Guidebook for the Preparation of Language Plans by Public Institutions

Ministry of National Languages and Social Integration

Guidebook for the Preparation of Language Plans by Public Institutions

Preface

The Official Languages Policy (OLP) of Sri Lanka is enshrined in Chapter IV of the Constitution of the Democratic Socialist Republic of Sri Lanka and the Ministry of National Languages and Social Integration has been mandated to implement the OLP. The Ministry has delegated its responsibilities relating to the implementation of this policy to the Chief Official Languages Implementation Officers (COLIO) and Official Languages Implementation Officers (OLIO), in order to carry out the said mandate.

The Ministry has taken measures to assist the said public officers in implementing the OLP by providing a Guidebook, which will facilitate the preparation of language plans in respect of their Institutions. It lays down the foundation on which the Public Institution could build their own language plans, structures and systems for efficient and effective implementation of the OLP.

It is anticipated that language plans formulated in this manner will contribute towards ensuring the language rights of the public, bridging the gap between the communities, build mutual understanding, goodwill and harmony thereby establishing a unified nation which celebrates unity in diversity.

Message of the Honorable Minister of National Languages and Social Integration

It gives me great pleasure to send this message to mark the occasion of launching of the "Guidebook for the Preparation of Language Plans by the Public Institutions" designed to guide the Public Institutions in the implementation of the Official Languages Policy (OLP). Our Ministry is established with a view to enhancing the freedom of communities, communal harmony, strong understanding of religious and cultural values and the development of a society with equal opportunities for every citizen of this country.
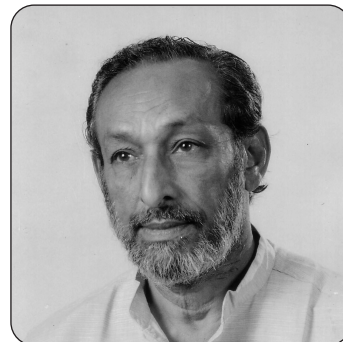
His Excellency the President of Sri Lanka has declared Sri Lanka to be a Trilingual Nation and has set up a ten year plan to implement a Trilingual Initiative. Trilingual and bilingual initiatives will facilitate the growth of inclusive participatory democracy in the country where issues would be widely discussed.

Our vision is a unified nation celebrating unity in diversity, endearingly intertwined by two languages ensuring the cultural identity of all communities. The Guidebook, which we launch today, would no doubt be an effective tool towards achieving the expected goals set for our vision and a journey towards national and social integration .

The Guidebook facilitates the Public Institutions of Sri Lanka to take progressive steps towards the implementation of the OLP. It also emphasizes the responsibilities cast on officers of the Public Institutions to give serious thought in implementing the existing provisions relating to language rights as the Institutional commitment is one of the major factors for the successful implementation of the OLP.

People who interact with Public Institutions and receive services from those Institutions should feel that there is a credible effort on the part of the Institutions to interact with them and provide service in the language of their choice. Access to quality service in the language of their choice is fundamental to equality and justice.

The implementation of the Language Plan with the support of this Guidebook would not only result in citizens receiving services in the language of their choice, it also would bridge the gaps between the communities and take the country forward towards national unity.

Finally, I take this opportunity to thank the Foreign Affairs, Trade and Development Canada (DFATD) of the Government of Canada for providing the Technical and Financial support through the National Languages Project (NLP) in preparing this important Guidebook.

Vasudeva Nanayakkara
Minister of National Languages and Social Integration

Message from the Secretary of the Ministry of National Languages and Social Integration

The Ministry of National Languages and Social Integration has taken a timely initiative to formulate the "Guidebook for the Preparation of Language Plans by Public Institutions" to address the identified lack of Language Plans which facilitate the implementation of the Official Languages Policy.

As the Guidebook details in a simple manner the steps that should be followed in formulating language plans, I firmly believe it is a tool that would be of immense value to all public officers to facilitate the protection of language rights.

Therefore, I strongly urge the public officers to take maximum use of the Guidebook and embark upon the preparation of language plans.

Furthermore, as you embark on this process the Ministry would be committed to provide technical guidance when required to achieve the desired goal.

M. S. Wickramasinghe
Secretary
Ministry of National Languages and Social Integration

Acknowledgement

The Ministry of National Languages and Social Integration extends its sincere appreciation to all individuals who and Organizations which contributed immensely towards the formulation and publication of the 'Guidebook for the Preparation of Language Plans by Public Institutions', without whose support this would not have been a reality.

Most significantly, the Ministry acknowledges the invaluable contribution of the Foreign Affairs, Trade and Development Canada (DFATD) of the Government of Canada for the Technical and Financial support extended through the National Languages Project (NLP) towards this endeavor.

The Ministry places on record its appreciation for the efforts of the members of the Languages Planning Committee and Ms. F. R. C. Thalaysingam (Consultant-NLP) towards the formulation of a creative framework for the Guidebook and for the tireless efforts of Mr. Jayantha Wickramanayake and Mr. Sisira Kumarasiri (Senior Technical Advisors) of the Asia Foundation in preparing the Guidebook.

Special thanks also go to Ms. Alix Yule (Former Project Director- NLP) and the Project Staff of the NLP for the constructive feedback provided throughout the entire process and scrupulous editing of the Guidebook.

The Ministry takes this opportunity to record its sincere gratitude to the Languages Unit of the Ministry, for their strong commitment and tireless efforts to complete this initiative.

Finally, the Ministry acknowledges the corporation and timely support of Woft (Pvt) Ltd and PrintHub to publish a high quality final product.

Table of Content

Introduction

Legislative and Administrative Framework for the Implementation of the Official Languages Policy

The Official Languages Policy (OLP) of Sri Lanka is enshrined in the 1978 Constitution of the Democratic Socialist Republic of Sri Lanka. The 13th Amendment to the Constitution made the Tamil Language an official language in addition to the Sinhala Language and recognized the English Language as a link language. The 16th Amendment to the Constitution made detailed provisions relating to the use of the Official Languages in the country. The cumulative effect of these Constitutional Amendments is that Sinhala and Tamil Languages are the Official Languages of the country, enjoying equal status as Official and National Languages. The use of each language for official purposes has been specifically provided for in the Constitution. Subsequently numerous laws, regulations and circulars were passed to ensure effective implementation of the OLP.

Therefore, it is the responsibility of each and every Public Institution to ensure that the OLP is implemented in accordance with the supreme law of the country.

The Government has initiated legislative and administrative measures to implement the OLP and in 2010 created the Ministry of National Languages and Social Integration to promote and support implementation of the OLP. However, lapses in the implementation continue to affect the ability of the citizens to access quality public services in the language of their choice in many Public Institutions.

Annex I, Outlines the important legislative and administrative framework for the OLP implementation in Public Institutions.

Purpose of this Guidebook

This Guidebook is intended to assist Public Institutions to formulate Language Plans for the implementation of the OLP. It specifies the steps that Public Institutions should take to in formulating up their own Language Plans for the implementation of the OLP in a meaningful manner. It lays the foundation on which the Public Institutions can build up their own plans, structures and systems for efficient and effective implementation of the OLP.

The Guidebook includes a checklist (Annex IV) to help the Chief Official Languages Implementation Officer (COLIO) and Official Languages Implementation Officer (OLIO) to assess the status of the implementation of the OLP within their Institution. The proper understanding of the current status of implementation of the OLP will direct the COLIO and OLIO towards the future planning for the implementation of the OLP.

Introduction

What is a Language Plan?

A Language Plan (LP) is a document prepared by a Public Institution that sets out the directions the Institution would take to improve the implementation of the OLP. It demonstrates the commitment of the Institution for the implementation of the OLP in providing services to citizens in their language of choice. The LP includes the actions the Institution should take to improve the capacity of its officers to work in both Sinhala and Tamil Languages so that it can deliver its services more effectively in response to citizens' needs. It describes the Institution's strategy to: ensure that signs boards, official documents, records and communication with the public are in the Official Languages; provide necessary language training to officers; recruit and deploy bilingual and trilingual officers to key positions where communication in more than one language is necessary for effective service delivery.

The Benefits of a Language Plan

The LP facilitates and assists Public Institutions to take forward steps towards the implementation of the OLP according to their Constitutional obligations. It recognizes the equality of the two official languages, namely Sinhala and Tamil. The benefits of the LP are twofold. The Institution will benefit because respecting citizens' language rights will increase public satisfaction with government services and strengthen the relationship between the Institution and the citizens.

Citizens will also benefit as the Institution will improve the quality of its services by providing access to the services in the language of the citizens' choice. This will ensure that all Sri Lankans can obtain equitable services, regardless of their language identity. This is particularly critical when communication between the citizen and the Institution is of a sensitive or confidential nature such as for women, children and vulnerable populations.
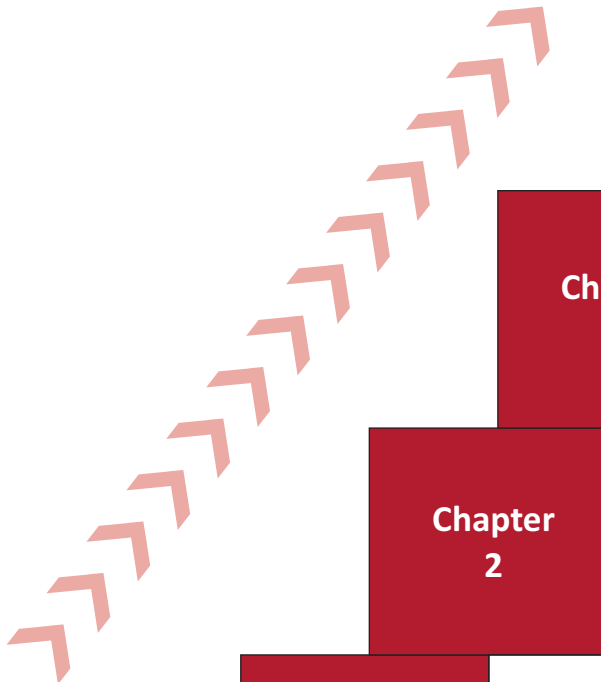
The positive institutional culture and respect for language rights would ultimately contribute to social cohesion, ethnic relations and social integration.

Overview of the Guidebook

This guide is divided into four chapters. This will help the relevant officers in preparing a Language Plan for their Institutions.

> ▶ *Chapter 1- Getting Started – The Preparatory Stage of Language Planning*

> ▶ *Chapter 2- Formulating the Language Plan*

> ▶ *Chapter 3 - Implementing the Language Plan*

> ▶ *Chapter 4 - Monitoring and Evaluation*

Overview of the Process

Chapter 4	**Monitoring and Evaluation**	1. Monthly Progress Review, Monitoring and Reporting 2. Conduct an Annual Evaluation
Chapter 3	**Implementing the Language Plan**	1. Assign Responsibility for Language Plan Implementation 2. Building Commitment to Implement the Language Plan 3. Resource Allocation for Implementation of the Language Plan
Chapter 2	**Formulating the Language Plan**	1. Self-Assessment of the Status of the Implementation of the OLP 2. Analysis of the Checklist Data 3. Formulating the Language Plan 4. Develop a Budget and Resource Generation Strategy
Chapter 1	**Getting Started: Preparatory Stages of Planning**	1. Taking Leadership 2. Building Awareness about OLP 3. Establishment of the Language Committee

Chapter 1

Getting Started – The Preparatory Stages of Language Planning

Introduction

The Government of Sri Lanka has taken several steps to implement the OLP in its Public Institutions. Specific directives have been given to all Public Institutions to take necessary steps in order to better manifest the government's intention with regard to the OLP. One of the important and effective measures taken by the government in 2009 was to designate the Officers in each and every Public Institution who are responsible and accountable for the proper implementation of the OLP in their respective institutions. These officers are named as the Chief Official Languages Implementation Officer (COLIO) and the Official Languages Implementation Officer (OLIO).

This Chapter focuses on the steps that the COLIO and OLIO can take to lead the process of developing of a Language Plan for their institution, build awareness about OLP among Officers and stakeholders, and to constitute a Language Committee (LC).

The Notice published in the Government Extra Ordinary Gazette No: 1620/27 dated September 25, 2009 and PA Circular No. 18 of 2009 dated November 25, 2009 designate each Head of a Public Institution as the COLIO for that Institution and the Institution's Second-in-Command as the OLIO (Please refer Appendix II & III for the Gazette Notification and the PA Circular respectively).

Institution	Chief Official Languages Implementation Officer (COLIO)	Official Languages Implementation Officer (OLIO)
Ministry	Secretary	Additional Secretary/Senior Assistant Secretary
Department	Head of the Department	Additional Head/Deputy Head of the Department
Provincial Council	Chief Secretary	Deputy Chief Secretary in charge of Administration
Provincial Ministry	Secretary	Deputy Secretary
Provincial Department	Head of the Department	Additional Head/Deputy Additional Head of the Department
Municipal Council	Municipal Commissioner	Deputy Municipal Commissioner
Urban Council	Secretary	Administrative Officer
Pradeshiya Sabha	Secretary	Administrative Officer

Both these officers have the responsibility to develop a strategic plan as to how the OLP will be implemented in their Institution. This is called the Institution's "Language Plan".

Preparatory Step 1 - Taking Leadership

The commitment and leadership of the COLIO and OLIO are critical to the success of the process of developing a Language Plan and the Institution's efforts to improve the implementation of the OLP for the benefit of citizens. The COLIO and OLIO, through their actions, can encourage and motivate officers to become aware of language rights, acquire competencies in the other official language, to learn and use the other official language and to make extra efforts to help citizens to obtain public services in their language of choice.

One of the first tasks of the COLIO and OLIO is to educate themselves about the OLP if they are not yet aware. Secondly they should gain the support and cooperation of the other senior officers of the institution.

Table I - Taking Leadership

Objective:
To demonstrate leadership of the senior officers to improve the implementation of the OLP

Description:
This step gives effect to the Notice of the Government Extra Ordinary Gazette No: 1620/27 dated September 25, 2009 and PA Circular No. 18 of 2009 dated September 25, 2009 which specifies the delegation of responsibilities for the implementation of the OLP, and designates all heads of Government Institutions as COLIO and the second -in-command of those institutions as OLIO. It suggests that gaining sound knowledge on the OLP is an imperative beginning in the long and persistent effort to strengthen implementation of the OLP.

Tasks	Activities	Outcome	Resources	Responsibility
1.Collect and review, relevant documents related to OLP	• COLIO and OLIO review official documents to ensure they have sound knowledge of the legislative and administrative requirements that apply to their Institution in relation to: (a) official languages (b) language rights (c) remedies available for breach of language rights	COLIO and OLIO are aware of the OLP and their responsibilities for implementing it	Officers' time Copy of the OLP booklet "Official Languages Policy and Related Laws" available from the MNLSI	COLIO OLIO
2.Gain support of officers	• COLIO and OLIO inform officers of their intent to improve the implementation of the OLP and seek their support. • COLIO and OLIO demonstrate their commitment to language rights and organize language classes, provide translation services, and conduct bilingual programs etc.	Officers within the Institution are briefed and supportive of the plan to develop a Language Plan and improve implementation of the OLP.		
Indicators of Achievement of Objectives: COLIO and OLIO being made aware of their responsibilities under the OLP				

Chapter 1

Preparatory Step 2 - Building Awareness About the OLP

Once the COLIO and OLIO have collected, reviewed and briefed the officers of the Institution in relation to the expected duties of each and every officer of the Institution in relation to the OLP, it is the duty of the COLIO/ OLIO to organize a program to inform the officers of the importance of the OLP, their mandate to ensure that OLP is implemented in the Institution and that their cooperation is needed to provide input into the process of developing a LP. The increased awareness of officers on their duties and responsibilities in the implementation of OLP will support the COLIO and OLIO in making the Institution responsive towards the language rights of citizens with respect to the services delivered by the Institution. It will also provide awareness and understanding about the importance of a LP for better implementation of the OLP.

The Institution can obtain the services of MNLSI, Official Languages Commission (OLC) and Resource Persons, who are conversant with the OLP where appropriate within or outside the government. The government OLP support structure includes officers from the MNLSI, OLC, DOL, NILET and the National Integration Promotion Assistant (NIPA) at the District level. They may be able to help to design and implement OLP awareness building programs or provide names of suitable resource persons.

Table II - Building Awareness Among Officers and Stakeholders About the OLP

Objectives:
● To design institution specific officers' awareness building programs on OLP
● To build officers' awareness of OLP through awareness building programs

Description:
This step informs all officers that implementation of OLP is a responsibility of all categories of Public Officers. Those officers who interact with the public at different levels need to have a good understanding of the legal rights of citizens to receive public services in the language of their choice. Therefore, prior to commencement of implementation of OLP covering all areas of services delivered by the Institution, it is essential to build awareness among officers on the principles of OLP and expected level of involvement of different categories of officers.

Tasks	Activities	Outcome	Resources	Responsibility
1.Design officers' awareness building programs	Obtain technical support/resource persons from the government or outside institutions to design officers' awareness building programs	● OLP awareness development program plan and materials ● Practical relationship with OLP support structures (eg. MNLSI, DOL, OLC NILET, NIPA)	Officers' time Resource Person	OLIO

2.Conduct awareness programs for officers	Conduct Officers awareness programs. The COLIO initiates the program to demonstrate commitment and leadership. The resource persons explain the citizens' rights and the Institution's and officers' obligations under the OLP. The OLIO explains that the Institution is embarking on a process to develop a Language Plan to guide them in improving OLP implementation. The Officers interested in being on the Language Committee are requested to indicate their interest in writing.	• Awareness of the officers on OLP responsibilities is enhanced and they are motivated to improve OLP implementation. • Potential members of the Language Committee are identified	Officers' time External resource person(s) Facilities for the officers meeting	COLIO/ OLIO

Indicators of achievement of Objectives:
• Increased awareness of officers on their responsibilities of OLP implementation (list of participants of OLPawareness building programs, evaluation of officers who have completed the awareness building program)

Chapter 1

Preparatory Step 3 - Establishment of the Language Committee

The OLIO in consultation with the COLIO shall initiate actions to establish a *'Language Committee'* for the Institution in order to prepare an institutional *'Language Plan'*.

A *Language Committee (LC)* is fundamental to the successful formulation of a sound Language Plan. The Language Committee has an important role to play. It should be chaired by the OLIO (where OLIO is unable to chair LC a suitable officer appointed by the COLIO, who has the skills to lead a diverse group and facilitate a participatory planning process).

Criteria to consider when forming the committee may include:

- Bilingual competency (including officers receiving the language incentive)
- Representation from the main units or divisions within the institution
- Gender balance
- Ethnic balance
- Representation from other stakeholders if appropriate (eg. Council Members, community organizations with whom the Institution is working)

There is no specific number of members for the LC. A larger institution will need a larger committee, however a small committee of 5 to 7 members is recommended for efficiency.

Before the Language committee can begin work, the members will need to be officially appointed by the COLIO, and the OLIO should provide the Terms of Reference (TOR) for the committee. The OLIO should call the first meeting of the committee to provide an orientation, review the TOR and give the members a copy of this Guide (in their preferred language of choice).

The first task of the LC should be to prepare a work plan and a budget for the process of preparing the Language Plan, taking into consideration the actual situation such as human and physical resources available in the particular institution. The activities that the LC may have in their work plan include:

(1) Assess the status of the implementation of the OLP in the Institution using the Checklist
(2) Identify the Strengths, Weaknesses, Opportunities and Threats (SWOT Analysis) based on the Checklist data
(3) Identify the priority areas for improvements to fulfill OLP responsibilities and strategies to address weaknesses and maximize opportunities
(4) Facilitate a workshop with key officers to draft the Language Plan setting out the strategies and activities for the next 3 years towards the Vision of the MNLSI.
(5) Draw a Budget and Resource Generation Strategy for the Language Plan
(6) Prepare an Annual Action Plan for the first year of the Language Plan implementation and each year
(7) Write, edit, translate and print the final Language Plan

The LP shall encompass the activities for a period of three (03) years and the Annual Action Plan should be prepared for each year. The LC's Annual Action Plan should include a time frame with target dates for each of the above activities. It should also identify the resources that are needed for each of the activities so that the COLIO can approve the allocation of funds, officers' time and other resources necessary to prepare the Language Plan. The OLIO (or appointed officers), as chair of the LC, should submit the LC's Annual Action Plan to the COLIO for approval.

Chapter 1

Terms of Reference for the Language Committee
(Illustrative example)

The duties of the Language Committee shall be to:

1. Formulate a Language Plan for (name of institution)

    1.1   Prepare a detailed work plan towards formulating the Language Plan

    1.2   Seek approval for the prepared work plan from COLIO

    1.3   Implement approved work plan

    1.4   Submit a draft of the completed Language Plan to the COLIO

2. Implementation of the Language Plan

    2.1   Prepare an annual action plan with a budget to conduct the activities of the Language Plan each year

    2.2   Coordinate with and assist relevant units and divisions to undertake and support the activities within the plan

    2.3   Assist the COLIO to collaborate with other Public Institutions, private enterprises, and community groups as relevant to implement the Language Plan, where appropriate

    2.4   Monitor the implementation of the annual action plan, and prepare and submit quarterly progress reports to the COLIO and MNLSI

Chapter 1

Table III - Formation of the Language Committee

<table>
<tr><td colspan="5">Objectives:
● To prepare and agree on the selection criteria and TOR for the Language Committee
● To appoint the members and formally establish the Language Plan Committee</td></tr>
<tr><td colspan="5">Description:
This step forms the Language Committee. The OLIO in consultation with COLIO should develop selection criteria, determine the ideal number of members, provide Terms of Reference for committee and appoint the members. An illustrative example of a Terms of Reference is included of this section. The LC should prepare a detailed work plan to prepare the Language Plan.</td></tr>
<tr><th>Tasks</th><th>Activities</th><th>Outcome</th><th>Resources</th><th>Responsibility</th></tr>
<tr>
<td>1.Prepare and agree on the Selection Criteria</td>
<td>● Draft selection criteria by the OLIO
● Approve selection criteria by COLIO</td>
<td>Approved criteria for selecting members of the Language Committee</td>
<td>Officers' time</td>
<td>COLIO/ OLIO</td>
</tr>
<tr>
<td>2.Prepare and agree on TOR of the Committee</td>
<td>● Draft TOR by the OLIO
● Approve TOR by COLIO</td>
<td>Agreed Terms of reference (TOR) of Language Plan Committee</td>
<td>Officers' time</td>
<td>COLIO/ OLIO</td>
</tr>
<tr>
<td>3.Form the Language Committee</td>
<td>● Select members of the Language Plan Committee(5 – 7 members recommended) by using the selection criteria
● Recognize the members of the Language Plan Committee by issuing letters of appointment</td>
<td>LC established</td>
<td>Officers' time</td>
<td>COLIO/ OLIO</td>
</tr>
<tr>
<td>4.Conduct the first meeting of the Language Committee</td>
<td>● Select a date and venue for the meeting and send an invitation to all members
● Prepare an agenda for the meeting which is to welcome the members, inspire them for the work, review their ToR and review the steps in the Chapter 2 of this Guide</td>
<td>LC members familiar with their ToR and ready to take on their assignment</td>
<td>Officers' time Copy of this Guidebook</td>
<td>COLIO/ OLIO</td>
</tr>
<tr>
<td>5.Develop a workplan for the Language Committee</td>
<td>● Prepare a detailed work plan for the LC setting out specific activities, target dates and resources required
● Submit the work plan to the COLIO for approval</td>
<td>Approved work plan of the LC</td>
<td>Officers time Guidebook</td>
<td>LC OLIO</td>
</tr>
<tr><td colspan="5">Indicators of achievement of Objectives: Availability of selection Criteria and TOR and List of Committee Members and letters of recognition</td></tr>
</table>

Chapter 2

Formulating the Language Plan

Introduction

The Language Committee (LC) is responsible for the preparation of the institutional "Language Plan". It is recommended that the LC follows the steps as set out in this chapter which outlines a "process" to formulate the Language Plan. As with any strategic planning process, preparing a LP requires that the Institution assess the current status and being made aware where it is now and identifies its future situation (where it wants to go), and selects strategies and activities to move forward (how it will get there).

Conducting and analyzing the Checklist as outlined in the first two steps will provide the baseline information on the Institution's current status of implementation of OLP and provide the starting point for the process of preparing the Language Plan. The LC will use the information obtained from the Checklist to inform officers and stakeholders (where necessary – Civil Society, Women and Private Sector etc.) on the current status of the implementation of the OLP in the Institution.

In the formulation of the LP it is vital for the Public Officers to be aware of the current status of the implementation of the OLP and the Vision of the MNLSI. The LC, in consultation with relevant officers, select priorities, formulate strategies and design activities to include in the Language Plan, keeping in mind the human and physical resources available. Finally a budget and a strategy to mobilize resources will be added to the plan.

Formulating the Language Plan Step 1 - Self-Assessment of the Status of the Implementation of the OLP

Before formulating the LP, the LC should know the present status of implementation of the OLP within the Institution. The Checklist provided in Annex IV of this Guidebook should be used in order to assess the present status of the implementation of the OLP in an institution in accordance with the administrative guidelines issued by MNLSI and as well as the Ministry of Public Administration and Home Affairs (MPAHA) and relevant Authorities.

The Checklist will assess the following:

A. Visibility and ambiance
B. Administration and documentation
C. Service delivery
D. Institutional commitment and support mechanisms

The self-assessment exercise is purely to help the LC understand 'Where they are now' and 'where they need to improve'. It will help to set a baseline of their performance in the implementation of the OLP, so that they can measure their progress over time as they implement their Language Plan.

Chapter 2

Table IV - Self-Assessment of the Status of Implementation of the OLP

Objectives:
● To administer the Checklist to assess the current status of implementation of the OLP

Description:
This step assesses the present status of implementation of the OLP within the Institution using the Checklist to be administered by the LC in consultation with relevant officers throughout the Institution.

Tasks	Activities	Outcome	Resources	Responsibility
1.Administration of the Checklist	● Meet with the heads of units and divisions to gain their cooperation to conduct the assessment with their officers. Explain the purpose of the Checklist and how it will be used to formulate the Language Plan. Encourage officers to provide accurate information ● Conduct consultation internally to administer the Checklist with all relevant units and divisions.	Completed Checklist Data on status of the implementation of the OLP	Officers' time Facilities for meetings	LC/OLIO

Indicators of achievement of Objectives:
● Self-assessment has been completed using the checklist.
● Accurate information on the status of the implementation of the OLP

Chapter 2

Formulating the Language Plan Step 2 - Analysis of the Checklist Data

An analysis of the information collected by administering the Checklist enables the LC to identify the **Strengths, Weaknesses, Opportunities and Threats** (SWOT) of the Institution in relation to implementation of the OLP. While Strengths and Opportunities of the Institution bring confidence and point the directions to move forward, the *Weaknesses* and *Threats* indicate gaps, lapses and challenges that the Institution needs to address.

Strengths and Opportunities may include:
1. Availability of officers with bilingual and trilingual competencies.
2. Availability of officers with bilingual and trilingual competencies who are willing to assist other officers who are learning a new language.

The LC should consider how these strengths and opportunities can be integrated into the Language Plan. For example, the plan may include a strategy to deploy officers with bilingual and trilingual competencies to appropriate placement where their language skills will be maximized, such as to a trilingual reception desk or a unit frequently serving clients. The plan may include a strategy to have willing officers fluent in a language mentor or other officers who are in the process of learning that language and support them to use their new language skills on the job.

Weaknesses and Threats may include:
1. Non availability of officers with bilingual and trilingual competencies
2. Non availability of officers with Tamil/Sinhala language skills to meet the needs of the Tamil/Sinhala speaking persons in the area
3. Non availability of translators to provide documents, correspondence, records, and public notices in the official languages
4. Non availability of resources (financial, human and physical) to conduct language training classes
5. Non availability of printed forms in all three languages
6. Non availability of signboards in all three languages

The LC, in consultation with the COLIO, will need to prioritize those weaknesses that need to be addressed as an immediate priority and which can be addressed in the coming months or a later year. Priorities should be based on the areas where services and information in both official languages will have great impact on citizens. The front desk or reception area is often a priority area where the Institution receives complaints relating to the violation of the language rights and where citizens need to communicate information of a critical, sensitive or confidential nature. Some institutions will want to prioritize services to vulnerable populations, for example, a local authority may prioritize their Community Outreach Department and a Police Station may prioritize its Women's Bureau and Children's Desk. The LC can also identify those areas that can be quickly and easily addressed with minimum resources and that will need a longer and more concerted effort.

Chapter 2

Table V – Analysis of the Checklist Data

<table>
<tr>
<td colspan="6">Objectives:
• To review, analyze and interpret the data compiled during the assessment to understand the current status of the implementation of the OLP
• To identify existing strengths, weaknesses, opportunities and threats relating to the implementation of OLP Institutions
• To set priorities and identifying the strategies the Institution will adopt to improve the implementation of the OLP</td>
</tr>
<tr>
<td colspan="6">Description:
This step will analyze, review and interpret the data generated through administering the Checklist. The LC will conduct a SWOT analysis in relation to implementation of the OLP. Further analysis will help the LC to set priorities and identify the strategies the Institution should take to improve the implementation of the OLP.</td>
</tr>
<tr>
<td>Tasks</td>
<td>Activities</td>
<td>Outcome</td>
<td colspan="2">Resources</td>
<td>Responsibility</td>
</tr>
<tr>
<td>1.Identify existing strengths, weaknesses, opportunities and threats</td>
<td>• Review the completed Checklist and identify criteria where the marks are high (3 or 4) indicating 'strengths' and criteria where the marks are low (0 or 1) indicating 'weaknesses'
• Discuss how the strengths and weaknesses influence the Institution's level of performance in OLP implementation and delivering services to citizens
• Discuss the issues and factors contributing to the strengths and weaknesses and how these could be addressed to improve the level of performance</td>
<td>• Completed SWOT analyses</td>
<td colspan="2">Officers' time</td>
<td>LC</td>
</tr>
<tr>
<td>2.Formulate a basis for priority setting and identify the key priorities</td>
<td>• Formulate a set of criteria to set priorities in consultation with the COLIO and OLIO and other relevant senior officers
• Using the criteria identify the areas that the Language plan should address as a first priority, for example, identify the areas where officers with bilingual and trilingual competencies will be trained and deployed to deliver services while the Institution prepares to expand bilingual and trilingual services to all the other areas
• Prepare a report that briefly summarizes the findings of the self-assessment, the SWOT analysis, the criteria used to select priorities and the list of priority areas to address in the Language Plan</td>
<td>• Criteria for priority

• Assessment Report including the list of priority issues, areas, desks and units.</td>
<td colspan="2">Officers' time</td>
<td>LC
COLIO
OLIO
Other relevant officer</td>
</tr>
<tr>
<td colspan="6">Indicators of achievement of Objectives:
• Availability of baseline data and SWOT analysis
• Basis for priority setting of the issues to be addressed in the Language Plan</td>
</tr>
</table>

Chapter 2

Formulating the Language Plan Step 3

A two-day workshop with all stakeholders is recommended to discuss the findings of the self-assessment, arrive at consensus with regard to the priority areas for improvement and the strategies and activities that the Institution will undertake over the next three years to improve implementation of the OLP. It is recommended that the Institution considers engaging the services of a trained facilitator to ensure the outputs of the workshop.

With the inputs from the two-day workshop, the LC will be able to prepare the first draft of the LP. The contents of the LP should be sound enough to address issues identified in the self-assessment, removing barriers to OLP implementation and improving access to information and services in three languages.

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Table of Contents of the Language Plan

Illustrative example

1. Executive Summary
2. Introduction
    a. Purpose of the Language Plan
    b. Current status of implementation of the OLP
    c. Priority areas for improvement
3. Activities
   For each priority area list:
    ▶ Goal
    ▶ Objectives
    ▶ Activities
    ▶ Performance indicators
4. Action plan for Year 1
5. Summary Budget and Resource Mobilization Strategy
6. Strategy for Monitoring and Evaluation

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Agenda for a Workshop to Prepare a Language Plan

Illustrative example

1. Opening address by the COLIO
2. Purpose of the Language Plan – OLIO
3. Presentation of Self-Assessment Report - LC
4. Discussion of the Proposed Priorities
5. Development of Activities and Outcomes to address weaknesses and maximize strengths in priority areas over 3 years
6. Identification of Activities and Objectives for the first year of Language Plan implementation
7. Summary and Next Steps – OLIO
8. Vote of Thanks

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Table VI -Formulating the Language Plan

Objectives:
● To arrive at a consensus with regard to the priorities, strategies and activities to be included in the 3 year Language Plan
● To produce a draft Language Plan with an Annual Action Plan for the first year

Description:
This step requires that the LC meet together with the officers and key stakeholders (where appropriate) from the units, divisions and sub-offices to formulate the LP. Ideally this would be a 2 day workshop, moderated by a trained facilitator in order to ensure systematic planning and objectivity of the exercise. This Planning session should be conducted according to a pre-planned agenda. Since this is major event, the COLIO should be present and contribute to reach consensus on the key issues.

Tasks	Activities	Outcome	Resources	Responsibility
1.Plan the workshop and invite participants	● Select a date and venue for the workshop, prepare the agenda and prepare invitations to be sent by the COLIO ● Ensure that representatives from all major units of the Institutions are invited and that there is a gender and ethnic balance ● Provide copies of the Assessment Report on the current status of OLP implementation to present to the participants	Confirmed list of participants Workshop agenda	Officers' time	LC COLIO
2.Agree on the key issues to be resolved	● Present the findings of the self-assessment Checklist to the participant ● Present the criteria for establishing priorities and the preliminary list of priority areas for discussion ● Discuss and reach consensus on the findings of the Checklist ● Agree on the short list of issues and more specifically the priority issues to be addressed within the Language Plan	List of priorities that must be addressed to improve implementation of the OLP	Officers' time Costs for meeting and facilitator	LC Facilitator
3.Identify the target results	● Agree on the goal for each priority area. This is the outcome that can be achieved within the Language Plan timeframe of 3 years	Goals of the LP	Officers' time Costs for meeting and facilitator	LC Facilitator

4. Identify activities	• List down activities to achieve the priority outcomes already agreed • Discuss and agree on which of the key activities should be selected given the Plan timeframe (3 years) and the Institution's strengths, opportunities and available resources • Document the activities	Activities for each outcome	Officers' time Costs for meeting and facilitator	LC Facilitator
5. Identify the activities to be included in the first annual action plan	• Discuss and agree on the specific activities or tasks within each activity that should be implemented within the first year. These should be the activities of highest priority and those that can most easily be achieved with available resources	List of activities for the first annual action plan	Officers' time Costs for meeting and facilitator	LC Facilitator
6. Identify the indicators of performance	• Discuss and agree on the objectives or outputs of each of the activities already agreed • Determine indicators to measure the achievement of each objective/output • Document the outputs and indicators	Outputs and performance indicators	Officers' time Costs for meeting and facilitator	LC Facilitator
7. Prepare the first draft of the Language Plan and Annual Action Plan	• Write up the Language Plan following the suggested Table of Contents, modified to meet the Institution's requirements • Write up the detailed Annual Action Plan for the first year of the Language Plan • Edit and translate the document so that it is available in both Sinhala and Tamil languages	Draft Language Plan, Annual Action Plan	Officers' time	LC
Indicators of achievement of Objectives: Availability of draft Language Plan for implementation of the OLP				

Chapter 2

Formulating the Language Plan Step 4 - Develop a Budget and Resource Generation Strategy

Successful LP implementation relies upon adequate funding. The COLIO and OLIO have the responsibility to ensure that adequate funds are allocated for effective and efficient implementation of the OLP. Therefore, they should ensure that funds are allocated from the Institution's annual budget to implement the key activities within the Language Plan, specifically the Annual Action Plan.

The LC can also focus on identifying other resources and support such as those available from the MNLSI, DOL, NILET, OLC and the Presidential Secretariat. In addition the LC can identify potential sources of funding and assistance from private sector enterprises and community groups. This may include financial support and in-kind contributions such as resource persons for awareness building or volunteers for assisting language learning activities.

Table VII - Develop a Budget and Resource Generation Strategy

Objectives:
● To identify the resources required to implement the LP
● To identify the sources of funds and other resources that can be utilized to implement the LP

Description:
This step determines what resources are necessary to implement the LP and where the resources will come from. The LC in consultation with relevant officers will develop an estimated budget for the LP and a detailed budget for the annual Action Plan for the first year. Activities such as design and production of signage in three languages and translation of materials will require significant funds. Institutional costs for administration and management, logistics, personnel, travel and subsistence also require resources. The LC should plan how they will mobilize or generate resources from both internal and external sources before finalizing the overall budget. It is important to look at all possible sources of funds including the regular financial allocation from the Annual Budget, de-centralized budgets, direct grants, private sector collaborations and sponsorships, donations and soft loans as well as the contribution of such things as materials, resource persons and technical support.

Tasks	Activities	Outcome	Resources	Responsibility
1.Identify the resources required to implement the LP	● Identify the human, physical and financial resources required for each of the Activities included in the LP ● Estimate the cost of these over the Plan timeframe (3 years) ● Identify resources and support for each Activity	Required resources are identified	Officers' time	LC

2. Develop a budget for the first Annual Action Plan	• Identify the human, physical and financial resources required for each specific activity included in the Annual Action Plan for the first year of the LP • Collaborate with the relevant officers of the Institution to develop a budget for each activity • Identify the activities to be included in the Institution's Annual Budget request	Detailed budget for Year 1 Costs for activities included in the Institution's Annual Budget request		LC Accountant or relevant officer
3. Develop a resource generation strategy	• Identify the potential sources of support for activities that will not be funded from the Institution's own budget • List of potential sources of funds (government, community, donor and private sector) • List of potential sources of in-kind contributions • Determine the best method of approaching the potential funders and partners • Identify the officer responsible for liaising with each potential resource	Resource generation strategies listed and documented	Officers' time Funds	LC Relevant Officer
4. Finalize the LP and Annual Action Plan	• Review the Language Plan, add the budget and resource generation strategy and make any necessary revisions. • Submit the final plan for the approval of the COLIO	Completed LP with Annual Action Plan and Budget	Officers' time	LC
Indicators of achievement of Objectives: Resource generation strategy and budget for the LP				

Chapter 3

Implementing the Language Plan

Introduction

It will be easy to implement the LP within the Institution if the Language Committee (LC) created a momentum during the preparation of the LP. If the plan was developed in a participatory way that created ownership of the LP by the officers, this commitment can be capitalized upon. The LC should inform the officers that the LP has been completed and inform them of the activities that the Institution will be implementing and solicit their cooperation.

To ensure effective implementation of the LP there should be assigned persons or body of persons who are ready to face the challenges in implementing the LP. The LC that prepared the plan will be well suited to coordinate its implementation. The COLIO and OLIO may review the membership of the LC for the implementation of the LP. It is important to make sure that there continues to be representation on the LC from each unit/division of the Institution as well as an ethnic and gender balance. In large Institutions, the COLIO may decide to establish an Official Languages Unit (OLU) or desk to manage implementation of the plan under the direction of the OLIO.

Implementation Step 1 - Assign Responsibility for Language Plan Implementation

Effective implementation of the LP requires that the LC shall operate efficiently. The COLIO and OLIO may review the membership of the LC for the implementation of the LP. The OLIO should review the Annual Action Plan and identify the units that will be involved in implementing the specific activities and inform them of their responsibilities. For example, the Information Technology Unit should be informed if they are expected to install and use new Unicode software and the Road Development Authority notified if they are required to produce and install new signboards.

Chapter 3

Table VIII – Assign Responsibility for Language Plan Implementation

Objectives:				
• To confirm the members of the LC • To coordinate activities with the relevant senior officers				

Description:				
This step confirms the membership and role of the LC and informs relevant officers of their respective responsibilities in relation to implementing the LP.				

Tasks	Activities	Outcome	Resources	Responsibility
1. Review membership of the LC	• Review the list of LC members • Identify new members as are necessary and get their consent and the permission of their supervisors for them to join the LC • Review the TOR of the LC with the members in relation to their roles and responsibilities for LP implementation	LC membership updated	Officers' time	COLIO and OLIO
2. Assign responsibility for activities	• Identify units/divisions that will have a major responsibility in a LP Activity • Meet with the unit head and relevant officers and discuss their responsibility in relation to the LP Activity • Meet regularly with the relevant officers responsible to implement the activities included in the Annual Action Plan and assist them to organize and carry out the activities	Units informed of expectations Units conducting planned activities	Officers' time	OLIO LC
Indicators of achievement of Objectives: LC membership updated				

Chapter 3

Implementation Step 2 - Building Commitment to Implement the Language Plan

Once the LP has been completed, it should be communicated to the officers. The officers should know what the Institution's priorities, strategies and activities are for improving the implementation of the OLP over the coming months and years. This will prepare officers for language training programs and other initiatives in which they are expected to participate. The cooperation of the officers is necessary for deploying officers with bilingual and trilingual competencies to attend to different responsibilities, for allocating necessary resources, for timely monitoring and review of progress and finally for measuring the benefits to general public.

Table IX- Building Commitment on Implementation of LP

Objectives: ● To inform all of the Officers about the completed LP ● To gain full commitment of the Officers for implementation of the LP				
Description: This step informs the officers of the Institution about the Language Plan and the activities to be undertaken within the Institution and requires their commitment and encourages their cooperation. For some Institutions, it will also be beneficial to inform other stakeholders.				

Tasks	Activities	Outcome	Resources	Responsibility
1.Communicate the LP to officers and stakeholders	● Prepare a flyer or poster outlining the main goal and activities of the LP ● Post the flyer or paste the poster in prominent locations in the Institution ● Make short presentations about the LP at officers' meetings ● Inform the MNLSI National Integration Promotion Assistant (NIPA) and Coordinator (NIPC) in your area about the LP	Officers of the Institution are aware and supportive of the LP	Officers' time Material & printing costs	LC
2.Inform Officers about achievements	● Consider creating awards for units, officers or events that make significant progress towards bilingual or trilingual service delivery ● Report annually through officers' meetings, newsletters or posters about the progress the Institution is making in achieving its LP outcomes/objectives	Officers are motivated to continuously support the implementation of the LP	Officers' time Material & printing costs	LC
Indicators of achievement of Objectives: Information about the LP and its outcomes is shared.				

Chapter 3

Implementation Step 3 - Resource Allocation for Implementation of the Language Plan

LP implementation demands timely allocation of resources such as human resources, office space, furniture, equipment and funds. The successful implementation of the LP depends on the timely allocation and provision of these resources. It is the duty of the COLIO and OLIO to allocate the human, physical and financial resources needed to implement the LP. Therefore the COLIO, OLIO and LC must work closely with relevant officers of the Institution to ensure that the Institution's funds which are allocated for the activities released and accounted for. The COLIO, OLIO and LC are also responsible to generate additional resources from external sources as set out in the resource generation strategy included in the LP.   The LC should continuously assess the progress of resource generation and the utilization of resources to ensure proper implementation of the LP.

Table X - Resource Allocation for Implementation of the LP

Objective:
- To generate and allocate sufficient resources in a timely manner to facilitate smooth implementation of the LP

Description:
- This step includes the implementation of the LP resource generation strategy to solicit and acquire financial and other types of resources from the identified sources as well as to monitor the expenditure of allocated funds from the Institution's budget.The relevant officers must be involved to ensure that funds are expended from the institution's annual budget as planned and that sufficient funds are requested for future activities. It is important to ensure that resources are mobilized on time to meet the needs of the LP activities.

Tasks	Activities	Outcome	Resources	Responsibility
1.Resource allocation	• Develop a resource allocation plan (budget) for the Annual Action Plan of the LP. Determine the resources needed for each activity and what the cost of these resources will be • Determine what portion of the funds needed will be provided from the Institution's own budget and how much will be provided from external sources • Allocate the necessary officers, office space, equipment and funds for each of the activities of the Annual Action Plan of the LP • Ensure that the expenditures are expended and accounted for according to the Institution's financial procedures • Estimate the cost of next year's LP activities and include them in the Institution's budget request	• Budget estimate for each activity of the Annual Action Plan of the LP • Sufficient resources provided for each activity	Officers' time Funds from Institution	OLIO LC Relevant Officer

2.Resource generation	• Review the resource generation strategy included in the Language Plan and implement the strategy to raise resources for activities not funded from the Institution's own budget: ➡ identify officers to contact potential sources of funds and resources ➡ contact and develop relationships with government institutions that may be sources of support such as MNLSI, NILET and DOL, the provincial MDTU etc. ➡ contact potential external sources of support such as community organizations, donors and private enterprises ➡ enter into agreements if necessary • Generate resources well in advance to prevent resource scarcity • Monitoring resource flow and take corrective measures on time to prevent resource blocks	• Detailed agenda for mobilizing resources from external sources • Agreements with other institutions and organizations to provide resources for LP implementation • Sufficient resources for each activity	Officers' time	COLIO & OLIO LC

Indicators of achievement of Objectives:
• Availability of resource allocation plan and budget for the implementation of the Annual Action Plan of the LP
• Timely release of resources to enable LP activities to be conducted on time

Chapter 4

Monitoring and Evaluation

Introduction

Monitoring and evaluation is an integral part of successful project management and implementation. The implementation of the LP needs to be monitored and evaluated bi-annually and annually. It will assist the COLIO to identify lapses and to come up with timely corrective measures. This will provide an opportunity for the COLIO to supervise activities of the LC as well as all sections and officers of the Institution in relation to accomplishing planned activities of implementation of the OLP. The monitoring should be conducted by "Evaluation Committee" (EC) constituted in accordance with the Table XI of this Chapter. This will generate options for recommendations for further improvements. The members of the EC preferably need to be independent, shall be Officers and Stakeholders (where appropriate). The report prepared by the EC will be shared with the LC, COLIO and OLIO to enable strengthening the on-going plan implementation.

Monitoring and Evaluation Step 1 - Monthly Progress Review, Monitoring and Reporting

Implementation of the LP needs to be routinely monitored by the LC and reported on systematically to the COLIO. Monitoring reports will assist the COLIO to identify lapses in LP implementation and to come up with timely corrective measures. Routine monitoring provides an opportunity for the COLIO to supervise the performance of the LC as well as all sections and officers of the Institution in relation to accomplishing planned activities included in the Annual Action Plan. This will generate options and recommendations for further improvements and activities to be included in future Annual Action Plans.

Chapter 4

Table XI - Monthly Progress Review, Monitoring and Reporting

Objectives:
- To conduct ongoing monitoring
- To conduct quarterly progress reviews and prepare progress reports
- To take corrective actions as are necessary to improve implementation of the LP

Description:
This step provides ongoing monitoring and systematic review of progress in implementing the activities set out in the Annual Action Plan of the Language Plan. This step generates information and recommendations to further strengthen plan implementation. By making use of information generated through progress review and monitoring, the OLIO or his/her designated officer will prepare quarterly progress reports to be submitted and discussed with the COLIO.

Tasks	Activities	Outcome of activities	Resources	Responsibility
1.Ongoing monitoring	• Meet with relevant unit heads and officers to discuss the activities being planned and conducted and assist as necessary • Note any constraints or barriers as well as successes and achievements • Observe changes and attend planned activities and events	Meeting notes	Officers' time	LC
2.Monthly progress review meeting	• Meet once per month to assess, review and analyze progress of the activities • Decide on and provide guidance and assistance to units and officers as necessary • Bring significant issues to the attention of the COLIO	Monthly meeting minutes	Officers' and volunteers' time	LC
3.Quarterly reporting	• Meet quarterly to summarize monthly progress reviews and monitoring notes • Prepare a quarterly progress report comparing planned activities to completed activities, achievement of outputs/objectives and progress towards goals/outcomes	Quarterly progress reports	Officers' time	LC OLIO COLIO
Indicators of achievement of Objectives: • Monthly Progress Reports • Quarterly Progress Reports				

Chapter 4

Monitoring and Evaluation Step 2 - Conduct an Annual Evaluation

In order to evaluate the implementation of the LP it is recommended that an assessment be conducted annually in a systematic manner. The COLIO should undertake this evaluation with independent officers and stakeholders (where appropriate) who are not members of the LC to ensure neutrality and impartiality. Institutions that have existing M&E units can assign this annual evaluation task to that unit, or a special evaluation team could be constituted considering the size, nature and level of capacity of the Institution. The COLIO should be assisted during the evaluation by people who possess knowledge of language issues and expertise in monitoring and evaluation. Community and business sector representatives, senior citizens with good academic and service background, representatives from minority communities and leaders of women's organizations may be invited to assist in the evaluation to give insight into the public perceptions of the Institution's performance in delivering services in the language of their choice and respecting citizens' language rights.

Table XII - Evaluating In implementing the LP and the Implementation of the OLP

Objectives:
• To evaluate the performance of the Institution in implementing its LP and achieving the planned outcomes • To identify any improvements in the performance of the Institution in implementing the OLP • To identify lessons-learned and make recommendations for the preparation of the Annual Action Plan for LP in the next year
Description: Performance in implementing the LP is expected to be evaluated annually to identify any change in the status of performance in implementation of the OLP as well as the results of implementing the LP activities. Information will be generated to help the COLIO to take remedial action if necessary and to help the LC to develop their Annual Action Plan for the next year.

Tasks	Activities	Outcome of activities	Resources	Responsibility
1.Constitute a body to conduct the evaluation	• Designate suitable officers to support the COLIO or assign the task to the Monitoring and Evaluation Unit • Identify and invite community representatives to participate as appropriate	Team assigned to conduct annual evaluation	Officers' time	COLIO
2.Prepare a TOR for the Evaluation	• Draft TOR for the evaluation	TOR	Officers' time	COLIO and OLIO

3.Conduct the evaluation	● Review the monitoring reports and other reports, letters and materials related to the LP ● Administer the Checklist again to identify changes ● Analyze the Checklist data and compare the end of year data to the previous year or baseline data to see which areas have been improved and which have not ● Assess the progress in respect of each activity towards the outcomes by measuring the performance indicators ● Interview officers and general public to get their views	Updated Checklist	Officers' time, Office facilities, Reports, records and related data	COLIO, Evaluation Team
4.Prepare an Evaluation Report	● Prepare a report on the findings of the evaluation ● Present the report to the LC and discuss the achievements as well as the recommendations for what should be changed with regard to LP implementation in the coming year and included in the next LP Annual Action Plan ● Inform the officers of the major findings of the evaluation	Evaluation Report	Officers' time	COLIO, Evaluation team, LC
Indicators of achievement of Objectives: Annual Evaluation Report on implementation of the OLP				

Legislative and Administrative Framework for the Implementation of the Official Languages Policy

Constitutional Arrangements – Language Right as a Fundamental Right and Directive Principle of State Policy

Content	Description	1978 Constitution
Non Discrimination	No person shall be discriminated against on the ground of language	Chapter III Article 12 (2) & (3)
Language Usage	Freedom to use her/his own language	Article 14 (1) (f)
Remedial Measures	Breach or violation of Language Rights	Chapter III Article 17 & 126
Development of Languages	State shall assist the development of the languages of the people	Chapter VI Article 27 (10) Directive Principle of State Policy

Constitutional Arrangements – Language Rights

Content	Description	1978 Constitution Chapter IV
Official Languages	Sinhala and Tamil	Article 18 (1) & (2)
Link Language	English	Article 18 (3)
National Languages	Sinhala and Tamil	Article 19
Use of National Languages in Parliament, Provincial Councils and Local Authorities	National Languages – Sinhala and Tamil	Article 20
Medium of Instruction Language of Education	National Languages – Sinhala and Tamil Exceptions – Higher Education	Article 21
Language of Examination to enter the Public Service, the Judicial Service, Provincial Public Service, Local Government Service or any Public Institution	Sinhala or Tamil [or Language of the candidate's choice] Exception – Sinhala or Tamil can be insisted for joining or to be acquired within a period after joining.	Article 22 (5)
Language of Administration	• Sinhala shall be the Language of Administration and be used for maintenance of records and transaction of all businesses by all Public institutions in the Western, Southern, Central, Uva, North Western, North Central and Sabaragamuwa Provinces.	Article 22

	• Tamil shall be the Language of Administration and be used for maintenance of records and transaction of all businesses by all Public institutions in the Northern and Eastern Provinces.	
Bilingual Secretariat Areas	Languages of administration shall be Sinhala and Tamil including maintenance of records and transaction of all businesses by all Public institutions situated in the Bilingual Secretariat Area.	Article 22 (Proviso)
Language of Legislation	Made and published in Sinhala and Tamil with the English Translation	Article 23
Language of Courts	• Sinhala shall be the Language of Courts and be used for records and proceedings by all courts in the Western, Southern, Central, Uva, North Western, North Central and Sabaragamuwa Provinces. • Tamil shall be the Language of Courts and be used for records and proceedings by all courts in the Northern and Eastern Provinces. • Exceptions: Court of Appeal and Supreme Court	Article 24
Facilities for the use of Languages	The State shall provide adequate facilities for this purpose	Article 25

Key Administrative Arrangements – Gazette Notifications, Regulations, Circulars, and Orders

Content	Description	Source
Designation and Delegation of Responsibilities	Designation of Chief Official Language Implementation Officer (COLIO) and Official Language Implementation Officer (OLIO) (Refer Schedule "A" and "B")	Extra Ordinary Gazette Notification 1620/27 dated September 25, 2009 and PA Circular No. 18/2009 dated November 25, 2009
Specimen/Forms	All forms and documents to be printed in all three languages on the same paper and the forms and documents which do not comply with such requirement to be deemed to have been revoked.	PA Circular No. 22/91 dated 17th June 1991

Content	Description	Source
E – State Policy	Use of Information and Communication Technology in the Public Sector	PS Circular SP/SB/03/10 dated May 31, 2010
Reply for Letters	The replies written in Sinhala/Tamil/English received by Public Institutions should be replied in the same language of the original letter	PA Circular No.3/2010 dated 1st September 2010
Policies and Official Letters	The policies and official letters be printed in all three languages (on post cards) in order to expedite the process and to give effect to the OLP	P.A. Circular No.36/90 dated 10/9/1990
Payment of Incentive Allowances to Public officers who acquire proficiency in more than one Official Language	Category I: LKR 25,000/- and a monthly non pensionable allowance equivalent ton increment Category II: LKR 20,000/- and a monthly non pensionable allowance equivalent ton increment Category III: LKR 15,000/- and a monthly non pensionable allowance equivalent ton increment	PA Circular No.03/2007 dated 09th February 2007
Compulsory requirement of Bilingual Competencies of Public Officers	All officers recruited to the Public/Provincial Public Service with effect from 01.07.2007 should acquire proficiency in the other official language within a period of 5 years in addition to the official language through which they enter the service.	PA Circular No.07/2007 dated 28th May 2007
Non Entitlement of Incentives for other Language Competencies	The officers who are receiving the incentives for proficiency in a language, to work in the relevant language/languages in respect of which the incentive is paid and where such officers fail to work in the said relevant language/languages then they will not be entitled to receive incentives	P.A. Circular 2012
Acquisition of proficiency in the official languages by Public Officers,	All officers who joined the Public Service/ Provincial Public Service on Open, Limited and Merit basis from 2007.07.01, and who enter such service in future, should acquire the proficiency level applicable to the relevant post in the official language other than the official language in which such officer joined the service, within five (05) years from entering the service	Public Administration Circular : 01/2014dated 21.01.2014

Institutional Arrangements

Content	Institutions	Source
Formulation of policies, programs and projects in respect of National Languages and social intergation	Ministry of National Languages and Social Integration	Extraordinary Gazette Notification No 1681/3 dated November 22, 2010
Facilitating the effective implementation of the OLP	Department of Official Languages	Official Languages Act, No 33 of 1956 (Executive Order)
Policy recommendations for the usage of Official Languages and to monitor and supervise the compliance	Official Languages Commission	Official Languages Commission Act, No 18 of 1991
Language Teaching and Training	National Institute of Language Education and Training (NILET)	National Institute of Language Education and Training Act, No 26 of 2007

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The Gazette of the Democratic Socialist Republic of Sri Lanka

EXTRAORDINARY

අංක 1620/27 - 2009 සැප්තැම්බර් 25 වැනි සිකුරාදා - 2009.09.25
No. 1620/27 - FRIDAY, SEPTEMBER 25, 2009

(Published by Authority)

PART I : SECTION (I) — GENERAL

Government Notifications

NOTIFICATION

Delegation of Responsibility for the Implementation of the official Language Policy

NOTIFICATION issued by the Secretary to the Ministry of Constitutional Affairs and National Integration in consultation with the Secretary to the Ministry of Public Administration and Home Affairs, in terms of the decision of the Cabinet of Ministers given at its Meeting held on 03.02.2009 pursuant to the Cabinet Memorandum dated 02.02.2009, submitted by the Minister of Constitutional Affairs and National Integration on "Delegation of Responsibility for implementation of the Official Language Policy".

In terms of the aforesaid Policy, it is hereby notified that the Delegation of Responsibility and the responsibility of the Chief Official Languages Implementation Officer and the Official Languages Implementation Officer, shall be set out below :-

(*a*) in relation to the institutions specified in column I of Schedule "A" set out below, the officer specified in the corresponding entry in Column II of the Schedule shall be designated as Chief offical Languages Implementation officers and the Officers specified in the corresponding entry in Column III shall be designated as Official Languages Implementation Officers ;

(*b*) the responsibilities of the Chief Official Languages Implementation Officer shall be as specified in Schedule "B" ; and

(*c*) the responsibilities of the Official Languages Implementations Officers shall be as specified in Schedule "C" .

M. S. Wickramasinghe,
Secretary,
Ministry of Constitutional Affairs
and National Integration.

Colombo,
25th September, 2009.

1A

Schedule "A"

Column I	Column II	Column III
Institution	Chief Official Languages Implementation Officer	Official Languages Implementation Officer
Ministry	Secretary	Additional Secretary/Senior Assistant Secretary
Department	Head of the Department	Additional Head/Deputy Head of the Department
Provincial Council	Chief Secretary	Deputy Chief Secretary in charge of Administration
Provincial Ministry	Secretary	Deputy Secretary
Provincial Department	Head of Department	Additional Head /Deputy Additional Head of the Department
Municipal Council	Municipal Commissioner	Deputy Municipal Commissioner
Urban Council	Secretary	Administrative Officer
Pradeshiya Sabha	Secretary	Administrative Officer

Schedule "B"

The Chief Official Languages Implementation Officer shall be responsible for ensuring that the Official Languages Implementation Officer :-

(*a*) posses a sound knowledge of the law relating to the Official Languages Policy and all connected regulations.

(*b*) has evolved a framework for the due implementation within his institution, of the strategic plans for adhering to the provisions of the constitution regarding the Official Policy ;

(*c*) has prepared a scheme containing provisions which will enable sufficient supervision of the plans ;

(*d*) has taken suitable remedial measures to overcome difficulties that may arise which may hinder the due implementation of the plans ; and

(*e*) submit reports when necessary, to the Ministry of Constitutional Affairs and National Integration, the Commissioner of official Languages and the Chairman of the Official Languages Commission.

Schedule "C"

The Official Languages Implementation Officer shall be responsible for ensuring that :-

(*a*) the subordinate officers working in the respective institution are acquainted with the law relating to Official Languages Policy ;

(*b*) Strategies have been formulated for ensuring that the law relating official languages are complied with by the subordinate officers working in the respective institution and adequate measures are taken to enforce such strategies ;

(*c*) suitable schemes for implementing, monitoring and evaluating have been formulated ; and

(*d*) reports, data and information are furnished when required, to the Ministry of Constitutional Affairs and National Integration, the Commissioner of Official Languages and the Chairman of the Official Languages Commission.

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Public Administration Circular No : 18/2009

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My Ref: EST-9/LNGUE/05/0131
Ministry of Public Administration
And Home Affairs,
Independence Square,
Colombo 07.

25 th November 2009.

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Secretaries to Ministries,
Chief Secretaries of Provincial Councils,
Heads of Departments,
Heads of Local Government Authorities,
Secretaries of Provincial Public Service Commissions

Delegation of responsibility for implementation of the Official Languages Policy.

It has been decided by the Government to set out in a Gazette Notification the responsibilities of the Chief Official Languages Implementation Officer and the Official Languages Implementation Officer for the purpose of giving effect to the Official Languages Policy.

02.   Accordingly, a notification was published in the Gazette Extraordinary No: 1620/27 dated 25.09.2009 setting out the Chief Official Languages Implementation Officers and the Official Languages Implementation Officers and their responsibilities.

03.   In terms of the aforesaid Gazette Notification;

a)   in relation to the institutions specified in Column I of Schedule "A" set out in Annex 01, the officer specified in the corresponding entry in Column II of the Schedule is designated as the Chief Official Languages Implementation Officer and the officers specified in the corresponding entry in Column III is designated as the Official Languages Implementation officers;

b)   the responsibilities of the Chief Official Languages Implementation Officer is specified in Schedule "B"; and

c)   the responsibilities of the Official Languages Implementation Officers are specified in Schedule "C".

04.   Therefore, you are mandated to ensure that the provisions of this Circular are implemented in your institution. You are expected to instruct your Ministry / Department / all the institutions affiliated to your institution to act according to the instructions mentioned in this circular.

05.   For further clarification regarding this circular if any, will be referred to the Additional Secretary / Senior Assistant Secretary (National Integration), Ministry of Constitutional Affairs and National Integration.

06.   This will be effecting from 01.12.2009 and the Public Administration Circular No. 28/97 dated 27th January 1998 is hereby rescinded.

07.   This Circular is issued in concurrence with the Ministry of Constitutional Affairs and National Integration.

Sgd. D. Dissanayake
Secretary
Ministry of Public Administration and Home Affairs

Schedule "A"

Column I	Column II	Column III
Institution	**Chief Official Languages Implementation Officer**	**Official Languages Implementation Officer**
Ministry	Secretary	Additional Secretary/Senior Assistant Secretary
Department	Head of the Department	Additional Head/Deputy Head of the Department
Provincial Council	Chief Secretary	Deputy Chief Secretary in charge of Administration
Provincial Ministry	Secretary	Deputy Secretary
Provincial Department	Head of Department	Additional Head /Deputy Additional Head of the Department
Municipal Council	Municipal Commissioner	Deputy Municipal Commissioner
Urban Council	Secretary	Administrative Officer
Pradeshiya Sabha	Secretary	Administrative Officer

Schedule "B"

The Chief Official Languages Implementation Officer shall be responsible for ensuring that the Official Languages Implementation Officer :-

(a)   posses a sound knowledge of the law relating to the Official Languages Policy and all connected regulations.

(b)   has evolved a framework for the due implementation within his institution, of the strategic plans for adhering to the provisions of the constitution regarding the Official Policy ;

(c)   has prepared a scheme containing provisions which will enable sufficient supervision of the plans ;

(d)   has taken suitable remedial measures to overcome difficulties that may arise which may hinder the due implementation of the plans ; and

(e)   submit reports when necessary, to the Ministry of Constitutional Affairs and National Integration, the Commissioner of official Languages and the Chairman of the Official Languages Commission.

Schedule "C"

The Official Languages Implementation Officer shall be responsible for ensuring that :-

(a)   the subordinate officers working in the respective institution are acquainted with the law relating to Official Languages Policy ;

(b)   Strategies have been formulated for ensuring that the law relating official languages are complied with by the subordinate officers working in the respective institution and adequate measures are taken to enforce such strategies ;

(c)   suitable schemes for implementing, monitoring and evaluating have been formulated ; and

(d)   reports, data and information are furnished when required, to the Ministry of Constitutional Affairs and National Integration, the Commissioner of Official Languages and the Chairman of the Official Languages Commission.

ILLUSTRATIVE CHECKLIST FOR THE
ASSESSMENT OF THE STATUS OF OFFICIAL LANGUAGE POLICY
(OLP) IMPLEMENTATION

This is an illustrative check list .This can be amended according to the service requirement of your institution. Apart from this different types of check lists can be downloaded from the MNLSI web site (www.lanintegmin.gov.lk) which were prepared considering the various servicers delivered by the institutions. You will be able to obtain the assistance from the MNLSI in order to overcome the issues in the process of check list data analysis

Date of Self-assessment:

Officers conducting self-assessment:

No.	Name	Designation	Signature
1			
2			
3			
4			
5			

Officer/s certifying accuracy of self-assessment

No.	Name	Designation	Signature
1			
2			

This Checklist is designed as a simple tool for Public Institutions to help them assess the status of implementation of the Official Language Policy (OLP) within their Institution. It will help the Institution to identify how well the Institution is implementing the OLP in the following four aspects:

    A.   Visibility and Ambiance
    B.   Administration and Documentation
    C.   Service Delivery
    D.   Institutional Commitment and support Mechanisms

The current status of each Institution is assessed using a set of "criteria". Each criterion measures the Institution's level of performance on a simple five point scale from non-adherence (0 marks) to full adherence (4 marks).

The findings of this self-assessment will help the Institution identify its strengths and weaknesses with regard to implementation of the OLP and to decide where and how it needs to improve. By using the checklist in future years, the Institution can measure its progress.

PART A: VISIBILITY and AMBIANCE

Visibility refers to the observable indications that the OLP is being implemented that can be seen by people who enter the Institution. Good visibility creates an ambiance of bilingualism and respect for the two official languages. It is important that citizens who interact with GovernmentInstitutions feel that there is a credible effort on the part of those Institutions to provide services to them in the language of their choice. Therefore, OLP implementation by Government Institutions should be readily visible through signage in reception areas.

Instructions: For each of the following criteria select the rating that best reflects the situation in your Institution. Enter the number of marks (0 to 4) in the space provided.

1.   **Signage in the buildings and locations of the institution:**   Marks _____
Signage includes signboards, office layouts, department signs, name boards etc.

Signage is not maintained at all or maintained only in one language.	Less than 50% of signage is maintained in both Sinhala and Tamil languages	More than 50% of signage is maintained in both Tamil and Sinhala languages	More than 50% of signage is maintained in Sinhala, Tamil and English languages	signage is maintained in Sinhala, Tamil and English; the institution has a plan to maintain signage in 3 languages
0	1	2	3	4

2.   **Signage in secondary locations and public areas:**   Marks _____
Many institutions have sub-offices or units outside of their headquarters or responsibility for signage in public areas.

Signage is not maintained at all or maintained only in one language.	Less than 50% of signage is maintained in both Sinhala and Tamil languages	More than 50% of signage is maintained in both Tamil and Sinhala languages	More than 50% of signage is maintained in Sinhala, Tamil and English languages	signage is maintained in Sinhala, Tamil and English; the institution has a plan to maintain signage in 3 languages
0	1	2	3	4

3.   **Front Office - Information:**   Marks _____
The front office refers to the reception area where citizens enter the building to receive information and have their first interaction with officers of the Institution.

There is no front office service or it is available only in one official language	There is a front office service but print information is not available	50% of print information is available in Sinhala and Tamil languages	print information is fully available in Sinhala and Tamil languages and 50% available in English language	print information is fully available in Sinhala, Tamil and English languages
0	1	2	3	4

4. Front Office - Personnel: Marks _____

The personnel at the front office are the officers assigned to receive visitors to the Institution and provide them with information and/or direct them to the appropriate office.

There is no officer assigned or the officer communicate only in one official language	The officer only communicates one official language but is able to seek assistance from an officer who can communicate in other official language	The officer assigned has the capacity to communicate short conversation in other official language	The officer assigned have the capacity to communicate fluently in both Sinhala and Tamil Languages	The officer assigned have the capacity to communicate fluently in Sinhala, Tamil and English Languages
0	1	2	3	4

5. Electronic communication with the public: Marks _____

Communication via telephone, fax and e-mail as per the required.

Provided in one official language only	Provided in Sinhala and Tamil languages occasionally	Regularly provided in Sinhala and Tamil languages	Regularly provided in Sinhala and Tamil languages and occasionally in English language	Regularly provided in Sinhala, Tamil languages and English language
0	1	2	3	4

6. Public address system: Marks _____

The public address system in the main building in the Institutions as per service requirements.

Provided in one official language only	Provided in Sinhala and Tamil languages occasionally	Regularly available in Sinhala and Tamil languages	Regularly available in Sinhala and Tamil languages and occasionally in English language	Regularly available in Sinhala, Tamil and English
0	1	2	3	4

PART B – ADMINISTRATION and DOCUMENTATION

Official Languages Policy stipulates the language of administration to be Sinhala and Tamil throughout the Country. Sinhala language shall be the Language of Administration and be used for maintenance of records and transaction of all businesses by all public institutions in the Western, Southern, Central, Uva, North Western, North Central and the Sabaragamuwa Province. Tamil shall be the Language of Administration and be used for maintenance of records and transaction of all businesses by all public institutions in the Northern and Eastern Provinces. Languages of administration shall be Sinhala and Tamil including maintenance of records and transaction of all businesses by all public institutions situated in the Bilingual Divisional Secretariat Divisions Areas. Citizens in all parts of the country have the right to receive official documents in the language of their choice.

7. **Facilities for preparing documents in Sinhala, Tamil and English languages:**   Marks _____

Hardware (eg. keyboards, typewriters) and software (eg. Unicode fonts) and other resources such as Skilled officers, glossaries and dictionaries that enable institutions to prepare documents in Sinhala, Tamil and English languages.

Hardware ,software and skilled officers are not available in Sinhala, Tamil and English languages in preparation of documents	Hardware , software and skilled officers are occasionally available for preparation of Sinhala, Tamil and English documents	Limited no of relevant officers have skill to operate the hardware, software and other resources for preparation of Sinhala, Tamil and English documents	Majority of relevant officers have skill to operate hardware, software and other resources for preparation of Sinhala, Tamil and English documents	All relevant officers are skilled to operate hardware, software and other resources for preparation of Sinhala, Tamil and English documents
0	1	2	3	4

8. **Make available translations of all records and other documents:**   Marks _____

All Institutions are required to provide translations of records in the language of choice of the citizens

Prepared only in one language Unable to provide translations in the language of the choice of the citizens	provide translations occasionally in both Sinhala and Tamil languages	Regularly provide translations in Sinhala and Tamil languages	Regularly provide translations in Sinhala, Tamil and occasionally in English languages	Regularly provide translations in Sinhala, Tamil and English languages
0	1	2	3	4

9. Entering into agreements and contracts: **Marks _____**

Institutions may enter into agreements with contractors, service providers or community organizations

Agreement enter in to only in one language	Occasionally enters into agreements in both official language	Regularly enters in to agreements in both official the languages	Regularly enters in to agreements in both official the languages and occasionally in English language as per the parties concerned	Possible to enter in to agreements in Sinhala ,Tamil or English languages as per the parties concerned
0	1	2	3	4

PART C – SERVICE DELIVERY

10. Communicating with citizens who visit the Institution: Marks _____

The officers of the Institution accept and respond to request for information, inquiries and complaints from service recipients /citizens who come to the Institution for service.

Services are provided Only in one official language	Service are provided in occasionally Sinhala and Tamil languages	Service are provided regularly in Sinhala and Tamil languages	Service are provided regularly in Sinhala and Tamil languages and occasionally in English language	Service are provided regularly in Sinhala ,Tamil and English languages
0	1	2	3	4

11. Public awareness and information: Marks _____

Conduct public awareness programs, information campaigns, give instructions to the public, post provide public notices and issue public warnings.

provided Only in one official language	Provided in occasionally Sinhala and Tamil languages	Provided regularly in Sinhala and Tamil languages	Provided regularly in Sinhala and Tamil languages and occasionally in English language	Provided regularly in Sinhala ,Tamil and English languages
0	1	2	3	4

12. Community consultations: Marks_____

Conduct public meetings to gather views, community need assessments, surveys, get community input into plans and programs.

Conducted Only in one official language	Conducted in occasionally Sinhala and Tamil languages	Conducted regularly in Sinhala and Tamil languages	Conducted regularly in Sinhala and Tamil languages and occasionally in English language	Conducted regularly in Sinhala ,Tamil and English languages
0	1	2	3	4

PART D – INSTITUTIONAL COMMITMENT and MECHANISMS

OLP demands strong institutional commitment and rigorous intervention for its effective and sustainable implementation. The following are the salient features of institutional commitment.

13. Language Plan: **Marks _____**

Every Institution is required to develop a language plan setting out how it will implement the Official Languages Policy. The Chief Official Languages Implementing Officer and the Official Languages Implementing Officer are responsible.

No Language Plan not prepared	In the process of preparing a language plan	Draft language plan is available	Final approved language plan is available	Resources have been allocated to implement the language plan
0	1	2	3	4

14. Current status of Language Plan implementation: **Marks _____**

Necessary measures not taken to commencement of the Implementation of Language Plan	Necessary measures taken for the commencement of the Implementation of Language Plan	Language Plan implementation commenced	More than 25% of planned activities are implemented	More than 50% of planned activities are implemented
0	1	2	3	4

15. Staff categorization by language proficiency: **Marks _____**

The institution has assessed and categorized the officers according to their level of proficiency (level I, II, III, IV) in Sinhala, Tamil and English languages.

categorization of officers not been carried out	Categorization of officers commenced	categorization completed	categorization of officers is completed and data available	Available data is used to plan language training and deployment
0	1	2	3	4

16. Language Proficiency development programs: Marks _____

Language proficiency programs not identified or commenced	Language proficiency programs identified and selected programs commenced	language proficiency Programs are in progress	50% of the identified programs are completed	All identified programs are completed
0	1	2	3	4

17. Officers who were provided with language Proficiency assigned appropriate placements:
Marks _____

After completing language proficiency programs officers will reinforce their language competencies if assigned appropriate placements where they can practice and the Institution will be better able to utilize these officers to provide services in both official languages

Language proficiency is not taken into consideration when assigning officers	A limited number of officers are assigned appropriate placements where they can use their language proficiency	Approximately 50% of officers with language proficiency are assigned to appropriate placements	Approximately 75% of officers with language proficiency are assigned to appropriate placements	All officers who were provided with language Proficiency assigned to appropriate placements
0	1	2	3	4

18. Record keeping and utilization of officers receiving the language incentive: Marks_____
Institutions should have a record of officers receiving the language incentive and assign work in order to utilize their language proficiencies

Information about officers receiving incentives is not available	Officers receiving incentive shave been identified as a resource within the institution	25% of officers assigned work to utilize their language proficiency	50% of officers assigned work to utilize their language proficiency	All officers assigned work to utilize their language proficiency
0	1	2	3	4

19. Resource generation and allocation: Marks_____

Budgetary allocation and generation of resources form the public institutions to implement the language plan which includes funding for trilingual signage, languages classes and translations

resources are not available or less than 25% of the required amount available to implement the Language Plan	More than 25% of the required resources are generated through public institutions for implementing language plan	More than 50% of the required resources are generated through public institutions for implementing language plan	More than 75% of the required resources are generated through public institutions for implementing language plan	Adequate resources are generated through government funding for implementing the language plan
0	1	2	3	4

20. Performance of Chief Official Language Implementation Officer (COLIO) as per the gazette Notification 25th September 2009   Marks_____

COLIO has not commenced any of (a) – (e) functions as per gazette Notification	COLIO has completed (a) and (b) functions assigned as per gazette Notification (25% of the assigned duties are completed)	COLIO has completed (a) ,(b) and (c) functions assigned as per gazette Notification (50% of the assigned duties are completed)	COLIO has completed (a) ,(b), (c) and (d) functions assigned as per gazette Notification (75% of the assigned duties are completed)	COLIO has completed all (a) ,(b), (c) ,(d) and (e) functions assigned as per gazette Notification (100% of the assigned duties are completed)
0	1	2	3	4

a) possess a sound knowledge of the law relating to the Official Languages Policy and all connected regulations

b) has evolved a framework for the due implementation within his institution, of the strategic plans for adhering to the provisions of the constitution regarding the Official Policy ;

c) has prepared a scheme containing provisions which will enable sufficient supervision of the plans ;

d) has taken suitable remedial measures to overcome difficulties that may arise which may hinder the due implementation of the plans ; and

e) submit reports when necessary, to the Ministry of Constitutional Affairs and National Integration, the Commissioner of official Languages and the Chairman of the Official Languages Commission.

21. **Performance of Official Language Implementation Officer (OLIO) as per the gazette Notification 25th September 2009**   Marks_____

OLIO has not commenced any of (a) – (d) functions as per gazette Notification	OLIO has completed only function (a) assigned as per gazette Notification (25% of the assigned duties are completed)	OLIO has completed (a) and (b) functions assigned as per gazette Notification (50% of the assigned duties are completed)	OLIO has completed (a) ,(b) and (c) functions assigned as per gazette Notification (75% of the assigned duties are completed)	OLIO has completed all (a) ,(b), (c) and (d) functions assigned as per gazette Notification (100% of the assigned duties are completed)
0	1	2	3	4

a) the subordinate officers working in the respective institution are acquainted with the law relating to Official Languages Policy ;

b) Strategies have been formulated for ensuring that the law relating official languages are complied with by the subordinate officers working in the respective institution and adequate measures are taken to enforce such strategies ;

c) suitable schemes for implementing, monitoring and evaluating have been formulated ; and

d) reports, data and information are furnished when required, to the Ministry of Constitutional Affairs and National Integration, the Commissioner of Official Languages and the Chairman of the Official Languages Commission

22. **Institutionalized in-house OLP mechanism:**   Marks_____

A post, unit, committee or other structure that assists the COLIO and OLIO to improve and monitor OLP implementation such as a Language Committee, an Official Languages Focal Point, a Language Unit, etc.

In-house OLP mechanism not in place	In-house OLP mechanism in place	In-house OLP mechanism carried out more than 25% of expected functions	In-house OLP mechanism carried out more than 50% of expected functions	In-house OLP mechanism fully functional
0	1	2	3	4

Marking scheme

Criteria	Marks
Visibility and Ambiance – No 01 – 06	
Administration and Documentation – No 07 -09	
Service Delivery - No 10 – 12	
Institutional Commitment and support Mechanisms No 13 - 22	

Finally, the total marks received, should be calculates according to the (100%) percentage