



SRI LANKA

NATIONAL ACTION PLAN FOR DISABILITY

Approved January 2014

National Action Plan For Disability

A Multisectoral Framework

Prepared by

Ministry of Social Services

Ministry of Health

Approved January 2014

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SRI LANKA: NATIONAL ACTION PLAN FOR DISABILITY: INTRODUCTION

Sri Lanka's National Action Plan for Disability has looked to the World Report on Disability (WHO/World Bank 2011) and the UN Convention on the Rights of Persons with Disabilities (CRPD, 2006) for direction. The International Classification of Functioning, Disability and Health (ICF, WHO 2001) uses the term Disability to encompass impairments of body structure and function a person may have because of a health condition, and the limitations and restrictions they impose on the person's activities and social participation respectively. This description which emphasizes disability as part of the diversity of the human race has been used in the National Action Plan. Extending from these, the National Action Plan provides a framework for the implementation of Sri Lanka's National Policy on Disability which itself aims at social inclusion and participation. This Action Plan further takes into account other existing policies, laws, delivery systems and plans related to disability concerns in Sri Lanka. A list is included at the end of this document.

What is of greatest significance however is that all interventions in this National Action Plan for Disability aim to implement the "Mahinda Chinthanaya", the vision of H.E. Mahinda Rajapaksa, President of the Democratic Socialist Republic of Sri Lanka. The NAPD has, at its foundation, the situation of people with disabilities and their families, their rights and needs (National Policy, 2003), and their involvement in formulating, implementing and monitoring policies, legislation and services. Disability-related action can no longer be justified without their views being taken into account. Whilst fostering their inclusion and participation and their representation and empowerment in all aspects of the further development and implementation of all aspects of this NAPD, a thematic area on Empowerment is first included to enable them to prepare and organize themselves for this role. The Action Plan envisages that all activities will take into account people with all types of disability of all ages, from neonates to elderly persons in an inclusive and gender-sensitive context.

The National Plan is designed for implementation of seven Thematic Areas - Empowerment; Health and Rehabilitation; Education; Work and Employment; Mainstreaming and Enabling Environments; Data and Research; and Social and Institutional Cohesion. Each Thematic Area contains Focus Areas which address priority issues. Issues addressed are those which primarily constrain "the promotion and protection and the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities and respect for their inherent dignity" (CRPD, 2006). Whilst Empowerment is, as it were, a precursor, there is no hierarchy in the arrangement of thematic areas or of focus areas within them. All need to be viewed and applied in a holistic context. They are interconnected and interdependent and in many instances, indivisible.

The National Policy calls for existing financial, human and infrastructure resources to be shared equitably with people with disabilities. As a corollary, this Action Plan designed to implement Policy calls on all state sectors to participate in its implementation and to include people with disabilities in their policies, plans and budgets. Equally, it calls on the corporate and non-governmental sectors as well as civil society and the mass media to do so. Both as a preliminary to implementation and throughout the process of implementation it is necessary to consider financing and affordability of actions and interventions. It is also necessary to constantly improve affordability of public funded services so that financial barriers may be reduced; at the same time to ensure that good quality services are provided. Quality needs also to be enhanced through effective monitoring and evaluation systems put in place to complete a management cycle with planning and implementation.

SRI LANKA: NATIONAL ACTION PLAN FOR DISABILITY - design of Thematic and Focus Areas

One: Empowerment		pgs	Two: Health and Rehabilitation			Three: Education		Four: Work and Employment	
1	Individual/personal development with access to information, knowledge, life skills and life planning	01	1 Policies, laws and plans	05	1 Policies, laws, strategies and plans	11	1 Policies, laws, strategies and plans	11	1 Policies, laws, strategies and plans
2	Enjoyment of family and community life with support and assistance for daily living	02	2 Medical and health care personnel	06	2 Centre-based Early Childhood Education (ECE)	12	2 Equal access to work & employment	12	2 Preparation, Guidance & Counseling
3	Group formation, participation & representation including advocacy and lobbying	02	3 Access to specialized services	07	3 Primary and Secondary Education	13	3 Vocational training & placement	13	3 Self Employment & Microfinance
4	Communication & information	03	4 Access to health care facilities	08	4 Non-Formal Education	15	4 Managing disability at the workplace	15	4 Wage Employment
5	Political Rights	04	5 Early detection and intervention	08	5 Higher Education	16		16	
6	Legal Protection	04	6 Mental health needs	08					
7	Poverty alleviation and social protection	04	7 Hearing Impairment & Deafness	08					
			8 Visual Impairment & Blindness	09					
			9 Physical disability, intellectual disability, and other developmental disabilities and behavioural problems	09					
			10 Assistive technologies & devices	10					
			11 Costs & Affordability	10					
			12 Indigenous Medicine	10					

Five: Mainstreaming and Enabling Environments		Six: Data and Research			Seven: Social and Institutional Cohesion	
1	Transport	22	1 Disability Management Information System (DMIS)	29	1 Implementation, coordination, monitoring & evaluation of the NAPD	1
2	Built Environment	23	2 Data gathering through National Census	29	2 Sectoral policies, plans, budgets and implementation	2
3	Knowledge and attitudes of social environment	24	3 Ongoing data collection methodologies	30	3 Decentralized implementation of the NAPD	3
4	Information and Communication Technology	24				4
5	Human Resources	25				5
6	Residential Care	25				6
7	Housing	26	4 Role of people with disabilities in research	30		7
8	Sports	26				
9	Cultural Environment	27	5 Research and evaluation practice	30		
10	Disaster Management	27				
11	Travel and Tourism	27				
12	Millennium Development Goals	28				

SRI LANKA: NATIONAL ACTION PLAN FOR DISABILITY (NAPD)

Thematic and Focus Areas with Activities, Key Performance Indicators, Time Frames and Responsible Agency/ies

Thematic Area One: Empowerment*Statement of National Policy on Disability:*

"The National Policy on Disability promotes and protects the rights of people with disabilities in the spirit of social justice. They will have opportunities for enjoying a full and satisfying life and for contributing to national development their knowledge, experience and particular skills and capabilities as equal citizens of Sri Lanka"

The "Empowerment of people with disabilities and their organizations and parents organizations" is one of the five key principles underlying all aspects of policy. Empowerment is fundamental to its effective implementation.

Focus area	Expected Outcome	Activity	Key Performance indicator	Time Frame	Responsible Agency/ies
1 Individual/personal development with access to information, knowledge, life skills and life planning	1.1 (i) Children, adults and elderly persons, girls and boys, women and men with disabilities have opportunities for personal development 1.1 (ii) Individuals and families know their rights, what services and opportunities are available to them and how to access them 1.1 (iii) People with disabilities are better able to manage their health and their future 1.1 (iv) People with disabilities have skills for self-advocacy	1.1a Review CBR, home-based care and early childhood education strategies and other existing services to ensure issues are addressed effectively	Review completed	6 mths	MSS, MoH MCDWA, MoE, Provincial Councils DPOs NGOs
		1.1b Based on review, strengthen and expand strategies	No. of communities participating in CBR in each divisional secretariat area	Start 6 mths + (+ = and ongoing)	
		1.1c Conduct knowledge enhancement (awareness creation) programmes among general public	No. of persons reached and empowered	Start 2 yrs +	
			No. of knowledge enhancement programmes for general public	Start 3 yrs +	
		1.1d Conduct knowledge enhancement programmes among professionals	No. of programmes for professionals No. of professionals reached	Start 3 yrs +	

		1.1 (v) Community members know and accept the rights of people with disabilities and support rights protection and fulfilment	1.1e Conduct knowledge enhancement programmes among people with disabilities	No. of programmes for people with disabilities		
			1.1f Update resource directory produced by the National Institute of Social Development (NISD) and make available	No. of people with disabilities reached		
			1.1g Produce information in accessible formats (large print, Braille, "easy read" language, sign language videos etc)	Resource directory updated	3 yrs	
				No distributed		
				No. of accessible versions	Start 2 yrs +	
				Report available	6 mths	
2	Employment of family & community life with assistance & support for daily living	2.1 CBR, home-based care and early childhood education strategies strengthened and developed	2.1a Review CBR, home-based care and early childhood education strategies to assess effectiveness and impact and make recommendations	No. of individuals reached	6 Mths +	
			2.1b Based on review, implement actions	No. of individuals reached	Start 4 yrs	MSS
			2.1c Plan, field-test and develop innovative methods to provide community housing and living for children, youth and adults who have no family support	No. of individuals reached	Ongoing	
3	Group formation, representation and participation including advocacy and lobbying	3.1 Effective groups in place with capacity for decision-making to represent their peers. At the same time to claim their rights to participate equally and be included with equity in the social and development mainstream.	3.1a Promote and assist the formation and organization of Disability Self-Help Groups (SHGs), Disabled People's Organizations (DPOs) and Parents Groups	No. of DPOs and Parents Groups Interacting with grass-roots CBR		MSS Prov Coun DPO NGC
			3.1b Promote and assist their knowledge enhancement and advocacy and lobbying skills	No. of DPOs and parents groups targeted at divisional and higher levels	1 yr +	
			3.1c Promote and facilitate the inclusion of children with disabilities in Children's Clubs/Associations on the basis of equity	No. of children with disabilities who are members of Clubs/Associations	6 mths +	

4	Communication & information	4.1 (1) The communication needs of people with disabilities are met 4.1 (ii) People with all types of disabilities access news, current events, information and reading materials including literature & books of interest	4.1a Recognize sign language as the language of deaf persons	No. of children with disabilities who are office-bearers		MSS
			4.b Expand use of sign language and sign language services including interpretation	No. of public for a using sign language	Start 1 yr +	MSS
			4.1c Develop, approve and implement training programmes for sign language interpreters	No. of approved training programmes	Start 2 yrs +	MSS
			4.1d Establish criteria for registration and maintain registers of approved sign language interpreters	No. of sign language interpreters registered	2 yrs	MSS Provincial Councils
			4.1e Prepare news and information of importance in accessible formats and in print and visual media (Braille, large print, easy read formats, sign language interpretation, sign language videos etc.)	No. of materials in accessible formats No. of TV channels showing programmes in sign language	Start 1 yr +	MSS
			4.1f Expand transcription and production of audio and Braille materials	No. of Braille and audio materials available	3 yrs	MSS, MOE, DPOs
5	Political Rights	5.1 Political rights of people with disabilities fulfilled	4.1g Develop the use and availability of augmentative and alternative communication (AAC) methods	No. of persons using AAC	3 yrs	MoH
			4.1h Develop the use and availability of tactile sign language	No. of persons using tactile sign language		MSS
			5.1a Make voting booths accessible with staff trained to provide required support and assistance and with election materials in accessible formats (e.g. Braille)	Percentage. of accessible voting booths Percentage of staff trained No. of booths with special queues Election materials in Braille	Start 1 yr +	Department of Elections

6	Legal Protection	6.1 Equitable access to justice	6.1a Review barriers faced in accessing justice system and recommend actions to enable judicial access	Review complete and recommendations made	1 yr	Min Just
			6.1b implement recommendations	No. of persons obtaining Legal Aid	Start 1 yr +	
			6.2a Review existing legislation	Review completed	5 yrs	
			6.2b Amend those that are in contravention of the CRPD, local law and National Policy	Percentage of laws amended (of those needing amendment)	Start 5 yrs	
7	Poverty alleviation and social protection	7.1 (i) Poverty levels among people with disabilities reduced 7.1 (ii) People with disabilities have economic security 7.1 (iii) Millennium Development Goal No.1 to eradicate extreme poverty and hunger takes people with disabilities into account	7.1a Appoint working group to review barriers and best practices in the inclusion of people with disabilities in poverty alleviation, social protection, social safety nets, social security and pensions, savings and insurance schemes and make recommendations for improvement, (especially for the most severely disabled people)	Review completed & recommendations made	1 yr	Min Eco Dev nt MSS
			7.1b Implement recommendations	Percentage included in Divi Neguma	Start 1 yr +	
			7.1c Provide special grants (e.g. Mahinda Chinthanaya)	No. of those with severe disabilities receiving benefits		
			7.1d Take steps to include disability in indicators related to MDG No. 1	Disability included in MDG poverty indicators	3 mths	

Thematic Area Two: Health and Rehabilitation

Health: "People with disabilities require health services for general health care needs like the rest of the population. General health care needs include health promotion, preventive care (immunization, general health screening), treatment of, acute and chronic illness and appropriate referral for more specialized needs where required. These needs should be met through primary health care in addition to secondary and tertiary as relevant."

World Report on Disability 2011, page 58

Rehabilitation: The World Report defines rehabilitation as "a set of measures that assist individuals who experience, or are likely to experience, disability to achieve and maintain optimal functioning in interaction with their environment".

It goes on to say that "Although the concept of rehabilitation is broad, not everything to do with disability can be included in the term. Rehabilitation targets improvements in individual functioning - say by improving a person's ability to eat and drink independently. Rehabilitation also includes making changes to the individual's environment - for example, by installing a handrail. But barrier removal initiatives at societal level, such as fitting a ramp to a public building, are not considered rehabilitation in this Report".

World Report on Disability, page 96

	Focus area	Expected Outcome	Activity	Key Performance indicator	Time Frame	Responsible Agency/ies
1	Policies, laws and plans	1.1 National health policies, laws and plans reviewed and strategies to deal with disability strengthened 1.1a Mainstreaming, social inclusion and participation taken into account in next and subsequent reviews of rehabilitation policies and plans	1.1a Establish a National Steering Committee on Disability 1.1b Establish a sub-unit for disability (to include also children) within directorate of Youth, Elderly, Disabled and Displaced (YEDD) with a Consultant Community Physician as Head 1.1c Integrate disability as a key component in primary health care (PHC)	NSCD set up and functioning Sub-unit set up and functioning	ongoing 1 yr	MoH MoH Provincial Councils

			1.1d Review and identify gaps in primary prevention of disability and strengthen	No. of primary prevention strategies identified for strengthening	3 yrs.	Moh
2	Medical and health care personnel	2.1 Medical and health care personnel are sensitive to the rights, situation and communication and other needs of individuals with disabilities and their families 2.2 Rehabilitation personnel and other personnel working in rehabilitation have quality basic and continuing education with continuing professional and career development	2.1a Introduce/review and revise disability modules in medical and health curricula to promote effective management of health care needs 2.2a National Steering Committee for the Care of People with Disabilities to assess (1) requirements of existing cadres to provide optimal disability-related health care and rehabilitation work (2) review and revise basic and continuing education curricula of rehabilitation personnel and other personnel working in rehabilitation, (3) determine new categories and cadres required, their training requirements and carry out/facilitate such training (e.g. psychologists, medical social workers, community nurses, mental health nurses) (4) institute strategies for continuing professional development (CPD) and career development 2.2b Periodically review recruitment criteria including educational qualifications for above categories and revise	No. of new curricula which include disability No. of revised curricula which include disability Percentage of time allocated to disability in each curriculum <i>Cadre, basic curricula & continuing education CPD & and career development of -</i> Physiotherapists Occupational therapists Speech and language therapists Orthotists and prosthetists Other personnel	ongoing 4 yrs	Moh
				Percentage of recruitment criteria revised	5 yrs	

3	Access to specialized services	3.1 Specialist services needed by people with disabilities available	3.1a Set up Rehabilitation Units in all Teaching, Provincial and District General hospitals for short and medium-term care in a phased manner with rheumatology and rehabilitation specialists, specialized nursing, physiotherapy, occupational therapy, speech and language therapy and social work	Percentage of teaching and provincial hospitals with rehabilitation units		2 pilots set up within 3 yrs	MOH Provincial Councils
				Percentage of staff cadres filled	Percentage of Base hospitals with MO(D)		
			3.1b Appoint Medical Officers Disability (MO(D)) at Base hospitals linked to above in a phased manner		Percentage of Base hospitals with MO(D)	5 yrs	MOH Provincial Councils
			3.1c Set up dedicated Rehabilitation hospitals for long-term care in each district in a phased manner, starting with one per province		No. of districts with rehabilitation hospitals	5 yrs	
			3.1d Appoint additional MOH for disability-related work in each MOH area in a phased manner		No. of MOH areas with Add. MOH	10 yrs	
			3.1e Appoint Community Paediatricians in each district in a phased manner		No. of districts with Community Paediatricians	10 yrs	
			3.1f Develop facilities for respite care in rehabilitation hospitals		No. of districts with respite care facilities in each district	10 yrs	
			3.1g Appoint working group to plan and develop the Ragama Rehabilitation Hospital as the National Centre of Excellence for children and adults		Plans made	1 yr	
			3.1h Implement actions		Percentage of actions carried out	3 yrs	
			3.2a Make arrangements for an appointment system giving preferential access to all clinics & services to people with disabilities		No. of health settings where appointment system with preferential access is operative	2 yrs	MOH Provincial Councils

4	Access to health care facilities	4.1 Buildings, space and equipment accessible and available	4.1a Make structural modifications and deploy equipment used by people with disabilities in health settings based on Universal Design	No. of facilities in health care settings made accessible	5 yrs	MoH Provincial Council
		4.2 Health information materials accessible and available	4.2 a Produce health information in alternate formats (large print, Braille, audio, sign language videos, easy read & picture format),			
5	Early identification & interventions	5.1 (1) Infants and young children with disability and at risk identified early 5.1 (2) All identified children have early interventions in the home and through referral	5.1a Continue/improve/expand Identification and early intervention of children with disability and at risk through Maternal and Child (MCH) 5.1b Continue/improve/expand referral programme in each district	<i>In each district</i>	5 yrs	MoH
				Percentage of MCH workers trained		
				No. of children identified		
				Percentage of children needing referral		
6	Mental health needs	6.1 Acute, intermediate and rehabilitative care and specialized services strengthened and accessible	6.1a Continue expanding and improving district mental health care with mental health units, the training of their staff in mental health care & the appointment of psychiatrists & medical officers mental health	No. of districts with referral facilities	3 yrs	MoH
				No. of children receiving referral in each district		
				No. of districts with:		
				Mental health units		
7	Hearing Impairment and Deafness	7.1 Awareness of communities raised and infrastructure and human resources developed for the prevention of hearing loss and early identification and effective management	7.1a Implement planned National Prevention of Hearing Impairment and Deafness Programme	Staff trained	5 yrs	MoH
				Psychiatrists		
				MOMHH		
				No. of awareness programmes conducted		
				No. of personnel trained		
				No. of individuals reached		

8 Visual impairment and Blindness	8.1 Avoidable blindness reduced and infrastructure (including equipment) and human resources developed for the control and management of major health conditions with primary eye care integrated in Primary Health Care (PHC)	8.1a Implement planned National programme for Prevention and Control of Avoidable Blindness	Prevalence of avoidable blindness due to cataract reduced No. of health personnel trained in eye care No. of people with low vision receiving required devices No. of districts with eye care programmes integrated in PHC No. of people receiving services through district eye programmes	5 yrs	MoH
9 Physical disability, intellectual disability, and other developmental disabilities and behavioural problems	9.1 People with physical disabilities including congenital conditions, and those resulting from non-communicable and chronic conditions and trauma and injuries ; those with intellectual disability and those with multiple and severe disabilities; and increasing numbers of children and youth with developmental disabilities (e.g. autism, cerebral palsy) and children with behavioural problems have their health and rehabilitation needs assessed, planned for and met, enabling them to enjoy an improved quality of life	9.1a National Steering Committee for the Care of People with Disabilities to assess and review situation and needs (including health and rehabilitation and community living) and recommend actions for children, youth and adults with physical disabilities, intellectual disability and those with multiple and severe disabilities, other developmental disabilities and children with behavioural problems 9.1b Implement recommendations	Review completed & recommendations made Percentage of recommendations implemented		MoH

10	Assistive technologies and devices	10.1 Appropriate assistive technologies and devices required by people with disabilities for their education, work and independent living within their communities available and accessible	10.1a Appoint working group to develop guidelines for the provision of appropriate cost-effective assistive devices, review and assess needs and implement recommended actions	Report available & recommendations made	MoH
			10.1b Develop criteria for registration and maintain register of producers and products	Guidelines in practice	
			10.1c Promote public-private sector partnerships to carry out recommendations with sustained production and distribution at National and decentralized levels	No. of producers	
			10.2a Compile, publish and distribute Directory of Producers and Distributors	No. of products	
11	Costs and affordability	10.2 Information on appropriate assistive technologies and devices available and accessible	11.1a Identify a focal point to establish a continuous system to assess and review costs of goods and services with implementation of recommendations	Directory published and distributed	MoH, MSS, DPOs
				Focal point established	
				Regular reports	
12	Alternative Medicine	12.1 Policies, plans and services aim to provide for people with disabilities evidence-based practices that will meet effectively their health and rehabilitation needs	12.1a Review evidence-based practices 12.1b Strengthen implementation of scientific practices	No. of Alternative Medicine facilities serving people with disabilities in each district No. of people with disabilities treated in each district	Ministry of Indigenous Medicine

Thematic Area Three: Education

"The Education for All is a global movement to provide quality basic education for all children, youth and adults. Governments around the world have made a commitment to achieve, by 2015, the six EFA goals: expand early childhood care and education; provide free and compulsory education for all; promote learning and life skills for young people and adults; increase adult literacy by 50%; achieve gender parity by 2005, gender equality by 2015; and improve the quality of education.

In Article 24 the CRPD stresses the need for governments to ensure equal access to an "inclusive education system at all levels" and provide reasonable accommodation and individual support services to persons with disabilities to facilitate their education"

The Millennium Development Goal of universal primary completion stresses attracting children to school and ensuring their ability to thrive in a learning environment that allows every child to thrive in a learning environment to develop to the best of their abilities."

World Report on Disability, page 206

NOTE: Several Ministries In Sri Lanka share responsibility for different components of Education. At the present time these are the Ministry of Child Development and Women's Affairs, the Ministry of Education, the Ministry of Higher Education and the Ministry of Economic Development. Some components are devolved to Provincial Councils. In the NAPD each has been allocated responsibility according to the mandate given them by Government.

	Focus area/issue addressed	Expected Outcome	Activity	Key Performance indicator		Time Frame	Responsible Agency/ies
1	Policies , laws, strategies and plans	1.1 Education policies, laws, strategies and plans reviewed and amended to take disability into account	1.1a Include full inclusion of children with disabilities in next reviews of education policies, laws, strategies and plans (including special facilities and communication methods at examinations)	School system Inclusive	Laws inclusive	4 yrs + (+ = and ongoing)	MoE Provincial Councils
				Reports, strategies and plans inclusive			

2	Centre-based Early Childhood Education (ECE)	2.1 (1) Children with disabilities in ECCD (Early Childhood Care and Development) Centres receiving quality early education 2.1 (2) Registration of children with disabilities increased	2.1a National Committee on ECCD to identify weaknesses in availability and accessibility of pre-primary education and its inclusiveness for children with disabilities & make recommendations	Report completed	6 mths	National Committee on ECCD
			2.1b Carry out recommendations	Percentage of recommendations carried out	start 6 mths + ongoing	MCDWA
			2.1c Update existing national database of ECCD centres to indicate disability-inclusion	Percentage of inclusive centres listed in National database	6 mths	MCDWA
			2.1d Include disability inclusion in monitoring of ECCD centres	Percentage of centres reporting barriers	6 mths	MCDWA Provincial Councils
				No/type of barriers reported		
			2.1e Review and improve curricula of preschool teacher training to be disability-inclusive and interactive	Percentage of time assigned to disability inclusion	1 yr	MCDWA MoH, Mo Provincial Councils
			2.1f Train preschool teachers using revised curricula	No. of teachers trained in each divisional secretariat area	Start 1 yr +	MCDWA Provincial Councils NGOs, Private sector
			2.1g Prepare and distribute handbooks & teaching materials on disability inclusion for ECCD teachers	No. of handbooks and materials	Start 1 yr +	MCDWA
			2.1h Motivate and counsel parents through home-based programmes & managers & teachers of ECCD centres to register children with disabilities	Percentage of children registered in each divisional secretariat area	Start 1 yr +	MCDWA, MSS, MoH MoE Provincial Councils, NGOs Private sector

		2.1i Make ECCD centres and equipment accessible for use by all children (buildings, toys, learning and play equipment and materials)	Number of ECCD centres in each divisional secretariat area made fully accessible	Start 6 mths +	MCDWA, Provincial Councils NGOs, Private sector
3 Primary and Secondary Education	3.1 (1) Increased and equitable opportunities in primary and secondary education for children with disabilities	3.1a Reconstitute Special Education Advisory Committee to have in place a dynamic panel to advise on improvement of all aspects of school education for children with disabilities	Advisory panel	On expiry of current panel	MoE
		3.1b Appoint working group to conduct study to determine cause of high attrition among children with disabilities at primary and secondary levels & recommend actions to ensure children with disabilities complete schooling	Report available with recommendations	6 mths	MoE, MoED
		3.1c Carry out actions	Attrition rates reduced (school census)	2 yrs	
		3.1d Take steps to ensure the smooth transition of children from pre-primary to primary education	Percentage of children moving from pre-primary to primary education	3 mths	MoE, MCDWA Provincial Councils
		3.1e Improve access to teaching - learning materials, learning environments and physical facilities to facilitate full participation	No. of schools in each divisional secretariat area with full accessibility	Start 6 mths +	MoE MoED Provincial Councils
		3.1f Review current strategies for basic and continuing training of personnel including teachers, principals and counsellors and other support staff for the education of children with disabilities in mainstream schools	No. of textbooks and other materials in accessible formats	Start 6 mths +	MoE MoED
			Report of review completed	1 yr	MoE MoED

		3.1g Based on review, strengthen capacity and competency of education personnel through suitable basic and continuing education to ensure quality teaching and support	Percentage of time assigned to disability in each curriculum	Ongoing on annual basis	MOE MOED Provinc Council
			Module included in continuing education		
			Percentage of education personnel trained and competent in each zone		
		3.1h Employ "helpers" to teachers to assist with children with disabilities in mainstream classrooms and inclusive extracurricular activities including sports and cultural activities	No. of helpers employed to assist teachers in each zone	Start 6 mths + ongoing	
		3.1 i Increase registration of children with disabilities in all mainstream schools	Percentage of children registered in mainstream schools in each zone	1 yr	MOE MOED Provinc Council
		3.1(2) a Include children with disabilities in school census	Percentage of children in mainstream, special units and special schools by gender and grade	Start next census	MOE Provinc Council
3.1 (2) Information about children with disabilities in mainstream schools available		3.1(2) b Include children with disabilities in education monitoring procedures	Rate of attrition by gender and grade	6 mths	
			No/type of barriers faced by children and teachers		
		3.2a Appoint working group to review situation, culture and impact of mainstream education on children with hearing impairments and deafness, visual impairments and blindness, developmental disabilities, behavioural problems, physical disabilities and other impairments and make recommendations for action	Report completed & recommendations made	1 yr	MOE MOED
	3.2 Children with hearing impairments and deafness, those with visual impairments and blindness, those with developmental disabilities, those with behavioural problems and those with physical disabilities and other impairments have quality				

inclusive education	3.3 Children outside mainstream education have rights fulfilled	3.2b Implement recommendations		Percentage of recommendations implemented	Start 1 yr	MoE
		3.3a Appoint working group to review situation, curriculum, culture and impact of Special Schools and recommend actions for improvement and increase if necessary	3.3b Carry out actions	Report completed & recommendations made	1 yr	
Non-Formal Education	4.1 Increased and equitable opportunities in non-formal education (NFE) centres for out-of-school children with all types of disabilities	4.1a Strengthen motivation and capacity of instructors at centres to include children and youth with all types of disabilities	3.3c Take steps to register all suitable schools providing special education	Percentage of recommendations implemented	Start 1 yr	MoE
			3.3d Appoint working group to review situation, curriculum, culture and impact of Special Education Units and recommend actions for improvement	No. of special schools registered	3 mths	MoE
			3.3e Carry out actions	Report completed & recommendations made	1 yr	MoE
			4.1b Provide accessibility, teaching-learning material in accessible formats and other necessary facilities to accommodate students with all types of disabilities	Percentage of recommendations implemented	Start 1 yr	MoE Provincial Councils
				No. of inclusive centres	3 yrs	
				Percentage of instructors trained for NFE		
				Percentage of instructors trained in counselling		
				No/type of barriers faced by students and instructors		

			4.1c Motivate parents and caregivers to register children and youth who would benefit from non-formal education	Percentage of students in non-formal centres	3 yrs	MoE Prov Coun MSS
5	Higher Education	5.1 Increased and equitable opportunities for higher education for students with all types of disabilities	5.1a Provide accessibility, teaching-learning material in accessible formats and other necessary facilities to accommodate students with all types of disabilities in all universities and other centres of higher education	No. of inclusive university faculties/centres	Start 1 yr +	Minis High Educ UGC Unive High Educ Cent
				No. of university faculties/centres accessible		
				No. of university faculties/centres with adequate facilities		
				No/type of barriers faced by students and teachers		
				Percentage of students registered in each university by faculty/department		
		5.1b Sensitize staff of departments which include students with disabilities and relevant university administrative and support staff on how to interact with and assist students with disabilities	No. of staff sensitized	Start 6 mths +		
		5.2 A pool of well qualified public servants, professionals, practitioners, specialists, academicians and researchers with appropriate knowledge, competencies and attitudes, available to include disability in their own work and to provide quality inputs in the multifaceted aspects of disability work	5.2a Develop and carry out undergraduate and post graduate programmes, and certificate, diploma and other educational courses in the multiple disciplines and areas related to disability	No. of disability-related programmes and courses conducted in each discipline/ area	start 1 yr +	Mini High Educ UGC Post grad Insti Univ High Educ Cent
				No. of personnel qualified through each programme/course		

Thematic Area Four: Work and Employment

"... Article 27 the United Nations *Convention on the Rights of Persons with Disabilities (CRPD)* "recognizes the right of persons with disabilities to work, on an equal basis with others; this includes the opportunity to gain a living by work freely chosen or accepted in a labour market and work environment that is open, inclusive and accessible to persons with disabilities".

Furthermore the CRPD prohibits all forms of employment discrimination, promotes access to vocational training, promotes opportunities for self-employment, and calls for reasonable accommodation in the workplace, among other provisions.

World Report on Disability, page 235

	Focus area	Expected Outcome	Activity	Key Performance indicator	Time Frame	Responsible Agency/ies
1	National policies, laws, strategies and plans relating to work, employment and vocational training	1.1 National policies, laws, strategies and plans relating to mainstream work, employment and vocational training reviewed and amended to take disability into account	1.1a Include people with disabilities in next reviews of mainstream work (including recruitment), employment and vocational training policies, laws, strategies and plans	Rates of employment and unemployment of people with disabilities	Start 1 yr (+ = and ongoing)	Mol, MYS D MoED Provincial Councils
			1.1b Enforce 3% employment quota (of approved cadre) for people with disabilities in public sector	Recruitment criteria amended Percentage of employees in public sector institutions	1 yr	Mol Ministry of Public Admin - istration Provincial Councils
2	Equal access to work and employment	2.1 Equitable opportunities for inclusive vocational training, technical education, work and employment for people with all types of disabilities	2.1a Appoint a working group to conduct study to ascertain barriers to, and best practices in, mainstream skills development, work and employment and make recommendations	Report available with recommendations	1 yr	Mol, MYS D MoED

			2.1b implement recommendations	No. of barrier-free programmes & workplaces	Start 1 yr	
			2.1c Share learning and experiences to increase and expand access	No. of Stakeholder meetings No. of stakeholders reached	Start 1 yr +	
3	Preparation, guidance and counseling for work	3.1 Home and community-based preparation, guidance and counseling for vocational training, work and employment with assessment of support needed and information about job opportunities and markets available	3.1a Include preparation, guidance and counseling of individual and family with assessment of support needed in CBR, home-based and community development programmes 3.1.b Strengthen capacity of mainstream vocational guidance centres, including staff training, to include people with disabilities, making reasonable accommodations where necessary to overcome barriers 3.1c Make available to jobseekers with disabilities job market information produced for the mainstream	Assessment formats No. of CBR, home-based and community development programmes providing services No. of centres with accessibility & infrastructure Staff trained with skills Percentage of people with disabilities received guidance No. of individuals accessing material	6 mths Start 1 yr + 2 yrs	MSS MoED Provin Counc NGOs MYSD
4	Vocational skills and training and placement services	4.1 Community-based initiatives in place in inclusive environments 4.2 Institutions under VTA, NAITA, TET and NYSC at all levels mainstream people with disability	4.1a Review CBR, home-based care and community development strategies to ensure issues are addressed effectively, strengthen and expand 4.2a Strengthen institutions under VTA, NAITA, TET and NYSC to include people with disability, including staff training with accessible building and infrastructure and making reasonable accommodations where necessary to overcome barriers	CBR & home-based & community development programmes No. placed in jobs No. of institutions with accessibility and infrastructure No. of staff trained Percentage received training No. placed in jobs	6 mths Start 1 yr +	MSS, I MoED Provin Counc MYSD

Self Employment and microfinance	4.3 Special Vocational Training Institutions include people with disability who cannot benefit from mainstreaming	4.3a Strengthen current special institutions with updating of courses, staff training, instructional materials and facilities	No. of market-oriented courses offered	ongoing	MSS
			No. of centres with required facilities		
			No. of Staff trained		
			No. of instructional materials in accessible formats		
5.1 Community-based initiatives in place in inclusive environments to enable youth & adults with disabilities (with a focus on women) to earn an adequate income through decent work	5.1a Review effectiveness of CBR, home-based care and community-based development programmes in promoting the development of skills and self-employment(including marketing) to enable people with disabilities to make a decent living	Report available	Percentage of trainees placed in jobs	1 yr	MSS MoED Provincial Councils
5.2 Include youth & adults with disabilities (with a focus on women) in entrepreneurship training and business skills development and programmes	5.1b Based on findings of review, strengthen and expand self-employment through CBR and home-based and community development programmes	No. found employment through CBR, home-based and community development programmes	Report available	Start 1 yr +	National Enterprise Development Authority (NEDA)
5.2b Increase access to entrepreneurship and business skills development programmes and training through sharing findings and experiences	5.2a Appoint a working group to conduct a study to ascertain barriers to and best practices in entrepreneurship training and business skills development programmes	Report available	Stakeholder workshop	Start 1 yr +	National Enterprise Development Authority (NEDA)

		5.3 Increase access to microfinance and financial services to youth & adults with disabilities (with a focus on women)	5.3a Appoint a working group to conduct a study to ascertain barriers to and best practices in microfinance and financial services		Report available	9 mths	CBSL NEDA Private sector
			5.3b Based on study, increase access to microfinance and financial services through testing mechanisms and sharing experiences		No. of service providers sensitized	Start 1 yr +	
					No. of collaborating mechanisms tested		
					No. of stakeholders participating in workshops to share learning		
6	Wage Employment	6.1 Mainstream Employment creation programmes include people with disabilities	6.1a Appoint a working group to conduct a study to ascertain barriers to & best practices in wage employment including use of value chains for people with disabilities and make recommendations		Report on barriers and best practices available with recommendations	9 mths	Mol
			6.1b Implement recommendations		No. of employers sensitized	Start 1 yr +	
					Types of workplace support provided		
					No. of people employed		
		6.2 Information about job seekers with disabilities available and accessible to employers	6.2a Promote and facilitate the registration of jobseekers with disabilities in existing job banks and databases, including that of the Employers Federation of Ceylon (EFC)		No. of inclusive databases and job banks	Start 6 mths +	MYSID, 1 EFC
					Percentage of people with disabilities among those registered		

Managing disability at the workplace	7.1 Employers and workplaces suitably prepared to include workers with all types of disabilities in terms of equal opportunities, capability and investment in human potential, making reasonable accommodations when needed	7.1a Carry out disability-access audits at public and private sector workplaces	No. of audited workplaces	Start 6 mths +	Mol MoPA MoPP EFC Private sector Trade Unions Provincial Councils DPOs
		7.1b Based on findings make public and private sector workplaces accessible using Universal Design and making available assistive technologies	No. of accessible workplaces		
		7.1c Promote a targeted approach to the employment of people with disabilities	Percentage of targets achieved	1 yr	
		7.1d Apply code of practice "Managing Disability Issues at the Workplace" prepared by the Employers Federation of Ceylon (EFC)	No. of workplaces applying code	1 yr	
		7.1e Identify, promote and publicize model employers of people with disabilities	No. of model employers	6 mths	
		7.1f Employers to provide on-the-job training for new employees and job retraining for those disabled while at work to sustain opportunities	No. of enterprises with accessible training facilities No. receiving on-the-job training No. receiving job re-training	ongoing	

Thematic Area Five: Mainstreaming and Enabling Environments

"Institutions and organizations also need to change- in addition to individuals and environments - to avoid excluding people with disabilities." *page 6*

"Knowledge and attitudes are important environmental factors, affecting all areas of service provision and social life." *page 6*

"The ultimate goal of the (*World*) Report and of the CRPD is to enable all people with disabilities to enjoy the choices and life opportunities currently available to only a minority by minimizing the adverse impacts of impairment and eliminating discrimination and prejudice." *page 13*

World Report on Disability

	Thematic area	Expected Outcome	Activity	Key Performance indicator		Time Frame	Resp Age
1	Transport	1.1 People with disabilities have access to public transport so that they may travel and participate freely	1.1a Enforce Government Regulations on Accessibility to Transport by road and rail	No. of accessible bus stations	Start 6 mths + (+ = and ongoing)	Mini-Trans- Dept Railw SL Tr Boar MSS MoE Prov Coun Loca Auth DPO	
				No. of accessible buses			
				No. of accessible trains			
				No. of accessible railway stations			
2	Built environment	2.1 Built environment accessible to all on the principles of Universal Design to enable their	2.1a Identify/set up a focal point to enforce and monitor all aspects of implementation of Government	Focal point set up	Start 3 mths +	MSS UDA Prov	
				No. of complaints received			

Full participation and their independent living within their communities	regulations	Type of complaints received			Councils Local Authorities
		No. of accessible new & renovated buildings			
		No. of knowledge enhancement programmes	Start 1 yr +		
	2.1c Build capacities of all relevant existing personnel involved in ensuring accessibility	No. of persons reached		MSS, UDA Ministry of Provincial Councils and Local Government Provincial Councils Local Authorities DPOs	
	2.1d Include in relevant educational and training curricula of all occupations working on the built environment (e.g. architects, civil engineers, construction workers)	No. of categories with inclusive curricula	Start 1 yr +		Ministry of Higher Educ, UGC, Universities, Institutes of Professional & Higher Education, Training Institutes, MYSD
	2.1e Appoint working group to review and make recommendations for action to update and improve Government Regulations on Accessibility to Built Environment and to Transport	Report available with recommended amendments	2 yrs	MSS, UDA	
	2.1f Amend regulations	New regulations in place	3 yrs		

3	Knowledge and attitudes of social environment	3.1 Modify, reduce or remove beliefs, customs and practices that discriminate directly or indirectly and lead to social exclusion and disempowerment	3.1a Mobilize mass media to carry out large-scale sensitization/knowledge enhancement campaigns for people with disabilities and the general public	No. of campaigns	6 mths	MSS Provincial Council DPOs
4	Information and Communication Technology	4.2 People with disabilities access and benefit from information technology and communication technology	3.1b Carry out advocacy and lobbying to break down barriers and enable access to rights	No. of campaigns	1 yr	DPOs MSS, N
			3.1c Identify role models among people with disabilities and provide opportunities to them to increase their visibility in society, including in politics	No. of role models	1 yr	DPOs MSS, N
			3.1d Carry out social marketing campaigns on stigmatized issues e.g. mental health conditions	No. of social marketing campaigns	3 yrs	MSS, N
			3.1e Increase public knowledge and access to documents about policies, laws, plans & programmes/services	Knowledge enhancement strategies	3 yrs	MSS, N
			3.1f Include module on mainstreaming, social inclusion and participation of people with disabilities in primary school curriculum	Primary school curriculum	1 yr	MoE,
4	Information and Communication Technology	4.2 People with disabilities access and benefit from information technology and communication technology	4.2a Take steps to make communication technologies such as telephones and television (including assistive devices which enable their use) accessible and available	No. of people using telephones No. of people using TVs	5 yrs	MSS, Telecommunication Regulation Commission
			4.2b Take steps to make Information technology including software and assistive devices accessible and available	No. of people using computers	5 yrs	MSS
5	Human resources	5.1 Human resources for coordinating mainstreaming, social, community and field	5.1a Appoint working group to assess cadre and training needs for social service officers (SSOs) and social	Population coverage ratios of SSOs and SDAs and other personnel identified	1 yr	MSS Provisional Council

	programmes strengthened and increased	development assistants (SDAs), and personnel in other listed sectors and make recommendations for action including for continuing professional education	Report available with recommendations		
		5.1b Carry out recommendations	Percentage of recommendations carried out	Start 1 yr	MSS, Other identified sectors
			Training reports		
		6.1a Take steps to ensure all institutions providing residential care are registered with relevant authorities and take action against those that do not register	Percentage increase in registered residential institutions	Start 1 yr	MSS Provincial councils
			No. of Prosecutions		
			Reasons for prosecutions		
		6.2a Review and amend indicators in minimum standards including health and psychosocial minimum standards	Minimum standards amended	1 yr	MSS MoH Provincial councils
		6.2b Determine adherence to minimum standards and address	Survey on adherence conducted & reasons for non-adherence identified	Start 1 yrs +	
			Action taken to rectify shortcomings		
		6.2b Identify required improvements to homes in terms of facilities & staff and provide	Facilities improved	3 yrs	MSS MoH Provincial councils
			Ratio of staff: residents		
			Percentage of staff trained with required skills		
		6.2c Maintain contact between individuals and parents and families, sharing care giving with them to the extent possible, and involving them in and running and maintenance of institutions	Percentage of parent satisfaction	3 mths	MSS Provincial Councils NGOs
		6.2d Identify individuals presently in institutions who could be re-united	No. of individuals identified in each province	4 yrs	
5	Residential care	6.1 All institutions providing residential care to children, youth and adults with disabilities registered			
		6.2 Institutions providing residential care to children, youth and adults with disabilities recognize their rights and needs			

			with their families	Total no. of individuals in residential care		
			6.2c Make progressive community-based plans to reunite individuals with their families including measures to provide support needed and to deal with problems that may arise	Percentage of individuals re-united		
			6.2d Follow-up, monitor and support	Percentage of individuals returning to institutions		
7	Housing	7.1 Children and adults with disabilities have adequate and accessible housing	7.1a Allocate proportion of houses (e.g. 3%) in public sector schemes to adults with disabilities and parents of children with disabilities	Percentage. of houses allocated	1 yr	Ministry Housing
			7.1b Allocate proportion of land in distribution schemes to those with disabilities/parents	No. of individuals benefited	1 yr	Ministry Lands & Develop
			7.1c Make available grants and loans to improve accessibility and quality of housing to adults with disabilities and parents of children with disabilities	No. of individuals benefited	6 mths	MSS
8	Sports	8.1 Children, youth and adults (including girls and women) with disabilities participate in sports activities of their choice for both recreational and competitive purposes	8.1a Adapt and equip existing sports facilities to provide access and increase choices available to develop aptitudes for chosen sports	No of facilities accessible and equipped	Start 6 mths +	Ministr Sports Provinc Council
			8.1b Train instructors in existing facilities to enable quality in sports	No. of instructors trained	Start 6 mths +	
			8.1c Arrange dedicated sports meets to enable individuals with disabilities	No. of sports meets	ongoing	Ministr Sports

		develop further their capacities				MSS Provincial Councils
		8.1d Include events for people with disabilities in sports events organized for the general public	No. of inclusive events	ongoing		National Federation of Sports for the Disabled
		8.1e Encourage and facilitate the participation of individuals with disabilities in international events	No. of individuals participating in international events	3 mths		
5 Cultural environment	8.1 People with disabilities have equitable opportunities to develop talents, skills and capacities in cultural activities and the arts	9.1a Take steps to include children and adults in activities and opportunities for development in culture and the arts	No. of inclusive programmes	1 yr		Ministry of Culture and Art Affairs Provincial Councils
10 Disaster Management	10.1 People with disabilities included in disaster management cycle	10.1a Include in disaster risk reduction, technology, training and public awareness, especially in community-based activities	No. of Staff trained	ongoing		Ministry of Disaster Management
		10.1b In any disaster situation, carry out a rapid assessment of people with disabilities and their needs and record	No. of communities with capacity to include people with disabilities			
			Ratio of number of records available to number of disasters			
			Percentage of needs met			
11 Travel and tourism	11.1 Measures in place to enable all persons with disabilities (whether local or foreign) to travel freely in the country to visit places and sites of interest	11.1a Include accessibility to accommodation, sites of interest and facilities as essential criteria in official standards and guidelines	No. of registered hotels with accessibility	Start 6 mths +		Ministry of Economic Development
		11.1b Include people with disabilities in travel and tourism promotion	No. of major sites made Accessible		6 mths	Ministry of National Heritage
		11.1c Publish and distribute information	Percentage of inclusive promotional materials and tours			Ministry of Economic Development
			No. of Booklets distributed	2 yrs		

			on accessible travel and tourism	Type of information available on the world wide web		
12	Millennium Development Goals (MDGs)	12.1 People with disabilities included as a vulnerable group in national strategies aimed at fulfilling MDGs	12.1a Review Poverty Reduction Strategy Papers (PRSPs) to include people with disabilities as a vulnerable group	People with disabilities included as a vulnerable group in PRSPs	6 mths	Ministry of Economic Development

Thematic Area Six: Data and Research

"Nationally, disability should be included in data collection. Uniform definitions of disability, based on ICF, can allow for internationally comparable data. Understanding the numbers of people with disabilities and their circumstances can improve country efforts to remove disabling barriers and provide appropriate services for people with disabilities".

"Research is essential for increasing public understanding about disability issues, informing disability policy and programmes, and efficiently allocating resources"

World Report on Disability, page 267

Thematic area	Expected Outcome	Activity	Key Performance indicator	Time Frame	Responsible Agency/ies
1 Disability Management Information System	1.1 Disaggregated data based on the International Classification of Functioning, Health & Disability (ICF) and including health, education, work and employment and other socioeconomic information collected, processed and disseminated for knowledge enhancement and management, monitoring, review and planning	1.1a Plan, prepare, pre-test and setup a Disability Management Information System (DMIS) incorporating information gathered through CBR baseline assessments and other sectors and levels	Plans made and focal point identified	1 yr	MSS MoH DPOS
			Data collection formats prepared and pre-tested		
			Management procedures prepared and tested	2 yrs	
			DMIS set up & functioning		
2 Data gathering through National Census	2.1 Disability information gathering through national census improved	2.1a Review data obtained through 2012 national census in terms of adequacy and recommend action to improve collection in next census	Review completed & recommendations made	2 yrs	Department of Census and Statistics
		2.1b Take recommendations into account in next census	Percentage of recommendations taken into account		
3 Ongoing data collection	3.1 Health and socioeconomic information of people with	3.1a Include disability indicators in population, health, education, poverty	No. of inclusive data collection formats	Start 1 yr	Department of Census

methodologies	disabilities gathered and distributed on a continuing basis	and other regular and periodic surveys		Percentage of people with disabilities in periodic surveys	(+ = and ongoing)	and Sta
	3.2 Comprehensive information on disability characteristics (e.g. prevalence, health conditions associated with disability, and the use of and need for services) collected, compiled and disseminated for use	3.1b Include disability indicators in Labour Force and Employment Surveys	3.2a Carry out dedicated disability sample surveys	No. of inclusive data collection formats	Start 1 yr (+ = & ongoing)	MoH, N
				Percentage of people with disabilities in surveys		
				No. of dedicated sample surveys conducted		
4	4.1 People with disabilities actively participate as researchers and as participants in consultations and advisory groups	4.1a Advocate/lobby/mobilize research institutions and researchers	3.2b Disseminate information gathered	Type of information gathered	5 yrs	MoH, MSS, DP
				No. of recipients of information gathered		
				No. of research studies including people with disabilities as researchers, consultants & advisers		
4	4.2 Organizations funding research routinely require researchers to include people with disabilities in their population samples	4.2a Advocate/lobby/mobilize organizations that fund research	4.1a Advocate/lobby/mobilize research institutions and researchers	No. of research studies including people with disabilities in population samples	1 yr	MoH, MSS, DP
				No. of research studies relating to people with disabilities		
				No. of research studies including people with disabilities as researchers, consultants & advisers		
5	5.1 Evidence-based practice in disability increased with the collection of an evidence database	5.1a Promote and support applied research in disability practice	5.1b Promote and support the development of an evaluation culture in disability practice	No. of research studies relating to people with disabilities	Start 1 yr +	MSS MoH UGC
				No. of evaluations in disability practice		
				No/type of evidence documented in a database		
5	Research and Evaluation Practice	5.1 Evidence-based practice in disability increased with the collection of an evidence database	5.1a Promote and support applied research in disability practice	No. of research studies relating to people with disabilities	Start 1 yr +	Universi
				No. of evaluations in disability practice		
				No/type of evidence documented in a database		
				No. of research studies relating to people with disabilities	Start 1 yr +	Provinci
				No. of evaluations in disability practice		
				No/type of evidence documented in a database		
				No. of research studies relating to people with disabilities	Start 1 yr +	Councils
				No. of evaluations in disability practice		
				No/type of evidence documented in a database		

Thematic Area Seven: Social and Institutional Cohesion

"Each Ministry which has any of the policy areas or strategies listed above included in the subjects and functions assigned to it or have the strategies listed implemented in any institution assigned to it, will take responsibility for including these policy elements in its own policies, and the strategies in its action plans (including budget and monitoring and evaluation processes)"

National Policy on Disability, page 41

Thematic area	Expected Outcome	Activity	Key Performance indicator	Time Frame	Responsible Agency/ies
1 Implementation, coordination, monitoring and evaluation of the NAPD	1.1 National Council and Secretariat for Persons with Disabilities (NCPD & NSPD) equipped with capacities strengthened to take responsibility	1.1a Assess human resource and infrastructure needs for effective functioning	Assessment completed	6 mths	MSS through National Council for Persons with Disabilities (NCPD)
		1.1b Provide required personnel and facilities	Percentage of cadre posts filled Percentage of annual targets met	1 yr	
		1.2a Develop, test and use information collection (recording and reporting) formats and procedures for monitoring (refer DMIS)	Formats and procedures developed and used	1 yr	
	1.2 Monitoring systems in place to ensure quality inputs and outputs	1.2b Disseminate information collected to reach stakeholders on an annual basis	No. of information bulletins distributed	18 mths	MSS
			No. of organizations reached		

2	Sectoral policies, implementation plans and budgets	2.1 Policies, implementation plans and budgets within all development sectors listed* as a responsible agency in this NAPD include disability concerns (including children, youth, women and elderly persons) * listed means one that has been named as a responsible agency in the column "Responsible Agency/ies"	2.1a Each listed ministry and agency to review and amend policies to include disability	No. of sectors including disability concerns	2 yrs	MSS Other Il Ministr * (listed means that ha been n as a respons agency this col in area
			2.1b Each listed ministry to include relevant actions from NAPD in own sectoral plans and budgets	No. of sectoral short-term plans of implementation	3 yrs	
			2.1c Each listed ministry to designate internal focal point to implement sectoral responsibilities in NAPD	No. of functioning sectoral focal points	18 mths	
			3.1a Review and amend sectoral policies, plans and budgets at provincial, district and divisional levels to include disability	No. of provinces with inclusive sectoral policies in place	2 yrs	
3	Decentralized implementation of NAPD	3.1 Relevant focus areas and activities included in devolved ministries and sectoral policies, plans and budgets at provincial, district and divisional levels		No. of provinces, districts & divisions with inclusive sectoral plans	2 yrs	Provinc Council
				No. of provinces, districts & divisions with inclusive sectoral budgets	2 yrs	
			3.2a Identify/set up units to implement, coordinate and monitor NAPD in each province, district & divisional secretariat	No. of provinces, districts & divisions with mechanisms established	2 yrs	
			3.2b Identify/set up an internal focal point in each devolved sector in each province, district & divisional secretariat area to take responsibility for NAPD	No. of sectors in each province, district & division with internal focal points established	2 yrs	
		3.2 Mechanisms and focal points for further planning, implementation and monitoring of disability related concerns located within provincial, district and divisional secretariats				

Community-Based Rehabilitation (CBR)	4.1 (1) CBR developed as a coordinated, multisectoral strategy at all levels with improved quality and increased impact on people with disabilities (including children, youth, women and elderly persons)	4.1.(2) People with disabilities live independently in the community participating in the economic, social, cultural and political mainstream	4.1a Appoint working group to review experiences of CBR development in the country, analyze lessons learned and build on these to develop a CBR strategy and plan its piloting emphasizing a coordinated, multisectoral, sustainable Rights-Based Approach (RBA) with definition of roles of MSS and of MoH		9 mths	MSS, MoH, Sri Lanka Medical Association (SLMA)
			4.1b Implement plans in pilot areas	Review completed, lessons learned analyzed		
				Strategy revised		
				Pilot areas selected, personnel and other resources required from MSS and MOH determined and committed		
				Plans made for testing revised CBR strategy within development programmes and activities		
			4.1b Implement plans in pilot areas	Coordination and management mechanisms in place including monitoring at all levels	Start 9 mths +	MSS, MoH, MoED, MCDWA, MOE, Provincial, Councils Other identified sectors
				Percentage of planned targets and objectives achieved		
				No. of development sectors participating at each level		
				No. of individuals referred each way		
			4.1c Develop two-way referral system between hospitals and other referral institutions and community level programmes	Rate of follow-up		
			4.1d Evaluate progress, analyze lessons learned and reprogramme	Plans revised	2 yrs	
			4.1e Based on evaluations, prepare plans and expand implementation in a phased manner	Percentage of planned targets and objectives achieved	2 yrs +	

5	Non-Governmental and Private sectors	5.1 Resources of non-governmental organizations (NGOs) and private sector harnessed, coordinated and maximized for NAPD implementation 5.2 Networks and partnerships between Government and non-governmental and private sectors maximized at all levels	5.a Set up a multistakeholder National Disability Forum	No. of members	6 mths	MSS Provinc Council
				No. of stakeholders by type		
				No./type of activities carried out		
			5.b Include disability in existing development fora at all levels	No. of fora	4 yrs	
			5.c Set up networks and partnerships at national, provincial, district and divisional levels	No./type of activities carried out	4 yrs	
				No. of networks at each level		
				No. of partnerships at each level		
6	Professional standards and ethics in disability work	6.1 Professional Standards, Minimum Standards of Practice and Ethical Practice in disability work ensured	6.1 Appoint Apex Body to establish and monitor Professional Standards/ Minimum Standards of Practice and Ethics for disability professionals and others working in disability	Professional standards/Minimum standards of practice developed Code of Ethics designed	5 yrs	MoH MSS
7	UN CRPD & Optional Protocol	7.1 UN CRPD & Optional Protocol ratified and implemented	7.1a. Enact local legislation to implement UN CRPD	Legislation in place	1 yr	MSS
						Ministry Justice
			7.1b. Ratify CRPD & Optional Protocol	CRPD ratified Optional Protocol ratified		Ministry External affairs

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State sectors to be involved in implementation of the NAPP (listed agencies)

Ministries/State Bodies listed	One	Two	Three	Four	Five	Six	Seven
MSS - Ministry of Social Services	✓	✓	✓	✓	✓	✓	✓
MoH - Ministry of Health	✓	✓	✓	✓	✓	✓	✓
MoE - Ministry of Education	✓	✓	✓	✓	✓	✓	✓
MCDWA - Ministry of Child Development and Women's Affairs	✓	✓	✓	✓	✓	✓	✓
MoED - Ministry of Economic Development NEDA - National Enterprise Development Authority	✓	✓	✓	✓	✓	✓	✓
Mol - Ministry of Labour	✓	✓	✓	✓	✓	✓	✓
MYSD - Ministry of Youth Affairs and Skills Development TVEC - Tertiary and Vocational Educational Commission NAITA - National Apprenticeship and Industrial Training Authority VTA - Vocational Training Authority NYSC - National Youth Services Council	✓	✓	✓	✓	✓	✓	✓
Ministry of Culture and Art Affairs	✓	✓	✓	✓	✓	✓	✓
Ministry of Defence and Urban Development Urban Development Authority	✓	✓	✓	✓	✓	✓	✓
Ministry of Disaster Management	✓	✓	✓	✓	✓	✓	✓
Ministry of External Affairs	✓	✓	✓	✓	✓	✓	✓
Ministry of Finance & Planning • CBSL - Central Bank of Sri Lanka • Department of Census and Statistics	✓	✓	✓	✓	✓	✓	✓
Ministry of Higher Education UGC - University Grants Commission	✓	✓	✓	✓	✓	✓	✓
Ministry of Housing	✓	✓	✓	✓	✓	✓	✓

Ministry of Indigenous Medicine	.	✓	.	.	.	.	.	✓
Ministry of Justice	✓	.	.	.	.	.	.	.
Ministry of Lands & Land Development	.	.	.	.	.	✓	.	✓
Ministry of Mass Media and Information	.	✓	.	.	.	✓	.	.
Ministry of National Heritage	.	.	.	.	.	✓	.	✓
MOPP - Ministry of Productivity Promotion	.	.	.	.	✓	.	.	✓
Ministry of Provincial Councils and Local Government	.	.	.	.	.	✓	.	✓
Ministry of Public Administration	.	.	.	✓	.	.	.	✓
Ministry of Sports	.	.	.	.	.	✓	.	✓
Ministry of Transport	.	.	.	.	.	✓	.	✓
Telecommunication Regulatory Commission (TRC)	.	.	.	.	.	✓	.	.
Department of Elections	✓	.	.	.	.	.	.	✓
Provincial Councils	✓	✓	✓	✓	✓	✓	✓	✓
Local Authorities	.	.	.	.	.	✓	.	✓
