, relevant pages/ sections of the evidence under the respective standard should be indicated.

Example: Different pages of Annual Reports of the past three years provide evidence for the Claims of compliance with

Standard 1.5 on Resource Allocation,

Standard 1.6 on Progress Monitoring of Strategic Plan Implementation, and

Standard 4.10 on Monitoring & Reviewing Teaching Learning & Assessment Strategies

If the Annual Report is listed as 1st, 4th and 3rd evidence to support claims of compliance for

STDs 1.5, 1.6 and 4.10, it should be cited as follows under respective standards:

1.5.1. Annual Reports 2021(page), 2022(page..), 2023(page-);

1.6.4. Annual Reports 2021(page..), 2022(page..), 2023(page-);

4.10.3. Annual Reports 2021(page..), 2022(page..), 2023(page-)

The SERWT should label the files containing the original evidence with the respective titles, to facilitate identification. Copies of the original evidence should be labelled with the same titles.

The labelled files containing relevant evidence (originals and copies separately) should be arranged in the same order as the standards under different criteria.

Original pieces of evidence arranged in the order of the standards under different criteria should be kept at the institution in a suitable place to be made available for inspection by the review panel during the site visit.

Copies of relevant evidence should be submitted attached to the SER.

4.2.6. Preparing the SER in adherence to the guidelines. Annexing copies of supporting evidence

Section 4.3 presents the specific guidelines and format for preparing SERs by the ISs and PSs that intend to assess the quality of their education provision under the MoE.

ISs and PSs must ensure that the SERWT follows these guidelines when preparing the SER.

The SERs prepared in contravention of these guidelines will be rejected and returned to the respective IS or PS for re-submission.

4.3. Guidelines for Preparing a Self-Evaluation Report

The content of the SER should be self-explanatory and readily understandable to the reviewers. There should not be a need for the review panel to request further clarification of the content. To make the SER readily understandable, the SERWT should use clear statements and avoid vague statements.

The SER should be concise. This can be achieved by using short straight statements and avoiding lengthy statements and unnecessary adjectives, adverbs, glorifying phrases etc.

The Claims of Compliance (Statements of Claim) that describe the degree of internalization of BPs and achievement of STDs should be written after an in-depth analysis of the available evidence.

All claims of compliance statements should be truthful. All claims of compliance should be supported by citing relevant evidence. Claims of Compliance without citing relevant evidence, or evidence that has no clear association with the Claim of Compliance should not be included.

4.4. Format of the SER

The SER should comprise the following three sections:

>   Section 1. Introduction to the Educational Institution

>   Section 2. Compliance with the Criteria and Standards

>   Section 3. Summary

The contents required in each section are outlined below.

Section 1. Introduction to the Educational Institution

This section should provide a clear understanding of the functional status of the educational institution to the review panel. To achieve this purpose, the introduction should provide an overview of the institution including the following information with supporting evidence.

   a.   Vision, mission and goals/ objectives of the educational institution;

   b.   Initial establishment, location and associated legal aspects;

   c.   Major developmental milestones since initial establishment;

   d.   Management structure (Organizational structure);

   e.   Curriculum/s offered and targeted international/ national examinations;

   f.   Grades and Classes, Numbers of Students admitted and completed during the period under review;

   g.   Numbers of the teaching, administrative and non-teaching staff;

   h.   Available physical infrastructure, learning resources and facilities, student support;

   i.   Achievements made/ awards received during the period under review;

   j.   Major changes initiated/ implemented during the period under review and their effects.

   k.   SWOT analysis of the institution and its education provision;

   l.   Procedure adopted to prepare the SER.

Some of the above information may be summarized in tabular or graphic forms and attached as supporting documents.

All supporting documents for Section 1 should be organized in the same order as those mentioned in the introduction section and attached as Annexure 1 of the SER.

Section 2. Compliance with the Standards of Criteria

This is the most important section. It should provide clear and concise statements on the extent to which the educational institution has internalized each relevant BP and achieved the specified Standard (Claims of Compliance) of the seven criteria presented in Chapter Three of this manual.

This section should be structured as seven sub-sections under the seven criteria in the same order as in the manual.

Each sub-section should be prepared in tabular form using the template given in Table 4.1.

Column 01 of the Table should mention the Standard number as indicated in the manual.

Column 02 should include the Claims of Compliance (Statements of Claim) formulated during step 5 of the SER preparation process described under section 4.2.5.

Column 03 should include the selected titles of cited evidence supporting the claim of compliance for each standard. Section 4.2.5 of the manual describes the method of assigning titles and numbers to the evidence.

It is advisable to select the most critical records or information that reflect the degree of internalization of a best practice or the rate of achievement of the corresponding standard to cite as supporting evidence.

Wherever possible, include summarized statistical or illustrative information as evidence to make the SER concise and save the time required for reviewing.

Only authentic records or information should be used as supporting evidence.

The copies of all cited supporting evidence of the relevant standards of the seven criteria should be compiled in the order of the Standards under each criterion and attached as Annexure 2 of the SER. Originals of evidence should be arranged in the same order and kept at the institution in a suitable secure place for inspection by the review panel during the site visit.

Table 4.1. Template for Describing Compliance with the Standards

Criterion …………………….

Col. 01 **Standard** **Number**	*Col. 02* **Claim of Compliance (Degree of Internalization of the Best Practice and Achievement of the Standard)**	*Col. 03* **Recorded Evidence to Support the Claim**

Below indicated is an example of describing compliance with Standard number 4.1.

Example of Describing Compliance with The Standards

Criterion: Teaching and Learning

Std No.	Claim of Compliance	Evidence to Support the Claim
4.1	Teacher Standards adopted by the school are issued to every newly recruited teacher with a letter of appointment and emphasized during induction. The results of annual peer evaluation focusing on teaching standards, and Teacher evaluation by students are used by the School Board to monitor adherence to teaching standards by every teacher. Below-standard teachers are provided with mentor support.	4.1.1. School Teaching Standards 4.1.2. Teaching Standards samples issued to teachers 4.1.3. Induction programme agenda 4.1.4. Peer Evaluation Form 4.1.5. Teacher evaluation form 4.1.6. School Board Minutes 4.1.7. Teachers received Mentor Support
4.2		

Section 3. Summary

Summaries of the meaningful conclusions drawn from an in-depth analysis of all evidence considered under each criterion should be presented in separate criterion-based paragraphs in this section. The summary of the SER should convey to the review panel the effectiveness of the ways in which the IS or PS discharges its responsibility for providing quality education by achieving the standards of the best practices prescribed under seven criteria. It should also indicate the deficiencies or gaps identified and the actions taken or planned to undertake to address those. Table 4.2 presents the template for preparing Section 3.

Table 4.2. Template for Section 3 Summary

Section 3. Summary

Criterion Number	Summary
1	
2	
3	
4	
5	
6	
7	

4.5. Length of the SER

The SER should be concise and easily readable. SERs that are too lengthy may cause difficulties in reading at a stretch and comprehension. Therefore, the below indicated word limits are recommended.

These word limits apply only to the main text of the SER. Annexures 1 and 2 are excluded.

Education Institutions having classes from Grades 1-5   2500 words

Education Institutions having classes from Grades 6 to 11 or 13   5000 words

Education Institutions having classes from Grades 1 to 11 or 13   7500 words

The SER should be typed on A-4 size pages, using Times New Roman 12-point font size with 1.5-line space.

Chapter Five

Assessment of the Quality of Education Provision of an Educational Institution Using the Quality Assessment Structure

This chapter describes the procedure to be followed when assessing an educational institution's quality of education provision using the quality assessment structure described in Chapter Three. This description will be useful for the review panel members to ascertain the quality of education provided by an educational institution under review. It will be equally useful for educational institutions to become aware of the quality of their education provision when preparing the Self-Evaluation Report (SER).

5.1. Quality Assessment Procedure

Assessment of the quality of education should be done based on the "Evidence' provided in the 'SER' submitted by the educational institution under review, as ascertained during the site visit. As explained in Chapter Four, the educational institution needs to prepare a 'Self-Evaluation Report' (SER), based on the Quality Assessment Structure, indicating the levels of achievement of the 'Standards' in the relevant 'Best Practices' adopted by it with supporting Evidence. The quality assessment procedure comprises the below-described series of steps.

5.1.1. Step 1: Determine the Level of Internalization of a Best Practice and Achievement of the Standard

Carefully read each of the descriptions (claims of compliance) made by the educational institution in its SER relating to the internalization of a Best Practice (BP) or achievement of the relevant Standard with the corresponding supporting evidence provided.
See whether:
- a). the description (claim of compliance) has addressed the relevant best practice/s of the Standard,
- b). the evidence provided is relevant to the statement of claim or not;
- c). if relevant, whether the evidence represents the adoption of the relevant BP in all relevant grades (Primary/ Lower secondary/Upper secondary) or personnel for the required duration (past three years) or not;
- d). If the evidence represents the adoption of the relevant BP in all relevant grades or personnel for the required duration, whether there are issues regarding a few or most of the provided evidence.

5.1.2. Step 2. Assigning 'Raw Standard-wise Score (RSwS)

According to the findings made in step 1, decide on the degree of achievement of the Standard and assign a suitable score to the respective Standard adhering to the 'Score Guide' given in Table 5.1.
The Score assigned to each Standard in this manner is called the **'Raw Standard-wise Score'**.

Table 5.1. Score Guide for Each Standard

Finding from Step 1 regarding the Relevance and Adequacy of the provided Evidence to the Statement of Claim	Decision on the Degree of Achievement of the Standard	Raw Standard-wise Score (RSwS)
The **description (statement of claim) does not address** the Best practices mentioned in the standard statement	Inadequate	0
The description addresses the best practices mentioned in the standard statement, but **No relevant evidence has been provided**	Inadequate	0
The description addresses the best practices mentioned in the standard statement, but **Very few relevant evidence have been provided**	Barely adequate	1
The description addresses the best practices mentioned in the standard statement and relevant evidence has been provided, **but there are Major issues/ concerns regarding most of the evidence provided**	Barely adequate	1
The description addresses the best practices mentioned in the standard statement, and relevant evidence has been provided, **but,** there are **few issues** regarding some of the evidence provided	Adequate	2
The description addresses the best practices mentioned in the standard statement, and **All** relevant evidence has been provided and there are **No** issues regarding the evidence provided	Good	3

Please note that only the relevant Standards should be considered for assigning the Raw Standard-wise Scores. The relevant Standards for educational institutions offering education to different grades are indicated in Table 5.2.

Table 5.2. Standards Relevant for Reviewing Educational Institutions Offering Education to Different Grades

Grades to which Education is Provided by the Institution	Standards to be Considered for Review	Total Number of Standards to be considered for Review
Grades 1 – 11	All standards	66
Grades 1-13	All standards	66
Grades 6 – 12 or 13	All standards except the Standard 3.2	65
Grades 1 - 5	All standards except the Standards 5.4 and 5.5	64

5.1.3. Step 3. Calculating the Raw Criterion-wise Scores (*RCwSs*)

To calculate the Raw Criterion-wise Score, the Raw Standard-wise scores (RSwS) gained by all the Standards considered for review in that criterion should be added together.

Raw Criterion-wise Score = Sum total of the Raw Standard-wise scores gained by each standard considered for review in the respective criterion

Calculation of Raw Criterion-wise Scores of Criterion 5 when reviewing an educational institution providing education from grades 1 to 13 and an educational institution providing only primary education is shown in Example 5.1 using hypothetical values of RSwSs.

Example 5.1. Calculating the Raw Criterion-wise Scores of Criterion 5 using hypothetical values of RSwSs for an Educational Institution Providing Education from Grades 1 to 13, and for an Educational Institution Providing Only Primary Education

Standard Number	Hypothetical values of RSwSs of Educational Institution providing education from grades 1 - 13	Hypothetical values of RSwSs of the Educational Institution providing only Primary education
5.1	*2*	*1*
5.2	*1*	*2*
5.3	*2*	*3*
5.4	*3*	*Not applicable*
5.5	*2*	*Not Applicable*
5.6	*2*	*0*
Raw Criterion-wise Score (RCwS) of Standards Considered for Review	*12*	*6*

5.1.4. Step 4. Deriving the Percentage Criterion-wise Score (CwS%)

To derive the CwS%, it is necessary to compute the Maximum Possible Raw Standard-wise Score (MRSwS) of the Criterion and the number of standards considered for review under that criterion. MRCwS is calculated by multiplying the number of Standards considered for review in that criterion with the maximum possible MRSwS of any standard.

According to the Score Guide given in Table 5.1, The MRSwS of any standard is 3.

In the two educational institutions used in the previous example for calculating RCwSs, the number of Standards considered for review in Criterion 5 for an educational institution providing education from grades 1 to 13 is 6, while that for an educational institution providing only primary education is 4.

Accordingly,

Maximum Possible Raw Criterion-wise Score of Criterion 5 for the educational institution providing education from grades 1 to 13 = 3*6 = 18

Maximum Possible Raw Criterion-wise Score of Criterion 5 for the educational institution providing only primary education = 3*4 = 12

Next the 'Raw Criterion-wise Score' is converted to a 'Percentage Criterion-wise Score' using the following formula:

Percentage Criterion-wise Score = (Raw Criterion-wise Score gained from the Standards considered for review under respective Criterion/ Maximum possible Raw Criterion-wise Score from the Standards considered for review under that Criterion) * 100

Accordingly, t*he Percentage Criterion-wise Score of the two educational institutions considered in Example 5.1 will be derived as follows:*

Percentage Criterion-wise Score of the educational institution providing education from grades 1 to 13 = (12/18) 100 = 66.7%

Percentage Criterion-wise Score of the educational institution providing only primary education = (6/12) *100 = 50%

5.1.5. Step 5. Calculating the Overall Percentage Score (OPS%) of an Educational Institution

The overall percentage Score of an educational institution is the value of the total scores gained from the standards considered for review in all seven criteria as a percentage of the maximum possible scores from the standards considered for review in seven criteria. The following formula is used to calculate this value:

*Overall Percentage Score of an educational institution = (Sum total of the Raw Criterion-wise Scores from the Standards considered for review in seven criteria / Sum total of the Maximum Possible Raw Criterion-wise Scores from all the Standards considered for review in seven criteria) *100*

RCwSs from the standards considered for review under each of the seven Criteria have been computed in Step 3. Sum total of the RCwSs of the Seven Criteria is calculated by adding those values.

MRCwSs from the Standards considered for review under each of the seven criteria have been calculated in step 4. Sum total of the MRCwS of all the Standards considered for review is computed by adding those values.

Calculating the sum total of RCwSs and the sum total of MRCwSs of the standards considered for review in seven criteria of an educational institution providing education from Grades 1 to 13 and in an educational institution providing only primary education using hypothetical values is shown in Example 5.2.

Example 5.2. Computing the Sum total of Raw Criterion-wise Scores (hypothetical values) and the Maximum Raw Criterion-wise Scores of Standards considered for Review in two Educational Institutions

Criterion	Educational Institution providing education from Grades 1 - 13			Educational Institution providing primary education		
	Number of Standards Considered for Review	MRCwS	*Hypothetical values of RCwS*	Number of Standards Considered for Review	MRCwS	*Hypothetical values of RCwS*
Governance & Management	23	69	*48*	23	69	*49*
Physical Learning Environment and Learner Support	08	24	*18*	08	24	*19*
Curriculum Management	08	24	*20*	08	24	*20*
Teaching - Learning	10	30	*20*	10	30	*22*
Assessment & Evaluation	06	18	*12*	04	12	*06*
Parent & Community Engagement	07	21	*14*	07	21	*18*
Innovative and Healthy Practices	06	18	*06*	06	18	*10*
Sum Total	**68**	**204**	*138*	**66**	**198**	*145*

Accordingly,

Overall Percentage Score of the educational institution providing education from grades 1 to 13 = (138/204) *100 = 67.6%

Overall Percentage Score of the educational institution providing only primary education = (145/198) *100 = 73.2%

5.2. Assigning a Grade reflecting the Quality of Education in an educational institution

Assigning a deserving Grade to the educational institution reflecting its quality of education provision is the responsibility of the external review panel. This grade will be informed to the educational institution and upon acceptance it will be made available in the public domain of the administrative entity. Hence the reviewers must be highly objective in assessing the quality based on the SER and associated evidence, and impartial when assigning scores to the standards.

To assign a grade that reflects the quality of education provision in an educational institution, it is necessary to consider the overall percentage score as well as the percentage scores of individual criteria. This approach makes it possible for the review panel to specify the strengths and weaknesses of each criterion and make suggestions/ recommendations for further improvement of specific best practices. Table 5.3 presents the conditions to be considered when assigning a grade to reflect the quality of an educational institution.

Table 5.3 Grading the Quality of Education in an Educational Institution

Overall Percentage Score of the Educational Institution	Maximum Number of Criteria with a Percentage Criterion-wise Score below 50%	Grade
90-100	0	A
80 - 89	0	A-
70-79	1	B+
60-69	1	B
50-59	1	B-
40 - 49	2	C+
30-39	3	C
20 - 29		C-
0 -19		D

Any educational institution which secures an overall percentage score below 40% and has more than 3 Criteria with a Percentage Criterion-wise Score Below 50% should be recommended to improve the specific (weak) best practices and resubmit a revised SER with evidence for re-review within a period of two years.

If the educational institution is found to have failed to abide by the recommendations/ suggestions for improving its quality of education in the next review, the MoE will take appropriate action.

Chapter Six

Selection and Training of Reviewers, Review Panel, Review Visit, and Review Report

Reviewers play an important role in assessing the quality of education an educational institution provides. The knowledge, experience, and professional conduct of the review panel members are critical for an impartial and transparent review. It is equally important that both reviewers and school administrators understand each other's roles and responsibilities to ensure a smooth and timely review process, free from disruptions or conflicts. This chapter provides comprehensive guidance on the selection and training of reviewers, composition of the review panel, reviewer profile, reviewer conduct, review visit, and review report.

6.1. Selection and Training of Educators and Administrators to Serve as Reviewers

This is one of the responsibilities of the Administrative Unit for Quality Assessment and Accreditation (QAA) of ISs and PSs of the Ministry of Education. Due to the significant role the reviewers play in the accuracy of the review judgement, it is important to select suitable individuals to be trained to serve as reviewers.

6.1.1. Criteria for Selecting Educators or Officials to be trained as Reviewers

The Administrative unit of the Quality Assurance and Accreditation (QAA) of the ISs and PSs of the MoE needs to call for applications from interested qualified educators and administrators (including retired educators) with distinguished careers and remain active in educational/ quality assurance activities to serve as reviewers. The following criteria will be used to select the suitable individuals to be trained as reviewers:

- A Master of Education (MEd) or higher professional-pedagogical qualification, with at least 10 years of experience in school education.

- A broad understanding of primary/secondary school education

- Active involvement in state and or non-state primary or secondary school teaching and/or administration.

- Participation in internal quality monitoring activities.

- Prior training as a reviewer is preferred, but not mandatory.

6.1.2. Training of Reviewers

Reviewers should have a sound understanding and appreciation of quality assurance activities, the ISs and PSs, the purpose and procedure of reviews, and preferably some experience in assessing the quality of education. They should be competent, impartial, objective, and conduct themselves professionally during the review process as their judgment will influence the accuracy of a review outcome. Therefore, Once a sufficient number of qualified educators and administrators are selected, they should be made aware of and trained on the following:

a). Objectives of quality assessment (review) of education provision of ISs/ PSs.

b) Quality assessment (review) process and objective, unbiased reviewing.

c). Responsibilities of the Review Chair and members of the Review Panel

d). Code of conduct for reviewers

e). Review report format and submission process.

More reviewers need to be trained on these aspects as and when required to establish a 'Pool of trained reviewers' that serves as the External Quality Assurance Unit (EQAU) of the Quality Assurance System for ISs and PSs.

From this pool, the members acceptable to the IS or PS to be reviewed will be assigned by the Administrative Unit of the QAA, to serve as members of the review panel for the respective IS or PS. They should be required to sign a self-declaration of non-involvement with the assigned IS/ PS to avoid potential conflict of interest. It is more effective to provide additional pre-review refresher training to the assigned members of the review panels before the site visit.

6.2. Composition of the Review Panel

The review panel should consist of a minimum of three members who collectively possess sufficient expertise. It is recommended to include at least one member with expertise in general business management, and relevant laws and regulations (Business and Education). Ensuring adequate gender representation is encouraged. The Administrative unit of the QAA of the ISs and PSs needs to appoint the Review Chair from among the members selected for the review panel.

6.3. Profile of Reviewers

The credibility of the review process depends largely on the qualities and conduct of the reviewers. Their professionalism and integrity are vital to the success of the external review. Reviewers should be knowledgeable, constructive, and advocate for fostering a quality culture in the school. The expected attributes of reviewers are detailed below:

A high level of achievement in teaching or administration.

Strong professional integrity.

An enquiring disposition.

The ability to work effectively as part of a team.

The capacity to assimilate and analyze large amounts of diverse information.

Ability to make appropriate unbiased, impartial judgments without prejudice.

A high standard of oral and written communication.

Good individual time management skills.

Experience in school quality assurance, and awareness of the quality assurance procedure prescribed for ISs and PSs.

6.3.1. Review Chair: Profile and Role

The review chair should be a senior educator with high professional standing. In addition to possessing the qualities listed above for reviewers, the Review Chair should have in-depth knowledge and experience in school quality assurance, and strong managerial skills to lead the team effectively. The chair is responsible for

Communicating clearly

Delegating tasks to panel members

Ensuring adherence to timelines by the panel members

Resolving conflicts, should the need arise

Facilitating the report-writing process and

Ensuring the preparation and submission of a preliminary report, a draft report and a concise and well-organized final report within the given time frame.

6.4. Conduct of Reviewers

Reviewers are expected to uphold the highest standards of professional practice throughout the review process. This includes:

Conducting themselves with respect and professionalism towards school staff and students.

Applying best practices outlined in reviewer training.

Maintaining the confidentiality of the review process.

Accepting individual and collective responsibility for assigned tasks and judgments.

6.5. Review Process

The review process involves the following steps:

6.5.1. Pre-Review Activities

The IS or PS shall submit soft/ hard copies of the SER prepared adhering to the guidelines given in Chapter Four of this manual, and the supporting documents to the Administrative Unit of the QAA for IS/PS of the MoE.

The Administrative Unit of the QAA for IS/PS of the MoE will select a panel of reviewers and inform the relevant IS/PS to receive consent.

Once the review panel is accepted by the IS/PS, the Administrative unit shall officially appoint the members and chair of the review panel, and forward the SER and supporting documents to them.

The members shall individually scrutinize the SER and supporting documents to check whether it has been prepared according to the guidelines.

If the SER has not been prepared adhering to the guidelines, it will be rejected and the Administrative Unit of the QAA shall be informed to request re-submission.

If the SER has been prepared adhering to the guidelines, tentative marks will be assigned based on the QAS and the Assessment guidelines provided in Chapters Three and Five, and individual Desk Evaluation Reports will be submitted to the Administrative Unit of the QAA before the deadline (two weeks from the date of receipt).

The administrative unit of the QAA shall organize a Pre-review meeting between the Review Panel and a representative (IQAU Chair or the CEO) of the IS/PS. The Head of the Administration Unit of the QAA will chair this meeting. First, the Review panel will discuss and share the findings of individual desk evaluations and select aspects to be checked during the review visit. The Review Chair will assign the responsibility of checking the authenticity of the content given in the SER under different criteria and preparing sections of the review report, to the panel members. The panel will prepare a tentative schedule for the review visit. Next, the review panel will meet representatives of the IS/ PS and finalize the schedule of the Review Visit.

6.5.2. Review Visit

The review panel shall arrive at the educational institution on an agreed-upon date and time. During the visit, the team should accomplish the following to ensure a thorough review process:

i. Scrutinize the documentary evidence to ascertain the authenticity of the information provided in the SER. The review team should always seek to use all information requested to arrive at a judgment. The reviewers should bear in mind that the evidence may vary among the ISs/ PSs, and that the evidence indicated in this manual are only examples, not prescriptions. Check the accuracy of the tentative decisions made and marks allocated during desk evaluation and make necessary changes.

ii. Hold meetings and discussions with relevant stakeholders (Administrative authorities of the school, Teaching staff and non-teaching staff, samples of Students and Parents and

Alumni). Use meetings as an opportunity to triangulate evidence presented in documentary form. Go prepared with a list of questions that need to be answered by participants in each meeting. At the beginning of each meeting, the Review Chair should introduce the panel members and ask for introductions from those present. Next, the Chair should outline the areas to be covered and the order in which they should be covered, and agree on the finishing time for the meeting. Ask open-ended questions to start with, and specific questions when clarity is needed. It is important to be punctual and finish the meeting at the agreed time. Ensure respectful conduct by every member. Keep attendance records and written notes of all discussions.

iii. Observe selected teaching and learning sessions, learning resources and facilities to supplement the findings. Take notes on the observations on adherence to teaching standards, classroom management etc.

iv. Make tentative judgements based on all above findings. Focus on best practices that have been applied institution-wide during the period under review, and achieved minimum standards. Refer to Chapter Five of the Manual on the quality assessment procedure and assigning scores. The review panel should be mindful of the fact that the types of evidence may differ among different educational institutions. Do not compare best practices adopted by the IS/PS under review with those adopted by another IS/PS or your educational institution. Ensure making judgments based on the content of the SER, and findings from the review visit.

v. Hold a final meeting of the panel before concluding the review visit to draw collective decisions based on the findings of the panel members. At this meeting, consider each standard of the criteria to confirm the panel's key findings and any areas of concern. Assign scores and make final judgments based on the collective decision of the panel. Arrive at collective judgment on the overall performance of the IS/PS. Make non-negative, constructive judgments supported by facts or reasons. Make recommendations that are not prescriptive, but guide the IS/PS to build on what already exists and improve quality.

vi. Conduct a Debriefing session with the Administration and SERWT of the IS/PS as the final activity of the review visit. The debriefing session should be interactive one. The Review Chair should outline the panel's main findings on the strengths and weaknesses of the IS/PS for each criterion (criterion by criterion), the commendations and recommendations for the IS/PS, and a general indication of the overall findings. Present the observed strengths and commendations first, followed by the observed weaknesses and recommendations for improvement. Provide an opportunity for the IS/PS to correct any misjudgments that may have been made by the review panel.

6.5.3. Post-Review Activities (Review Report Preparation)

Sections of the review report written by different members of the review panel after completing the review visit should be compiled and submitted by the Review Chair to the Administrative Unit of the QAA of IS/PS of the MoE in the following steps:

i. A preliminary report highlighting the major findings within two weeks of the visit.
ii. A draft review report prepared according to the format given in this manual within four weeks after the site visit.

iii. Final review report comprising a detailed and self-contained summary of the review process, findings, and analyses, supported by evidence and discussions with school representatives within two weeks of receiving the feedback of the school on the draft report through the Administrative Unit of the QAA of the MoE,

The review report offers an overall evaluation of the educational institution's quality. The QAA of IS/PS of the MoE will send a copy of the final report to the reviewed IS/PS.

6.6. Review Report

The Review Report (RR) is the outcome of an external peer review of an IS/PS. The Review Report following acceptance by the relevant IS/PS and final approval of the Administrative Unit of the QAA of IS/PS of the MoE, may enter the public domain through the MoE website.

6.6.1 Purpose of the Review Report

The Review Report aims to inform both the educational institution and other stakeholders of the outcomes of the review. It also serves as a reference point and a resource for the members of the educational institution to support ongoing quality assurance efforts, and encourage continuous improvement and commitment to excellence.

6.6.2. Format of the Review Report

The following format is recommended for preparing the Review Report.

Section 1: Introduction to the Institution

Provide a brief introduction to the institution

Section 2: Review panel's Analysis of the Self-Evaluation Report (SER)

This section outlines the review panel's perspective on the institution's SER. The team should also consider any previous reviews and interim reports if any. The SER should adhere to the guidelines outlined in this manual. The review panel should evaluate the strengths and weaknesses of the SER, and the adequacy and relevance of the evidence provided. If the SER has not been prepared according to the guidelines and format given in this Manual, the review panel should request re-submission of the SER.

Section 3: Review Process Description

This section should describe the preparation and execution of the review. It should detail the desk evaluation, review visit, meeting schedule, personnel interviewed, processes observed, and evidence reviewed. Additionally, it should comment on the institution's support during the review, particularly its commitment to transparency, communication, and logistical assistance.

Section 4: Overview of the Institution's Approach to Quality and Standards

This section should indicate the institution's general approach to quality assurance and whether it has an inbuilt quality culture. The key aspects of the institution's quality practices, the

effectiveness of current practices in maintaining standards, recent and proposed developments, and the institution's ability to address weaknesses and pursue improvements should be highlighted.

Section 5: Criteria-based Analysis of Quality

This section should present the outcome of the review panel's analysis of the institution's effectiveness in meeting the standards of the seven criteria outlined in this manual. The analysis should include a quantitative assessment of criteria-specific scores and a qualitative assessment of the institution's willingness and capacity to uphold quality standards. Judgments should be non-negative and constructive supported by facts or reasons.

Section 6: Overall Performance Grading

The overall performance of the IS/PS should be graded adhering to the guidelines given in Chapter Five, Section 5.2 of this manual.

Section 7: Commendations and Recommendations

This section should include the conclusion with key commendations and recommendations based on the review findings. Recommendations should be not prescriptive, but guide the IS/PS to build on what already exists and improve quality.

6.6.3. Length of the Review Report

The Review Report should be typed on A-4 size pages, using Times New Roman 12-point font size with 1.5-line space. The final Review Report should not exceed 500 words.

6.7. Responsibilities of the Authorities involved

The responsibilities of the involved parties to facilitate the smooth functioning of the review process are outlined below:

6.7.1. Responsibilities of the Administrative Unit of the MoE

Obtain the Self-Evaluation Report from the School.

Nominate the review panel and the review chair

Notify the school administration of the nominated members of review panel and the intended dates of the review visit to obtain consensus.

Appoint a Review panel and Review Chair acceptable to the IS/PS.

Share the Self-evaluation report and annexures submitted by the IS/PS with the review panel.

Make logistical arrangements, including transport and accommodation for reviewers.

Collect copies of the individual preliminary review reports from the members of the review panel.

Organize a pre-review meeting between the review panel to discuss the findings and with IS/PS authorities/ representatives to (seek clarifications if any and) finalize the schedule of the review visit.

Collect the Draft Review Report and forward it to the respective IS/PS for perusal.

Obtain the response of the IS/PS on the draft review report.

Make suitable arrangements between the Review Panel and the reviewed IS/PS, if any clarification is needed on the content of the draft review report.

Obtain the final Review Report from the Review Chair and send a copy to the relevant IS/PS.

Take necessary actions to ensure the implementation of recommendations of the review report by the IS/PS.

6.7.2. Responsibilities of the School Administration

Submit the duly prepared Self-Evaluation Report to the Administrative Unit of QAA of IS/PS the Ministry of Education.

Designate a focal point of contact to manage communications and provide logistical support for the review panel during the site visit.

Participate in the meeting with the Administrative Unit of QAA of IS/PS of the MoE to schedule the date and the agenda of the review visit.

Provide necessary facilities and support for the smooth functioning of the review during the review visit.

Assign a meeting room for the review panel to discuss their findings without interference and a suitable area/ room where documentary evidence is arranged in the order of standards for the scrutiny of the review panel.

Assign liaison personnel to coordinate the scheduled activities during the review visit.

Check the draft review report and send the response of the IS/PS to the Administrative unit of QAA of IS/PS of the MoE in time.

Discuss the final review report with the staff and the Board of Management to prepare an action plan to implement the recommendations in the review report

Facilitate implementation of the action plan, monitor progress and ensure completion.

Appendices

Appendix 1. Application Form Template for Registration of an International School or Private School under the Ministry of Education

1. Name of the School……………………………………………………………….

2. Location ………………………………………………………………………….

3. Postal Address……………………………………………………………………

    ………………………………………………………………………….

4. Land Extent …………………………………………………………………………

5. Building:

    Has the building been approved as suitable and safe for educational purposes?

    If the buildings have been approved, attach copies of the building approval document

6. Ownership of the Premises (Attach a copy of the deed or legally binding contract)

7. Chief Executive Officer (Attach copies of relevant certificates):

    Name………………………………………………………………

    Date of Birth ………………………………………………….

    Educational Qualifications…………………………………………

    Managerial Experience ……………………………………………

8. Board of Management (include additional lines as required for all members).

    Attach copies of relevant certificates)

    Member 1. Name …………………………………………………………..

        Position…………………………………………………………..

        Date of Birth ………………………………………………….

        Educational Qualifications…………………………………………

        Managerial Experience ……………………………………………

    Member 2. Name …………………………………………………………..

        Position…………………………………………………………..

        Date of Birth ………………………………………………….

        Educational Qualifications…………………………………………

        Managerial Experience ……………………………………………

Member 3. Name ……………………………………………………..

Position…………………………………………………..

Date of Birth ……………………………………………….

Educational Qualifications…………………………………

Managerial Experience ………………………………………

9. Organizational Structure (include A chart/ description of the authority, hierarchical position, and respective roles and responsibilities of officials within the institution).

10. Curriculum to be implemented (Annex copies of relevant documents)

10.1. Type/s of the curriculum (Edexel, Cambridge, National etc. Annex curriculum documents)

10.2. Have you received consent/ approval from the relevant international/ national authorities to implement the above curriculum?

10.3. If consent/ approval has been received, attach copies of the approval granted.

11. Strategic Development plan for the next three to five years.

12. Infrastructure facilities available

13. Available learning resources (provide a list of Textbooks, teaching aids etc. that have been received/ promised/ordered (supporting documents for the promised/ ordered material)

14. Staff strength (please list the names, teaching/ administrative/ other responsibilities of the individual member. Attach CV of each member.)

15. Financial sustainability (attach copies of Audited accounts of the past three years)

I do hereby certify that above information furnished and supporting documents annexed with this application are true and accurate to the best of my knowledge. I am aware that if any of the furnished information is found to be inaccurate, my application will be disqualified.

16. Name and Signature of the CEO

17. Names and signatures of members of the Board of Management

Appendix 2. List of Participants in Stakeholder Meetings with the Expert Panel

First Meeting with the Ministry of Education Representatives for Situation Analysis

Name	Position
Mrs. P.C.K. Pirisyala	Director of Education, Private School Branch
Mrs. Nilamani Malaviarachchi	Additional Secretary, School Affairs Division
Mrs. H.T. Kushanthi Kumari	Director of Education, Quality Assurance Branch
Mrs. S. Dakshina Kasturiarachchi	Director of Education, Data Management Branch
Mr. Sampath Perera	Senior Statistician, Census Statistics Branch,

Meeting with the Representatives of International Schools and Private Schools for Situation Analysis

Name	Position
Association of International Schools in Lanka (AISL)	
Dr. Thusari Koralage	Principal Asian Grammar School
Mr. Sandeep Jayasekara	Chief Executive Officer JMC Jayasekera Management Centre
Mrs. Tharanga Jayasekara,	Managing Director JMC Jayasekera Management Centre
Mr Salahudeen	Academic Board Member JMC Jayasekera Management Centre
Mr. Shamil	Managing Director, Good Hope College
Mrs. F. Rasdeen	Director Good Hope College
Mr. M.A.H. Rahuman	Director Good Hope College
Private Schools	
Mr. Upul Kariyawasam	Deputy Principal Vidura College
Mrs.Nadeeka Ilayperuma	Deputy Head of Education Management, Monitoring and Support Division Sussex College
The International Schools of Sri Lanka (TISSL)	
Mr. Denum Abeysekara	Directress and Coordinating Principal OKI International School
Dr.(Mrs.) Kumari Grero	Directress and Coordinating Principal Lyceum International School
Mr. Harshana Perera	Principal Asian International School

Workshop on Pre-requisites for Registration of International Schools or Private Schools, Quality Assessment Structure and Quality Assessment Procedure to check the Applicability for the Schools and provide Feedback

Name	Position
Ministry of Education	
Mrs. P. C. K. Pirisyala	Additional Secretary Co-curriculum and Primary Education Development
Mrs. K. S. H. Jayewikrama	Director of Education Private School Branch
Mrs. T. Nanayakkara	Deputy Director of Education (School Activity)
Mrs. K.M.K. Lakmali	Assistant Director of Education, Management and Quality Assurance Branch
National Education Commission	
Mrs. Padmini Ranaweera	Chairman
Mr. Kingsley Fernando	Vice Chairperson
Dr. Harsha Alles	Vice Chairman (Policy)
Dr. W.W.P.N. Weerakoon	Senior Policy Research Officer
Mrs. Achala Damayanthi	Research Officer (Acting)
International Schools and Private Schools	
Mr. Ravinath Peries	Managing Director Royal International School - Kurunegala
Mrs. Sandra	Chairperson, Royal International School, Kurunegala
Mrs. A.H. R. Shamil Rahuman	Managing Director Good Hope College
Mr. F. Rasdeen	Director Good Hope College
Mr. Nayana Meththasinghe	Principal, (Mount Lavenia Branch) Kandy Royal International School
Mrs. S. Samloon	Network Principal, Kandy Royal International School
Mr. H. C. K. Jayalath	Academic Co-Coordinator Reliance International School
Mr. Rushdee	Director Reliance International School
Mr. Nihal Singappuli	Vice Principal Future Chillers College
Mr. Harshana Perera	Principal Asian International School
Mr. Salahudeen	Head of Academic JMC College International
Mr. Sandeep Jayasekara	Chef Executive Officer JMC College International
Mrs. S. V. M. Vithanage	Principal Linefiels International School
Mrs. Kumari Grero	Coordinating Principal Lyceum International School
Mrs. Nadeeka Illayapperuma	Deputy Head of Education, Management Monitoring and Support Division Sussex College

Mr. S. U. Kariyawasam	Vice Principal Vidhura College
Mr. Chandika Wikramasinghe	Head of the Academic Operation OKI International School
Ms. Malithi Jayatissa	Director Leeds International School

Workshop to Present the Changes made in the Quality Assessment Structure in response to the Feedback and Self-Evaluation Report Preparation Procedure

Name	Position
Ministry of Education	
Mr. S. A, N. Perera	Private School Branch
Mrs. Kushanthi Kumari	Director of Education Quality Assurance Branch
National Education Commission	
Mrs. Padmini Ranaweera	Chairman
Dr. W.W.P.N.Weerakoon	Senior Policy Research Officer
Mrs. H. D. M. Kaushalya Geethamali	Programme Officer
International Schools and Private Schools	
Dr. Thushari Koralage	Principal Asian Grammar School
Mrs. Sandra	Chairperson, Royal International School, Kurunegala
Mr. Ravinath Peries	Managing Director Royal International School - Kurunegala
Mr. Nayana Meththasinghe	Principal, (Mount Lavenia Branch) Kandy Royal International School
Mrs. R. Subadra Peiris	Principal, Kandy Royal International School
Mrs. Shanfara	Academic Co-Coordinator Reliance International School
Mrs. Chitra	Academic Co-Coordinator Reliance International School
Mr. Nihal Singappuli	Vice Principal, Future Chillers College
Mr. Sandeep Jayasekara	Chief Executive Officer, JMC College International
Mrs. Tharanga Jayasekara	Managing Director, JMC College International
Mrs. S. V. M. Vithanage	Principal, Linefiels International School
Mrs. Kumari Grero	Coordinating Principal Lyceum International School
Mr. K. A. Sunil Jayatissa	Principal, Sussex College
Mr. S. U. Kariyawasam	Vice Principal,Vidhura College
Mr. Chandika Wikramasinghe	Head of the Academic Operation, OKI International School
Ms. Malithi Jayatissa	Director Leeds International School

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Notes on Authors

Professor Emeritus E.R. Kalyani Perera (E.R.K. Perera)

Professor Emeritus Kalyani Perera is a former Senior Professor in Animal Science at the University of Peradeniya. She earned PhD in Animal Sciences (1986) and MS in Dairy Science (1983) from the Virginia Polytechnic Institute and State University, USA, and BSc Honors in Agriculture (1977) from the University of Sri Lanka. During her 40-year-long academic career, she has published ~100 research papers; and authored six book chapters, a textbook, a dictionary, and four quality assurance manuals. Presently, she serves as an Advisor to the Standing Committee on Quality Assurance of the University Grants Commission (UGC), a Member of the Governing Councils of the University of Kelaniya and the Gampaha Wickramarachchi University of Indigenous Medicine. She has served as a Member of the Governing Councils of the University of Moratuwa (2020 -2022), and Uva Wellassa University of Sri Lanka (2018 - 2020), and as the Academic Consultant of Gampaha Wickramarachchi University of Indigenous Medicine (2021-2022). She has held the positions of the President of the National Agricultural Association of Sri Lanka (2001) and the President of the Sri Lanka Association of Animal Science (2008-2011). Being involved in quality assurance activities since 2002, she has served as a reviewer, a trainer cum resource person, a leader/ member of expert panels, Acting Director of the Quality Assurance Council of the UGC (2020-2021), National Quality Assurance Consultant of Universities (2012-2016), and Quality Assurance Consultant of Sri Jayewardenepura University (2017-2018, 2023). She has contributed to formulating Manuals for Institutional Review (2015), Programme Review (2015), External Degree Review (2014), Subject Benchmark Statements, and Sri Lanka Qualification Framework (2015). She is the lead author of the Manual for Review of Postgraduate Programmes of Sri Lankan Universities and Higher Education Institutions (2021), the Manual for Institutional Review of Sri Lankan Universities and Higher Education Institutions (2023), the Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions (2023), and the Manual for Certification of Level of Educational Qualifications in accordance with the Sri Lanka Qualification Framework (2023).

Dr. Madura Mangalika Wehella (Madura M. Wehella)

Dr Wehella commenced her career as a Graduate teacher in Bio Sciences in 1985 and then joined the Sri Lanka Education Administration Service (SLEAS) in 1988 and has completed 37 years of Government service by the time she retired in December 2022 from the post of the Additional Secretary of the Policy, Planning & Review Division at the Ministry of Education. As an SLEAS officer, she has served in various capacities in National Schools, Provincial Departments of Education and the Ministry of Education contributing to various fields such as in school administration, management and leadership training and development, educational planning and budgeting, education policy formulation and analysis, education quality development, monitoring & Evaluation, establishing development partner assisted educational programmes of the WB, ADB, UNICEF, KOICA etc., designing national

educational projects and in many other areas of the education sector. She has also served as the Secretary to the National Education Commission and has contributed to the NEREC (National Education Research and Evaluation Centre of Faculty of Education/UoC), National Planning Department, National Pay Commission as a member of various committees. She has earned her BSc (University of Sri Jayawardenepura, SL), PGDE with JE Jayasooriya Gold Medal (OUSL, SL)Masters in Education and International Development (University of London, UK), MPhil in education (University of Colombo, SL) and Doctor of Education (EdD) (University of Sussex, UK)].

Dr. S.M.L.K. Senevirathne

Dr. S.M.L.K. Senevirathne is an accomplished educator with 38 years of government service. She commenced her career in 1984 as a teacher and joined the Sri Lanka Education Administrative Service (SLEAS) in 1991. She retired in 2022 as the Director of Quality Assurance at the Ministry of Education. Dr. Senevirathne holds a B.Sc. in Management (Public Administration) from the University of Sri Jayawardenepura and has further qualifications in Education Planning and Management, School Management, Postgraduate Diploma in Education, Computer Technology, and Management. She earned a Master of Education in ICT from Monash University and a Ph.D. from the University of Peradeniya. Throughout her career, she introduced key educational reforms, including a competency framework for teachers, and quality assurance systems for schools and other educational institutions. She has developed handbooks, tools, and guidelines for improving performance in the education process. She is actively involved as a supervisor for academic research and has published studies in the field of education.

Mr. Thilina Rajapakse

Mr. Thilina Rajapakse holds a Master of Public Administration from Yeungnam University, Republic of Korea, and a Bachelor of Government & Public Management with a major in Public Policy from Flinders University, Australia. He is an experienced professional in Quality Assurance (QA) within the Non-State higher education sector in Sri Lanka and has been involved in guiding institutions through institutional and subject reviews, helping them meet required standards and secure degree-awarding status. His work includes drafting policies, developing strategies, and defending applications before governing bodies, with a focus on maintaining rigorous academic and governance standards. He serves as the Senior Regional Manager – Sri Lanka & Southeast Asia, of the Apply Board Inc., Canada (2020 - Present). He has served in the capacities of Head of International Programs Unit – SLIIT, Malabe, Sri Lanka (2019); Director - Projects – Horizon Campus, Malabe, Sri Lanka (2015 - 2018); Project Manager/Internal Quality Manager – Horizon Campus, Malabe, Sri Lanka (2013 - 2015); Executive to the Board of Directors – Sri Lanka Association of Non-State Higher Education Institutes (SLANSHEI), Sri Lanka (2016 - 2017); Board Director – National Enterprise Development Authority, Sri Lanka (2015); Resource Person/Project Officer – Higher Education for the 21st Century, Ministry of Higher Education Sri Lanka & The World Bank (2013); and the Senior Project Officer - Strategy – Presidential Secretariat, Colombo, Sri Lanka (2012 - 2013).