New Vision for Education and Milestones of Progress
Progress in 2012 and Proposed Programmes in 2013

2012 October

Ministry of Education
From Mahinda Chintana Vision for the Future.................

“The education system should not be focused on the next ten years but should be focused on the next century”

- The present age limit of compulsory education fixed at 14 years will be extended to the ordinary level examination or to 16 years of age.
- In order to broaden the avenues for higher education I will increase the number of classrooms in schools and introduce reforms in the prevailing examination system.
- As the mother tongue reflects one’s national identity and aspirations for innovation and creativity, the language of education should be the mother tongue. I will ensure that every person has the right to pursue education from the primary level to a degree in his or her mother tongue.
- I will equally ensure that every child has a right to engage in sports as well as in education.
- If a child excels in languages or aesthetic subjects, I will provide all facilities to such children to enhance and develop such skills.
- I will create an environment for every child to be exposed to subjects such as Information Technology, Computer and Communication, Technological and productivity enhancement skills from the school level.
- I will not allow any child to dropout from school due to economic reasons.
- In order to meet the aspirations of the parents seeking opportunities to get their children admitted to “Good Schools”, I will establish 1000 highly developed schools throughout the country.
- I will ensure efficiency, productivity and good governance in the Education Ministry, the education administration structure in the Provinces and in the educational institutions at national level.

“I will restructure the education and knowledge systems suitably, so that Sri Lanka becomes a key hub for knowledge and learning in the world”.

The message of the Hon. Minister of Education,

At the time the Vote of the Ministry of Education is discussed in Parliament, I consider it as my responsibility to present this report which contains the progress of the programs implemented in 2012 in pursuance of the objective of promoting Sri Lanka as Asian Knowledge Hub within the broader framework of the Mahinda Chintana National Resurgence Program. With a view to ensuring that the Nation’s children enjoy free, quality educational opportunities nourishing education policy and streamlining implementation are considered imperatives of the time. With the optimum benefits of education feeding the positive development of society educational endeavors would have without doubt marked a turning point in social upliftment. To further confirm this, several programs for educational development are lined up for 2013.

Necessary activities have already been planned to empower the future generation equipped with knowledge, ethical values, health and strength and possessed of a well rounded personality so that it will be an asset what answers to local and global requirements. Treating as a matter of high priority the continuous development of education quality, which in our belief is the unfinished task in education, the development of 1000 secondary schools with Mahindodaya Technological Laboratories will result in a blossoming of children’s skills and competencies through the streams of Science and Mathematics and also through various fields of study including foreign languages, Information and Communication Technology, Sports and Aesthetics.

Recognizing that primary education is a basic and compulsory educational opportunity, work for the development of 5000 primary schools has already commenced. 1552 schools with less than 50 students will be developed as child-friendly schools.

The Nation’s investment on education is focused on an accelerated and meaningful educational development. As a further assurance that Education is the path-breaker for the entire society the empowerment of all levels from the school to the Ministry of Education, all categories of employees including of course the teachers who shoulder the most distinctive responsibility of the whole system, has received our highest priority and utmost attention.

Further fortifying the Policy of Free Education, there is a determined and correct direction by the Ministry of Education to provide all that is required to make the children of our Nation, children of the global village, equipped with high human skills and competencies. I wish on this occasion of exceptional significance to emphatically reiterate our determinations to safeguard and nourish Free Education.

Bandula Gunawardena
Minister of Education
I am indeed fortunate to have this opportunity of issuing a message to this important publication which sets out the progress achieved in 2012 in relation to programs in the field of Education implemented by the Ministry of Education and the priorities identified for 2013. The Bible says that the progress of something should be seen in the results it yields – ‘by their fruits we shall know them’. As the Ministry of Education, we have enjoyed a good yield this year - we have produced good results.

It is my view that the investment in the field of education to ensure an educational development in the country alongside the Mahinda Chintana National Development Program constitutes the highest category of investment.

From among the various institutions affiliated to the Ministry of Education, the Provincial Ministries of Education and the Provincial Departments of Education assume a special priority. While power was devolved to the Provincial Councils under the 13th Amendment to the Constitution as a matter of state policy when they would become, into more powerful institutions and should become agencies vested with a greater role in directing matters. I have a personal understanding of the importance of these institutions gained as the Chief Minister of the Uva Province for several years.

Teaching appointments to peripheral schools for Aesthetics, English and Science subjects through appointments to a large number of the products of the Colleges of Education can be regarded as a singular achievement of the Ministry of Education. This is a truly significant move to tackle the shortage of teachers at village level.

The quick handling of the examinations for the recruitment of teachers, principals and officers for the Sri Lanka Education Administrative Service by the Department of Examinations in addition to conducting the G.C.E. (O/L) and (A/L) Examinations with great efficiency and releasing results expeditiously can be hailed as a great sign of progress. The National Institute of Education has taken steps mainly by a process of decentralization to train graduate teachers and teacher assistants who had been recruited over some years. The resolving of the Z Score issue in a way that was beneficial to students can be regarded as a victory of the people.

The fact that we were able to finish the initial process for the development of 5000 primary schools in addition to the key priority program for the development of 1000 secondary schools is another of our triumphs. These schools were given a sum of Rs. 5 Lakhs each for their development.

Through the Appropriation Act 2012 a massive sum of money has been allocated to the Ministry of Education for quality inputs, human resources development, planning and research, vocational development, development and training of students- as also for agriculture, peace education, aesthetics, technology education, school libraries, English, bilingual education and several other programs. The encouraging scholarship results achieved by rural schools is a victory of our efforts.

Ensuring education for all, rapid promotion of the quality standards of education and to thereby make the nation’s children active participants in the workforce facing the world of work, equipped with diverse abilities while being accomplished citizens – designing and broadening such opportunities – I am happy to state these are our broad objectives.

Gamini Wijith Wijayamuni Zoysa
Deputy Minister of Education
From the Hon. Monitoring MP of Education

Under the Mahinda Chintana Vision for the Future, Education is accorded a special significance. The future prosperity of a country depends on the productivity and efficiency of the education policies it implements. I consider it my good fortune to be able to issue a message to this Report which indicates the contribution of the projects implemented by the Ministry in 2012 towards the progress of a proud nation marching towards a rapid development, and, which also discusses particularly with the next year in mind, the challenges which confront us and the strategies and priorities we pursue in meeting those challenges.

2012 can be considered as an year in which the foundation was laid for several of the efforts undertaken to make Sri Lanka, the hub of knowledge and skills of Asia in keeping with the Mahinda Chintana program of development.

The commencement of the construction of Mahindhodaya Technological Laboratories in 409 schools in the first stage of the program for the development of 1000 secondary schools is one of our major achievements in 2012. From this a thoughtful structuring of the school system is expected in a way that does not obstruct the attempt to ensure equal educational opportunities. At the same time this will remove the existing inequality in relation to the Advance Level Science stream and popularize the Science stream in rural areas.

It is hoped to start the development of the remaining 591 secondary schools in 2013 and also to further develop the primary schools affiliated to these. In addition to these 600 schools, a program to develop schools quite small in numbers will also be initiated.

This is not all, having identified social needs, with a view to directing children towards technological education, it is proposed to introduce the Technology stream at the Advance Level. All agreement of understanding is due to be signed with the Ministry of Youth Affairs and Skills Development for the purpose of directing who leave school after the GCE O/L to the world of work by getting them to follow vocational courses to be held in schools in the afternoons and during the week-ends. This would provide access to local and foreign employment in vocational fields to many school-leavers.

Further, to provide an access to the international level to our children the teaching of English will be streamlined without confining it to passing examination, to promote a real competence in the language through a school based evaluation and a related examination system. Action has already been taken in this regard and it is proposed in evaluation to give recognition to listening and speaking skills.

All plans have now been prepared to commence a Television Channel exclusively devoted to education thereby answering a long-felt need. This will expose both children and parents to correct educational approaches. It will also facilitate supporting students in regard to subjects believed to be difficult.

It is our hope and expectation that a new leaf will be turned in education with all this in combination.

Mohan Lal Grero
Monitoring MP of Education
The Message of the Secretary, Ministry of Education

I would like to mention at the outset that it is with great pleasure that this report, which encompasses the progress of all the Education development programs implemented with a focus on results in 2012 for the qualitative and quantitative development of education and information on the special development program earmarked for 2013, is presented.

It is the priority target of the Ministry of Education to steer, with greater speed and meaning qualitative development steadfastly adhering to policies that safeguard the entrenched right to free education. In this connection the massive investment for the development of 1000 secondary schools and for the development of 5000 primary schools related to these is already being carried out through many programs under a broad approach but with specific targets. The necessary groundwork is already finished to invest both foreign and local funds for this purpose.

Promoting high level skills in teachers, principals, education managers and administrators has been identified as a matter of high priority in the development of education.

Likewise, the Ministry pays the highest attention and gives the highest priority to the preparation of education development plans of optimum quality, to implement them efficiently in a result-based manner and to supplement them to continuous monitoring and assessment.

The proposed South Asia Regional Teacher Training Center located at Meegoda will be developed to serve the entire South Asian Region with obvious benefits to Sri Lanka with a view to making the Zonal Education Office the closest contact point to the school a more vibrant and efficient institution and to enhance school education in a notable manner diverse efforts and methods are already afoot.

At the time the Vote of the Ministry of Education is discussed in Parliament, I would like to state with all possible emphasis the need for all of us to act together with commitment to give a new meaning to Free Education and to assure the development of education quality.

S.M. Gotabaya Jayaratne
Secretary
Ministry of Education
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1. The Responsibility and Function of the Ministry of Education

**Vision**
To reach excellence in global society through competent citizens who share the Sri Lankan identity

**Mission**
Develop competent citizens keeping with the global trends through innovative and modern approaches to education leading to efficiency, equity and high quality performance ensuring stakeholder satisfaction

**Institutions affiliated to the Ministry of Education**
- Provincial Education Departments
- Department of Educational Publications
- Department of Examinations, Sri Lanka
- National Institute of Education
- National Library and Documentation Services Board
- National Book Development Council, Sri Lanka
- Sri Lanka UNESCO National Commission
Among the programs implemented by the government for sustainable development under the policy framework "Towards a New Sri Lanka - The Mahinda Chintana Vision to make Sri Lanka the wonder of Asia, Education Development occupies a leading position.

To the Ministry of Education has fallen the onerous responsibility of contributing to the massive task of transforming Sri Lanka as the knowledge Hub of Asia.

Making a reality of the concept -the Best to the children- in order to provide to all children an equal education, in the face of all challenges the Ministry of Education has courageously taken all steps to implement a series of programs in a new developmental approach.

Maintaining continuous contact with the Provincial Councils to achieve National education objectives, the Ministry of Education unstinctingly discharges the responsibility of directing all its resources to achieve a targeted development.

The Responsibility of the Ministry of Education

- Providing recommendations and a feedback to the National Education Commission on the formulation and modernizing of National Education Policies, basing itself on the broad objectives of education, the definition and furtherance of the National Education Policy.
- Planning, implementing, monitoring and evaluation and progress review of educational activities in consonance with national objectives and policies.
- Maintaining bilateral and multi-lateral relations for economic development; acting in collaboration with regional and international organizations.
- To decide on the standards applicable to general education and to provide what is necessary to maintain those standards; to promote creative activities in schools and in other educational institutions.
- To develop, implement and evaluate curricula relevant to general education, teacher education, special education and Pirivena education.
- To identify fields in which research should be done for developing education, to conduct necessary research and to use the findings of such research in the education process.
- To maintain proper evaluation methods for National level certificate examinations, subject examination and aptitude tests and to review them.
- To develop the Human Resources necessary for a vibrant quality education system.
- To evaluate management and performance of institutions under the Ministry of Education and also of National schools.
- To give advice to Provincial education authorities on the implementation of education management programs; to attend to the necessary coordination with these authorities and to review these activities.
- To implement and supervise foreign aided projects.
- To determine specifications for learning friendly education buildings and equipment and to develop plans for these.
- To ensure the supply of things that should be supplied at national level like text books and uniforms.
- To implement an orderly system of financial management to estimate and make allocation for all capital expenditure under the subject Education and the recurrent expenditure of the Ministry of Education and of institutions coming under the Ministry.
- To manage and control the service minutes of all the services coming under the field of education; to maintain a proper internal control in the Ministry of Education and in the institutions coming there under.
Program for the remodeling of 1000 secondary schools

As foremost education development process of the Ministry of Education in its medium term development program 2012-2016, the national program for the remodeling of 1000 secondary and 5000 primary schools has already commenced implementation.

Through this program a solid foundation has been laid to fund practical solutions to a broad range of problems, unequal educational opportunities among regions, inequality in the distribution of resources, under performance, urban drift of the student population and resulting sanitation and nutrition problems.

Accordingly, the main expectation of this program is bestowing the nation with meaningful educational opportunities further confirming the rights of students to an equitable and quality education.

The aims and expectations of the program

- Remodeling a secondary school system possessing a degree of quality sufficient to lay the human capital foundation needed for Sri Lanka’s future role as the knowledge hub
- To produce a group of Sri Lankan citizens possessing communication skills for which there is local and international demand as also leadership qualities and commercial skills.
- To minimize the divergences existing among Provinces, within Provinces and among schools in respect of equality in educational quality and to improve the performance levels of students.
- To ensure learning opportunities with pleasant experiences.
- To ensure administrative, management and teaching practices and standards needed for a high quality education.
- By directing special attention to schools in unfavorable areas that face the threat of closing down, to enhance the utilization of educational resources and to thereby increase the economic and social benefits of investments in education
- The creation of a generation with positive attitudes and humanistic qualities; to identify students with innate and special abilities and to have in place an incentive system for them
- By making available the necessary human, physical, infrastructure and financial resources to selected schools, to establish a network of attractive schools and to improve the feeder primary school network
- In a manner that will entrench free and compulsory education all children to be given equal educational opportunities and the optimum utilization of resources.
- The implementation of special programs and projects that would improve and sharpen soft skills.
- To establish and to broaden educational opportunities to pursue studies in all subjects and subject streams
- With a view to making the school a unit with the power and authority to take decisions, providing the necessary financial and management authority to the school and to improve the links between the school community and parents

The selection of secondary and primary schools

Through a criteria-based methodology, using a school mapping exercise, the leading secondary schools in the region and the feeder schools in the vicinity constituting a network have already been selected for the development program

In this way for the year 2012-13, on a priority basis 632 secondary schools have been selected and 2000 primary feeder schools linked to these are included in the program

The principle components of the program

With a view to making the student education objectives a reality, this program is launched through 3 main components.

1. Priority for educational quality development
2. Priority for the development of complete physical and infrastructure facilities
3. Priority for good governance and supply of service.

As such, by developing the following infrastructures, a quality improvement is anticipated.

- Mahindodaya Technological Laboratories
- Commerce Laboratories
- Advance Level Laboratories
- Language Laboratories
- Dental Surgery
- Herbarium
- Sports Complexes
- Environmental beautification
- Aesthetic Units

2. Progress of and new trends in the National Program for the Remodeling of 1000 Secondary and 5000 Primary Schools
Making available Mahindodaya Technological Laboratory facilities

In every secondary school a Mahindodaya Technological Laboratory will be established. This will consist of a fully equipped Computer Unit, a Mathematics Laboratory, Language Laboratory and a Distance Education Unit. It will thus be a multifaceted lab. Already two such laboratories constructed at Kotalawalapura College, Ratmalana and Mahinda Rajapaksa College, Pitipana have been given over to student ownership. These two labs are based on two models so as to ensure maximum economic-cost efficiency.

Plans have been prepared and financial provisions have been earmarked for these.

Also, as the next stage of the Education for Knowledge Society Project, by mid 2013, fully covering 3 Provinces containing the remaining secondary schools, in all 1000 secondary schools, as the first step, construction works in Mahindodaya Laboratories are due to be completed.

Supply of Human Resources and Teacher Development

Directly targeting the secondary schools, preliminary work will be done before the end of the year to recruit 3000 teachers at 1000 teachers each for the 3 subjects Communication Technology, Science and Mathematics

By now, 927 IT teachers, 500 Science teachers and 500 Maths teachers have been recruited.

In addition, in order to achieve these exceptional objectives in these superlative schools, programs have been launched to recruit Principals and to give them a leadership training and also to improve the capacity of the Deputy Principals and the Subject teachers.
Providing of School Development and Maintenance Grant (SDMG)

Making financial Provisions available for school development and maintenance under the Asian Development Investment Project (EKSP), for essential repair and maintenance work and for physical resources development activities, for 600 secondary schools in the island, a school based award of Rs100,000 per school has been made under these, for 2012 and 2013 a sum of Rs.280 Million for 1400 Secondary schools has already been set apart.

In respect of the remaining 800 schools too these financial awards will be completed before the end of the year. What is special in regard to these award is that the authority to take decisions on their investment, preparation and implementation of plans is vested fully in the school. A pleasant background for these activities has already been prepared.

Under the 1st stage of the implementation of the 1000 Secondary Schools Program, for 409 schools under the Education Sector Development Framework for each school, for school-based development work, plans have been made to make Rs 500,000 available.

Improving the level of GCE (A/L) Science Education

Steps have been taken to broaden opportunities for school children to benefit from a science education by commencing the GCE (A/L) science stream in all secondary schools.

Steps have already been taken to construct at least 3 schools with Advance Level Laboratory facilities in each Divisional Secretariat.

Contribution to enhance skills of youth and their professional training

As a result of these Mahindodaya Laboratories being established, students who leave after G.C.E O/L & G.C.E. A/L in 2013, will be guided, through a program to be implemented along with the Ministry of Youth Affairs and Skills Development towards professional training programs and will leave school with a certificate in basic skills. As a result of this proposed program, the ability to meet the present demand for a workforce with trade level competence, they will result a turning point in education.

Progress of the Secondary School Development Program

Out of the 100 schools that were selected for the initial stage, development work has been fully completed in 30 schools and they have been handed over to the students. In a further 20 schools all development work has been completed. The 2.2 table shows the Provincial distribution of 50 secondary schools where fully equipped Science Laboratories for Advance Level work were established with an in vestment of nearly Rs.2000 million from the project which receives Asian Development Bank assistance.

Table 2.2 : No. of secondary schools developed

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<th>Province</th>
<th>No. of Schools</th>
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<tbody>
<tr>
<td>Western</td>
<td>7</td>
</tr>
<tr>
<td>Central</td>
<td>5</td>
</tr>
<tr>
<td>Southern</td>
<td>2</td>
</tr>
<tr>
<td>Northern</td>
<td>6</td>
</tr>
<tr>
<td>Eastern</td>
<td>5</td>
</tr>
<tr>
<td>North Western</td>
<td>6</td>
</tr>
<tr>
<td>North Central</td>
<td>10</td>
</tr>
<tr>
<td>Uva</td>
<td>3</td>
</tr>
<tr>
<td>Sabaragamuwa</td>
<td>6</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>50</td>
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As a result of the impact of this investment these schools have experienced a higher public acceptance and, consequently student enrolment has increase by 13%. Also there is a marked improvement in results at both the GCE (O/L) and (A/L) Examinations.

The program of the Development of the 5000 primary schools

The emphasis here is the development of feeder schools that fit into the network of 1000 Secondary schools due to be developed. Considering the primary stage education of children and child development to be an objective of the highest importance, the development of 5000 primary schools has already started to make them pleasant high quality schools with a child friendly learning teaching environment.

The fact that already this ministry has been able to secure the participation of the Ministry of Economic Development for the development of 1716 schools as child-friendly schools may be mentioned as a matter of special significance.
Based on this, a sum of Rs 500,000 has been given to the school enabling it to undertake investments in the fields of sanitary facilities, potable water, school beautification covering the school premises.

**It is expected to achieve the following objectives from the Primary Schools Development Program.**

- To ensure that all children of the age group 5-9 receive primary education
- To ensure that all children who finished primary education achieve competence in essential learning skills.
- To enhance that at least 80% of the student finishing primary education achieve competence in chosen learning skills.
- Providing basic infrastructure facilities to all primary schools that satisfy national standards.

In the school where development has already started, the highest priority has been given to specially provide the following development needs:

- Rights-based active interactions.
- Active promotion of gender equality.
- Improving quality education benefits for children.
- Ensuring child health, Security and care.
- Active participation of children, families and community
- Support from child friendly systems, practices and regulations

In addition to the above objectives, in keeping with the universal children’s rights as recognized in the International convention, the child-friendly schools which actively promote these rights will have the following special features:

- To prepare the children's play area in suitable way
- If there is at present an official teachers quarters in use, to do its essential repairs

**The Small School Development Program**

Under this program small schools with less than 50 children have been identified as a matter of high priority and a development drive with special objectives has been started. This has already received the special patronage of the Presidential Secretariat. 1590 schools of this nature will be developed under this program.

For this program a strategic access has been adapted to secure the participation of the Ministry of Education, the Provincial Ministry of Education, the Ministry of Economic Development, the Telecommunication Regulatory Commission, the Sri Lanka Information Technology Agency and of some private sector institutions.

Among these schools, the following development activities have been launched

- Providing necessary sanitation facilities.
- Providing drinking water facilities.
- Providing infrastructure facilities needed for a primary school.
- Making available computer facilities along with modern technological tools at primary level
- Completely the various teacher requirements.

**Table 2.3: No. of primary schools developed within the year 2012**

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<th>Province</th>
<th>No. of Schools</th>
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<td>Western</td>
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<td>North Central</td>
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<td>Uva</td>
<td>98</td>
</tr>
<tr>
<td>Southern</td>
<td>184</td>
</tr>
<tr>
<td>North Western</td>
<td>178</td>
</tr>
<tr>
<td>Total</td>
<td>1716</td>
</tr>
</tbody>
</table>
3. New Steps of Special Significance for the Development of Education.

A new Education Policy that will ensure a new vision

The preparation of a sustainable educational policy framework which covers the global trends in the economic and social field has already been completed. Through forward march of national education will be confirmed while ensuring the transfer of our high cultural values to the new generation. Decisive discussions on the new education policies of the country were held in over 25 meetings of the Special Parliamentary Committee. The Ministry of Education has succeeded in getting the active participation of academics, educationists, trade unions and peoples organization in the preparation of the National Education Policy.

South Asian Centre for the Development of Teacher Education

This international training center which will receive basic guidance from the National Institute of Education and will be designed under the direction of the Ministry of Education will emerge as a leading training center in South Asia. The basic expectation of this venture is through policy development and research initiatives related to Education, the region will get a battalion of teachers of exceptional quality.

For the realization of this broad objective, the Centre will provide teacher training opportunities to countries in the region. While different strategies will be adapted, continuous teacher development, Pre-training of teachers, in-service teacher training, research on teacher training, improvement of teacher education policies, curriculum development, learning technologies linked to electronic media and the encouragement of a teacher education culture under which the value of teacher training will be given pride of place and will pay an enabling role.

With these special objectives in mind the commencement of work in this Centre was marked on 09.10.2012 with the participation of the Ministers of Education of Afghanistan, Bangladesh, Pakistan, Moldives India, and Nepal and Education officers and representation of such organization like the UNESCO.

The National Operations Room as a means for the quick solution of education problems and as an access to development in education (National Operations Room)

For the first time in its history the Ministry of Education has set up a National Operations Room to facilitate a quick identification of Education problems so that solutions can be attempted without delay.

The role expected from this new National Operation Room is the optimum coordination of the administrative - management process of the Ministry of Education which is closely linked to the entire Sri Lankan society through the diverse needs and activities of some nine thousand schools falling into a broad and complex range and various other institutions.

The National Operations Room offers a unique contribution in the systematic steering of the entire education process in the country. A group of entities each composed of several complex units and the widespread administrative network of the Ministry will be combined in one point– this will be the Operations Room.

It will operate in pursuit of the 05 following objectives.

- Basic and vital information relevant to the field of education in general will be updated and coordinated for a broad use.
To use media information as a source and to broaden the capacity to use it to solve the problems of the field of education expeditiously.

To device an access channel to obtain information speedily through modern technological means and to direct them so that important decisions can be taken without delay.

To broaden the information base and make it more effective to prepare reports which reflect and confirm education development.

To make basic information pertaining to the Ministry of Education accessible through a new technology to local and foreign delegations.

The National Operation Room will have two main activities.

To draw the attention of the higher administration to problems arising in the education system so that quick solutions will be possible.

To pursue continuous monitoring until solutions and are found.

In this way a problem arising at any level in the system will be instantly identified and will also provide the basis for the solution of these problems thereby preventing the issue from affecting a wide range of activities.

For this purpose all mechanisms—media, telecommunication, e-mail, fax are utilized and a hot-line 1988 has been made available to the community.

As a result of all this a new culture operates in the Ministry of Education under which a satisfying service is provided to the public by listening to grievances and issues and quick solutions are provided after careful attention has been paid to them.

### Development of Zonal Education Offices

Special attention was paid to the enhancement the efficiency and productivity of all the services these officers render to teachers, Principals and the general school system and also to improve their level of performance. It has accordingly been planned to develop these offices as pleasant centers for the supply of services by empowering them through financial provision. All the steps necessary for this purpose will be taken without delay as a matter of priority. As a follow up infrastructure necessary for Zonal Offices will be provided, along with attending to staff shortages, needs of officers and improving their capacity. Thereafter a result-based monitoring system is planned to be put in place in respect of Zonal Education Offices.

### Strengthening of the Monitoring of Education Development Programs and the Progress Review Processes

Considering the development of education quality as an unachieved target, steps have been taken to conduct progress review meeting under a new approach for the continuous monitoring of education programs implemented at all levels. One aspect of this is the extensive review of the progress of national level programs with the relevant officers on a monthly basis. Action is also being taken to review at provincial level on a fortnightly basis educational sector activities and to take quick action on problems identified in this way. The objective in the results-based monitoring of education development program and the taking of follow-up action without any delay.

### A New Strategy for Institutional and Personal Productivity Improvement

With the objective of attaining a level of excellence by enhancing its institutional and personal productivity and performance levels, the Ministry of Education has launched a special productivity development program.

As the first step in this program, a Productivity Monitoring Unit has been established in the Ministry of Education. Within this Productivity Unit a Productivity Promotion Committee has been set-up with 30 officers representing the five key Divisions of the Ministry. Alongside this, through the productivity committee, the productivity programs related to National Schools and other institutions related to education will be monitored. The prime objective in all this is to make the Ministry of Education well known as a Ministry with an excellent performance record.

### The “Mahindhodaya” Education Development Month - October 2012

The 31 days of October 2012 have been specially identified to implement special National leave programs to speedily solve problems and to uplift performance at School, Zonal, Provincial, and National Level. Suitable programs have already been identified and to implement this accelerated program with the participation of all engaged in the Education Sector already all Provincial and Zonal level official have been well briefed.

With this work in mind Circular instructions were given by Circular No 35/2012 dated 28-09-2012 and October 2012 is designated as the “Mahindhodaya Month”. While many special accelerated programs will be launched during this month, the Zonal Education Office will be activated as the representative institution in closest contact with schools providing its services in an optimally productive and efficient manner.

The overall objective of this exercise is to transform the Zonal Education Office as a teacher and principal friendly office.

The Zonal Education Office will
launch a special strategy to guarantee service supply and accountability. At the same time priority will be accorded to modernize and improve the entire premises of the Zonal Office so that it will be more orderly and systematic.

To empower the Zonal Education Office, the Provincial Education Office, the Provincial Department and the Ministry of Education will intervene and provide support and coordination.

For the monitoring of all programs during the Mahindodaya Month monitoring programs have been launched at provincial and ministry level.

The Nenasa Computer Education Programs.

With a view to providing learning opportunities especially to children in areas where there is a shortage of teachers, particularly in Science, Mathematic, First and Second languages, the Ministry of Education, National Institute of Education and Dialog organization have signed a memorandum understanding to launch the Nanasa Computer Educational Program. By now nearly 900 schools have been provided computers in 2013, all the facilities to watch the Nenasa Computers Education Channel will be made available to 1100 schools including the 1000 Secondary Schools.
4. The Progress of Programs related to the School Curriculum for the development of the Learning—Teaching Process

While from grade one to grade five an integrated syllabus is carried out, the Ministry of Education through the supply of physical and human resources is taking action to ensure quality standards in primary education. In the secondary stage which is targeted towards the GCE (O/L), from grade 6 to grade 11 six core subjects are taught along with the optional subjects. In grades 12 and 13 the different streams—Science, Arts, Commerce are taught. For all this academic pursuits without any discrimination, the Ministry of Education takes action to ensure physical and financial resources. For all the main subjects, under a subject Director, programs are implemented at branch level. Alongside these subjects proper, several programs are being implemented at school level for personality development. The Education Ministry provides the necessary facilities for these as well.

Primary Education

The objectives of the 2012 annual program.

- Making infrastructure available to the Primary Sections of National Schools.
- Providing facilities for the use of computers as a teaching medium in the primary section.
- Strengthening the strategy of activity based learning teaching.
- Implementation of the Child-Friendly Approach for a quality primary education.

Progress up to 31.08.2012 and the expected outcomes at 31.12.2012

Making medium size desks and chairs available to grades 4 and 5 in National Schools.

Making computers and the software under OLPC project available for primary education in National schools and creating the necessary awareness among teachers.

Providing new buildings to National schools and repairing buildings in 3 National Schools.

10 Maths Camps were conducted to improve the level of performance in the skill of making teaching aids for Maths.

Training Primary teachers in activity based spoken English teaching.

Conducting student camps for the promotion of English among grade 5 students.

An attractive school environment........

Providing financial resources to 208 National schools to purchase quality education inputs for primary education and to 210 schools for the purchase of Science and Maths instruments.

Training Teacher Instructors and Primary Education Officers of the Sabaragamuwa Southern and Western Province on the Child Friendly School Model has been completed. For the other Provinces training has been planned.

110 Principals in the Giriulla Zone were trained on the Child-Friendly School Model.

100 Teachers handling grade 1 have been trained in the multi-level learning methodology.

Financial Provision 2012 : Rs. 125.3 M

Activities Planned for 2013:

- Development of 5000 Primary schools as child-friendly schools
- Introducing the multi-level learning methodology to grade 1, 2, and 3
- To strengthen subject related activities
- High level School-based activities
- Providing infrastructure and learning resources
- Conducting revealing inspections regarding primary education
The objectives of the 2012 annual program

- To increase the percentage of passing Mathematics at the GCE (O/L)
- To prepare the background for the creation of the Mathematicians of the future
- To make the subject Mathematics popular.
- To increase the percentage of passing Mathematics at the GCE (Advance Level)
- To empower Mathematics teachers, teacher instructors and subject directors.
- To fill shortages in human resources for Mathematics teaching.
- To provide opportunities to learn Mathematics in a simple manner in an enjoyable environment.


Remedial education programs are in place at the Zonal level for 150,000 selected students from grade 6 and for 30,000 selected students from grade II. The assignment books used for these programs have been printed and forwarded to the Book Sales Promotion Centers.

Under the Olympiad program for gifted children, student were selected and trained for the Provincial reserves; the selection of students for the National Reserve has been done and competitors will participate in the International Mathematics Olympiad to be held in Lucknow, India from October 28-31

At the International Mathematics Competition held in Taiwan, the Sri Lanka Team won 1 Silver medal, 2 Bronze medals and 4 certificates for skills. The Sri Lankan Team succeeded in earning the 3rd place in the group competition.

The holding of a National level Mathematics competition which included tests of Maths knowledge and Maths dramas. The first 10 groups at the competition figured in programs over the National Television Channel.

A book was prepared with the specific target of enhancing the knowledge and competence of teachers in Geometry and training was provided using Provincial funds. At present training sessions are continuing at zonal and Provincial Level.

40 Maths teachers selected at Zonal Level have been trained as resource persons for Maths teaching.

Training sessions have been completed in the Northern, North Western, Eastern and Southern Provinces.

Conducting Provincial level competitions for the designing of Mathematical instruments, video presentations on the use of Mathematical instruments, preparation of modules designed to up-date non-mathematics teachers.

Preparation of software on the use of Mathematical instruments; conducting National level competitions on designs and teacher training programs, have been planned. Conducting training programs at Provincial level for 100 graduates selected for secondary schools.

Financial Provision 2012: Rs.2.8 M

Plans have been prepared to establish Maths labs as a component of the Mahindodaya Technology Laboratories.

Activities planned for 2013:

- Promotion of teachers professionalism
- Remedial educational programs
- Programs for gifted students
- Enhancement of student performance

Chart 4.1: No. of students who offered Mathematics at the GCE (O/L) Examination 2008-2011 and the No. of passes
Objectives of the annual programme for 2012

♦ Uplifting science education in the Zones and the Provinces.
♦ To introduce a quality Science education in the 1000 secondary schools.
♦ By providing gifted students to compete internationally, to further enhance their abilities.
♦ Directing students towards environment related activities.
♦ To increase the number of students entering the universities.

Progress up to 31.08.2012 and the results expected by 31.12.2012.

Training 240 officers in charge of the Science subject in partnership with the Sri Lanka Association for the Advancement of Science, SLASS

Steps were taken to recruit 500 new Science teachers and to give them placements; steps were also taken to recruit a few more 500 persons.

Though a national level selection process 18 students have been selected to participate in the International Olympiad Competition.

Steps were taken to fulfill the annual needs of all schools for scientific instruments and chemicals.

Steps were taken to prepare a model to train Science teachers under the 1000 Secondary Schools Project.

Action has been taken to establish a reserve of Provincial resource persons.

2012 Financial Investment: Rs. M 23.5

Activities planned for 2013:

♦ Development Science education in the 1000 secondary schools.
♦ Conducting National Science and Mathematics Olympiads.
♦ Providing all schools with scientific instruments and chemicals.
♦ Development of Field Education Centers.
♦ Capacity building programmes.
♦ Providing small schools with portable Science kits.

2012 Financial Investment: Rs. M 2.1

National Language Education.

Objectives of the 2012 annual programme

♦ Enhancement of the four types of language skills in Sinhala and Tamil students in the whole island.
♦ Raising creative skills and language skills.
♦ Increasing the language teaching skills of teachers.

Progress up to 31.08.2012


Holding Sinhala language and literature competitions.

Holding all-island Tamil skills competitions.

A workshop for Tamil Teachers in the Ampara District has been planned.

2012 Financial Investment: Rs. M 2.1

Activities planned for 2013:

♦ Holding language and literature competitions.
♦ Professional development of teachers.
♦ Production of the Education Magazine ‘Nuwana’.
♦ Production of the ‘Kurmathi’ Education Magazine.
Objectives of the Annual Programme for 2012.

- Promotion of teaching methods using Information and Communication Technology in Primary education.
- Keeping school computer laboratories at an optimum level.
- Popularizing free and open software.
- Making learning aids closer to children through the Internet.
- To raise literacy in ICT in the 1000 secondary schools.
- Promotion of attitudes with a view to increasing the efficiency of ICT teachers.
- Providing information on computer hardware and networking knowledge.
- Promoting the ICT literacy among rural children in particular.
- Directing students who leave school towards vocational training based on ICT.
- Promoting creative abilities in school children and teachers.

Progress up to 31.08.2012 and the results expected by 31.12.2012.

In respect of the 17 schools covered under the OLPC Project to introduce the lessons prepared on the environment for grades 1-5

By introducing school computer laboratory maintenance courses at university level, to improve the capacity of about 300 resource teachers.

Steps have been taken to familiarising the IsuruLinux free and open software by preparing modules and by training 60 resource persons. In addition steps have been taken to incorporate IsuruLinux in 2000 DVDS.

The completion within this year of the designing of School Bell, Time Table and ChequeWriter software.

Steps have been taken to launch the learning management system into which the software prepared for grades 1 – 6 is incorporated. For this purpose a group of 60 teachers has been trained.

Implement a course for the preparation of multi – level learning software for the reserve of resource persons.

While 923 ICT teachers were recruited 637 of these have assumed duties. A workshop to create an awareness among them has been completed.

For the ‘web Patashala’ programme free internet and laptops have been supplied to National Schools. Steps will be taken to offer these package to Provincial schools.

About 3500 copies of the Handbook on the solving of computer problems were provided and distributed to schools.

Steps have been taken to enhance the literacy of 30,000 rural children under the ‘e-diriya’ programme.

Computer laboratories have been opened under the Mahindodahaya Technology Laboratories in Ratmalana, Kotalawalapura MahaVidyalaya and the Pitipana Mahinda Rajapakse Vidyalaya.

By the agreement of understanding with the Gwangju Department of Education South Korea, 50 computers have been given to the computer laboratory of the Mahinda RajapakseVidyalaya.

The RIL Trust has provided computers to 12 schools and is due to provide computers to further 21 schools. The Rihno Institution has provided computers to a school and is due to provide computers to 2 more schools.

Preliminary discussions have been held with the Vocational Training Authority and with the Tertiary and Vocational Education Commission to explore the possibility of awarding the NVQ certificate.

Evaluation of the software designed under the ICT Champions Competition, selection of winners and the presentation of prizes are expected to be completed in October 2012.

Providing 21 computers, 21 UPS units, 1 Printer and 20 chairs to 10 National Schools.

2012 Financial Investment Rs. M 45.9

Activities planned for 2013:

- Capacity development programmes.
- Designing subject related software.
- Extension of the Hardware Network solutions team.
- Use of the Isuru Linux software.
- Establishment of ICTU units in Provinces and Zones to feed the ICT Championship Competition.
- To bring up to date computer laboratories provided under the SPACE Project.
- To extend the issue of NVQ certificates.
English Language Education.

Objectives of the annual programme for 2012

- To raise the level of performance of students at the G.C.E.(O/L).
- To enhance the teaching quality at primary and secondary levels.
- To provide opportunities to students to polish different skills in relation to the English Language.
- To create free, open learning opportunities to learn the English language.
- To promote the professionalism and capacity of trainers.

Progress up to 31.08.2012 and the results expected by 31.12.2012.

To implement special programmes in the Districts of Trincomalee, Badulla, Kandy, Mullaitiv, Kilinochchi and Monaragala where the level of performance is low.

To take steps to provide a training to teachers on special teaching methods, to create an awareness in officers to prepare supplementary teaching materials.

To take steps, through 30 Regional English Support Centres (RESCs) to improve English teaching at primary and secondary levels.

To conduct National English Day Competitions at Divisional and Zonal levels and to conduct National level competitions in October.

By increasing open learning opportunities through the internet, launching a guided course for learning English for G.C.E. (O/L) students in difficult areas.

For the recruitment of 1000 graduates in English under the 1000 Secondary Schools Development Project, interviews were held and 201 have been selected.

Two language laboratories have been established.

Financial investment in 2012 : Rs. M 27

Activities planned for 2013:

- To strengthen in-service training through RESCs.
- To organize English language competitions at the national level.
- To enhance performance levels of students.
- To improve the teaching of foreign languages.

Humanities Education

Objectives of the annual programme for 2012

- To raise by 10% the G.C.E.(O/L) performance level of students.
- To raise student competencies on the preservation and management of coastal resources.
- To create an interest in students on the importance of protecting the national heritage.


In pursuance of the target of adding 850 teachers trained in History to the school system, training of History teachers in the North Central, Southern and Sabaragamuwa Provinces.

Under the programme of providing the compendium of national maps to difficult schools, the distribution of books to 39 schools in the Uva, Central and Eastern Provinces has been planned.

The holding of the all-island 2012 Sociology competition in September.

Forwarding copies in Sinhala and Tamil of the Geography Instruction Manual to the Provinces.

Establishment of Geographical Societies in 311 secondary schools.

Preparation of fifteen CDs for the coastal resources management fields study programme; competence development of Directors, 70 teacher instructors and officers.

Establishment of student forums on the national heritage in schools with secondary grades 6 – 11.

Activities planned for 2013:

- Taking action for quality improvement in subjects coming under humanities.
- Distribution of school equipment to some selected schools.
- Conducting programmes for the development of subject knowledge among teachers.
The objectives of the annual work programme 2012

- Creating an awareness among officers, teacher instructors and teachers on the learning–teaching process.
- To provide a basic training to Tamil medium teachers on the Sinhala dance tradition.
- To organize in respect of children in educational zones with low G.C.E.(O/L) and (A/L) results, performance opportunities inclined towards practical.
- Improving the aesthetic skills of primary education teachers.
- Supplying to the schools equipment from which essential competencies can be improved.
- Building up a appreciation personality by the means of simple melody moving away from modern melody.
- To promote the competencies of students who have left school.


Creating an awareness among Aesthetic teachers, instructors and 301 officers. Providing a training to 59 Tamil medium teachers in the Sinhala Dance tradition.

Steps were taken to organize programmes for teachers and students in the Education Zones Ampara, Polonnaruwa, Dimbulagala, Kalunawi, Akkaraiapattu, Batticaloa, Nikaweratiya and Puttalam.

Creating an awareness among 21,000 students in the low performance Education Zones of Monaragala, Buttala, Walapane, Hatton, Maha–oya, Kothmale, Dehiat-thakandiya and Kabithigollawa.

Conducting work shops to create an awareness among 350 teachers in the education zones of Gampaha, Kelaniya, Negambo, Homagama and Minuwangoda.

Planning workshops for teachers in Kabithigollawa, Dimbulagala, Buththala, Maho Education Zones.

All–Lanka school competitions in child art, dancing, music, drama and acting at final, Provincial and Zonal levels are due to be completed by November 2012. About 425,000 children are due to participate in these competitions.

Action has been taken to provide Aesthetic equipment, to 150 schools chosen for one Aesthetic subject, to a value of Rs. Million 20.17

Action has been taken to provide Remedial program for teachers, Development of physical resources, The Saturdays multi-discipline project, ‘Sisu pabasara’ - project, School beautification, Entertainment Programs.

Head marks were placed on 180 male students and ‘Pahinipath’ were prepared for 220 female students.

Based on the Ananda Samarakone Commemoration, programs held for 100 students in Homagama and Galle Education Zones and appreciation programs have been organized for 1000 students from Nuwara Eliya and Colombo Education Zones.

Programs were organized for 4000 male and female studenta, centred on all Aesthetics Subjects, from Hatton-Highland college and Batticaloa Hindu College.

Training programs were organized for 635 new recruits in the Western, Uva, Southern, Central and Eastern Education Zones regusions.

Action is being taken to provide a comprehensive training to 3000 new teachers at National level.

Activities planned for 2013

- Remedial program for teachers
- Development of physical resources
- The Saturdays multi-discipline project
- ‘Sisu pabasara’ - project
- School beautification
- Entertainment Programs

Financial Provision for 2012 Rs. million 35.5
Aims of the Annual Program 2012

- Persuading students to follow the subject Agriculture
- Establishment of schools farms
- To design Agricultural enterprise opportunities at school levels.
- To promote Agriculture component in the subject Practical Technology skills.
- Guide the students towards vocational training opportunities in Agriculture. (NVQ)
- To implement urban Agriculture programs in schools that do not have land space.
- To beautify school garden land
- To direct students towards environment research undertakings
- To conduct proper energy water soil and waste management in schools


The school farm competition ‘Golden harvests - from student energy’ to be conduct at Zonal, Provincial and all Island levels.
To implement, at the auspices times associated with Sinhala and Hindu New Year celebration, the planting program “Cultivate a plant today—harvest the product tomorrow.”
To provide coconut seedlings to school children in grade 6 under the “Fruitful trees—intelligence to learn” Project
To implement school garden cultivation programs under the raising livelihood—Divi Neguma Project, the Ministry of Economic Development

03 workshops have been held to create an awareness among the teachers of Agriculture in the areas of water, atmospheric, soil and land cover studies.
For the purpose of establishing Weather Centers in schools, financial provision has been made at Rs. 35000 for 3 schools.
The Handbook on the ‘Green School’ Program was prepared. Two programs are due to be conducted for Agriculture teachers in 100 selected schools
Purchase of agricultural utensils for National schools

Financial provision 2012: Rs 4.1 M

Activities planned for 2013

- Establishment of school farms
- Capacity development programs
- Purchase of agricultural equipment
- Observation and study of the environment (GLOBE)

Technology Education

Aims of the 2012 program

- Developing the subject knowledge and practical skills of teachers in the subject Technology
- Developing the official role of subject officers and teacher instructors
- Enhancing the creative abilities of students
- Enhancing the practical skills of students

Progress upto 31.08.2012 and Results expected by 31.12.2012

While vocational development programs were held for Technical teachers in the North Western and Southern provinces, such programs have been planned for Sabaragamuwa and Western Provinces.
Capacity development programs were conducted for officers in charge of Technology and Home Economics.
For the National competition of 'Sahasak Nimavum', 500 inventions from schools were presented.

For national schools, equipment for technology and science were purchased.
Vocational development of 38 new Technical teachers
Directing inventions for patenting and directing the concerned students towards entrepreneurship.

Activities planned for 2013

- Programs to improve teacher professionalism
- Programs to improve practical skills of students
Aims of the annual program 2012

- Creating an awareness among officers and teachers on the amendment of the syllabi
- Operating the amended syllabi
- Obtaining the support of the vocational bodies for the development of the subject
- Improving the level of student performance
- Streamlining the practical skills of students
- Providing computers to the Commerce Sections of National Schools

Progress upto 31.08.2012 and Results expected by 31.12.2012

The amended syllabi in respect of Accountancy, Business Studies and Economics were printed and distributed. The relevant Circular has also been forwarded to schools.

Curriculum development programs were conducted with the cooperation of the Sri Lanka Institute of Chartered Accountants, the Sri Lanka Accountancy Institute, the Sri Lanka Securities and Exchange Commission and the Central Bank of Sri Lanka.

Support seminars were conducted for students who appeared for the G.C.E. (A/L) 2012.

Steps are being taken to provide necessary guidance to schools to have active Commerce Students Societies.

Financial Provision 2012: Rs. 1.2 M

Activities planned for 2013

- Establishment of school cooperatives
- Professional development of teachers
- Raising the performance level of students
- Establishment of Commerce Laboratories

Promotion of Physical Education and Sports Skills

Aims of the annual program for 2012

- Promoting the physical fitness of primary school children
- Promoting 6 selected sports in each Education Zone
- To establish training reserves for students with abilities in the 6 selected sports activities
- To give to the country sportsman and sportswomen who have the ability to shine at the international level

Progress upto 31/08/2012 and Results expected by 31/12/2012

To train 120 sports instructors to cover all the Zones, in relation to the 6 sports activities

To direct to a training reserve, 40 sportsmen and women who have shown skills at National level in Aerobics and gymnastics

The National Sports Competition has been worked out in the Divisions, Zones and Provinces. Steps have been taken to conduct all island competitions in 27 sports.

Sports equipment has been supplied to 50 secondary schools

Sports equipment has been supplied to 341 National schools

Financial Provision 2012: Rs. 56.1 M

Activities planned for 2013

- Promoting the physical fitness of school children
- To re-activate the Sports School Project with a new look
- To implement the morning physical fitness program
- To conduct the All-Island Sports Competitions
Aims of the annual work program 2012

- To provide Advice and guidance on Buddhist education
- To raise the performance levels at GCE (O/L) and in subjects in religious education.
- To promote ethical values in school children


Meeting of the Buddhist Advisory Board were held and steps were taken to give advice on textbook, teachers guide books and Buddhist education.

Steps were taken to create an awareness in Subject Directors, Divisional and Zonal Directors

Financial Provision for 2012 Rs. M.1.2

Activities planned for 2013

- To improve performance level of students
- To hold workshops on ethical values
- To create an awareness among teachers

Bi-Lingual Education

While confirming the position of Sinhala and Tamil as the media of instruction at the Primary level, through the teaching of some subjects in the English medium in secondary level classes the provision of broader learning opportunities is the objective of Bi-Lingual Education.

Aims of the annual work program 2012

- To establish a Provincial Reserve of Resources persons for the Bi-Lingual program.
- To formulate a National level conceptual framework for an access to subject-language integrated learning that fits in with the National objectives of Bi-Lingual Education and to amend the existing curricula in keeping with this new framework.
- To increase the number of schools with the Bi-Lingual Education program.
- As a strategic solution to the shortage of teachers for Bi-Lingual Education, to enhance the usefulness of teachers in the system.


For the subjects Science and Mathematics, respectively 49 and 59 resources persons were trained making use of these resource persons. Provincial Teacher training programs were conducted.

The first draft of the National level conceptual framework for subject-language learning access and the related Handbook have been prepared. Training of trainers and the preparation of learning materials are due to be completed.

A symposium has been held for bi-lingual education. Steps were taken to increase the number of schools with Bi-Lingual Education from 937 to 1100

Teachers of the relevant subjects were brought up to a higher standard as Bi-Lingual teachers.

Financial Provision 2012: Rs. 0.3 M

Activities planned for 2013

- To create an awareness among the relevant officers on subject-language integrated learning access.
- Teacher training in Bi-Lingual education
- To enhance the level of performance of students.
- To introduce the Bi-Lingual program to the 1000 secondary schools

Financial Provision 2012: Rs. M.1.2
Bringing into being a future generation with a knowledge of the three languages Sinhala, Tamil and English and with the ability to use these has been identified by the government as a major National necessity which will contribute to the forging of National unity. For the accomplishment of this need, action has been taken to implement a special program at school level in collaboration with the Ministry of National Languages and Social Integration and other relevant institutions.

**Aims of the annual work program 2012**
- Promoting knowledge in the three languages Sinhala, Tamil and English in grade 1 to 5.
- Promoting knowledge in the three languages among the academic and non-academic staff in the Ministry of Education.

**Progress up to 31.08.2012 Expected results up to 31.12.2012**
To implement stages I, II, and III of the relevant subject range to grade 1 to 5.
To promote tri language knowledge of children in grades 1-5 in schools in the Northern and Eastern Provinces.

**Activities planned for 2013:**
- To promote knowledge in all three languages in the primary grades.
- To train resource persons at Zonal level.
- To obtain physical and human resources for the updating of programs.

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**Development of School Libraries**

**Aims of the annual work program 2012**
- To enhance the collection of school library material.
- To improve the facilities in National School Libraries.
- Promotion of the reading habit in school children.
- To prepare indicators to guide in the preparation of reading material for children.
- The promotion of new learning-teaching methods.
- The building up of new resource persons.
- To raise the quality of reading material for children.

**Progress up to 31.08.2012 and expected results by 31.12.2012**
Provision of funds amounting to Rs. 8.69 M for 115 National School to purchase library books.

Plans have been made to purchase Rs. M1.5 worth of furniture for 13 National schools. It is expected to furnish the purchases in the course of the year.

While one reading camp has been completed plans are ready to hold the reading camp for the Southern province. It is expected to finish 8 other reading camps within the year.

Six workshops have been held to create awareness among writers on the preparation of children’s reading material. It is expected to prepare National Level covenant on children reading materials. Another activity to be undertaken this year is creating an awareness among publishers and the media the production of educational video programs in collaboration with the National Institute of Education.

It is expected to release the report on research relating to children’s reading material prepared by the National Libraries and Science Institution of the University of Colombo.

**Financial provision 2012: Rs.13.2 million**

**Activities planned for 2013**
- Conducting training workshops.
- Implementing programs for the promotion of the reading.
- Holding reading camps.
- Providing library furniture.
- Construction of library buildings.
- Making provision available for the purchase of library books.
- Providing internet facilities for all libraries.
- To introduce the Library Automatic Program.
- Production of Audio-Visual programs.
5. Progress in the implementation of programs for student behavior and personality development

Program for the Health Promotion and Nutrition

Aims of the annual work program 2012

- To promote good behavior and health habits in school children
- To raise the Nutrition status of school children.
- To increase daily attendance at school
- To spread good food habits in students
- To guarantee water and sanitation facilities in schools
- To create a healthy environment in the school

Progress up to 31.08. 2012 expected results by 31.12.2012

The implementation of the Restaurant Circular on changing food consumption pattern with- in the school premises will be monitored. For the Uva, Central, Eastern, Southern, Western Provinces, provisions have been forwarded to provide adequate water and sanitation facilities, for the implementation of the second stage, in the Central, Uva, Eastern Provinces, 35 teacher training sessions for health promotion; 35 subject camps and three programs to create an awareness among Education Officers were held. Inspections are being carried out to check whether the circular on the control of the Dengue mosquitoes is implemented. In the moratuwa area a students walk was carried out for Dengue control. Under the health promotion all HIV/AIDS program 35 student camps and 3 teachers training workshops were held. It is expected to conduct at the provincial level a Steps have been taken to telecast through the media 26 programs in Sinhala and Tamil Step were taken under the program to develop the data-base for health promotion, to activate the relevant website SHAPPSL. NET. It has been planned to create an awareness in the school community on health promotion through communication. Steps have been taken to conduct workshops to create and awareness on health habits and behavior in students in 200 selected schools.

Table 5.1: Nutrition Programs-2012

<table>
<thead>
<tr>
<th>Nutrition Program</th>
<th>No. of Schools covered</th>
<th>No. of beneficiary students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing a mid-day Meal to children</td>
<td>6775</td>
<td>839,643</td>
</tr>
<tr>
<td>Providing a glass of milk to children</td>
<td>1446</td>
<td>303,964</td>
</tr>
<tr>
<td>World Food Program</td>
<td>850</td>
<td>175,258</td>
</tr>
</tbody>
</table>

Financial Investment 2012: Rs. million 3,428

National ceremony for providing the mid-day meal—Jaffna Velpetihurai Siva Guru Vidylaya

Activities planned for 2013

- Food program for children
- Providing a glass of milk
- Teacher training program
- Student Camps
- Certification of health promotion schools
- Providing health and sanitation infrastructure facilities
Aims of the annual work program 2012

- To bestow on the society through the school system a community able to live together and field with humanism
- To get school children experience democracy and its ethical values in practice
- To promote attitudes of working in unity in the Nation building task
- To provide the protection of parents of Southern school children to children in North and East who are without parental protection.

Progress up to 31.08.2012

Expected Results by 31.12.2012

To create an awareness of the School of Affection inter-ethnic friendship schools program in principals and teachers of selected schools as follows: Bandalawela, Kalkuda 30 schools; Mannar-Kurunagala 300 Schools; Kuliyaityya-Madhu 30 schools;

Establishing student parliaments at school, Provincial and national level and to make them operation in an independent manner.

To provide parental protection in relation to schools in the North and East associated with the ‘School of Affection’ programme, to identify the children who have lost parents.

Activities planned for 2013:

- To implement the National policy
- The Friends of the Two Cities Program.
- The School of Affection Program
- Student Parliament program
- The Nest of affection program
- Construction of the Elephantpass Railway station under the name “Port of Affection”

The Student Guidance and Counseling Service.

Aims of the annual work program 2012

- To promote a better mental condition in students and to thereby bring about an education improvement
- To raise the awareness of students on the future world of work and to assist students to identify their professional preferences.
- To prevent child abuse and to and to make the school a secure environment for students.
- To establish a conducive mental environment for the solution of the children in estate schools.
- To create a mental condition which will equip children to face disasters.

Progress up to 31.08.2012

expected results by 31.12.2012

Preparation of a new Circular to strengthen the school counseling and guidance program in the school system.

In about 100 schools Counseling Units have been started under the 1000 Secondary Schools Program Counseling units are due to be opened in another 100 schools.

80 Counseling teachers have been trained and the skills of instructors have been improved.

In relation to all Zones 160 Profession guidance officers have been trained. Teacher training has been completed in the Sabaragamuwa and North Western Provinces, it has been planned for the other Provinces as well.

150 Trainers have been trained for the "Let us protect ourselves" Child protection programme and for the 10 step programme to make the school a safe environment; awareness creation in 3800 principals, 75000 students and about 150,000 parents.

Preparation of Guidance Manual School ethics 117 estate school associated teachers from the Uva, Sabaragamuwa, Ratnapura Provinces were trained again under 3 modules for the psycho – social programme.

In the Uva, Sabaragamuwa, Ratnapura Provinces principals of 75 schools were trained under the psycho-social program.

Action has been taken for the preparation of a national guidance manual for psycho-social well-being.

In 6 selected schools in the Southern Province a counseling programme on special disasters was implemented

financial provision for 2012, Rs.m 1.4

Activities planned for 2013:

- Appointment of Counseling teachers.
- Establishing Guidance and Counseling Units in schools.
- Printing of handbooks.
- School Vocational Guidance Programme.
- Programmes for the Prevention of child abuse.
## Co-curricular Activities

### Aims of the annual work program 2012

- Opening opportunities for students to reveal their abilities and to promote their tastes.
- Production of a disciplined and social minded generation of students.
- Production of a disciplined and social minded healthy generation of students.
- To promote leadership qualities among students.

### Progress up to 31.08.2012 expected results by 31.12.2012

The Provincial round of competitors leading to the All-Island Tower Hall Drama Competition has been completed.

The 100th Scout Jamboree and 95th Girl Guide Jamboree were held. Necessary steps were taken to regularize scout activities within the school system.

50 new Saukyadana Units were opened and a first-aid training was given to 250 teachers.

200 new St.Johns kitty Units were opened. Training in First-aid was given to 200 teachers.

Female cadets were made to participate in the National Cadet Battalion evaluation camp.

Necessary assistance was given for the National Presidential awards Ceremony to be conducted at the Rantabe National Training Centre.

### Financial provisions 2012 Rs.m. 4.7.

### Activities planned for 2013.

- To regularize scout activities
- To organize the activities of the Saukyadana and St.Johns Ambulance Services.
- To conduct the All-Island Tower Hall Drama Competition.

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### Drug Prevention Program

#### Aims of the annual work program 2012

- To broaden the knowledge about the ill-effects of the use of drugs.
- To create an awareness among students on the prevention of the use of drugs.

#### Progress up to 31.08.2012

Support was provided to hold Nation Kitty and cadet camps. Teachers were trained to make possible 100 new units to be opened.

Male and Female school prefects were directed to the training programs in the Embilipitiya Leadership Training Center of the Ministry of Youth Affairs and Skills Development.

For the new Advance level students of the Mahinda Rajapakse Vidyalaya, a Leadership training program was held at the Rantabe National Cadet Training Centre made and

Female cadets were made to participate in the National Cadet Battalion evaluation camp.

#### Activities planned for 2013:

- To create an awareness among students in the prevention of the use of drugs.
- Creating an awareness among teacher-students of the Colleges of Education.
- Preparation of a guidance manual.
- Conduct a National Competition and Exhibition.
Based on the experience gained through the Education Sector Development Framework and Program that was implemented from 2006-2011, and the developmental changes in educational policy, the Ministry of Education has prepared a strategic plan for the period 2012-2016.

The singular objective of this strategic plan the preparation of the Sri Lankan school system as the human resource foundation for the future knowledge based economy and society.

As such this strategic plan is identified as “the transformation of the school system as the human capital base for the knowledge economy”. The state policy proposals and recommendations of the Mahinda Chintana Vision for the Future (2010) constitutes the strong foundation for the construction of the above policy framework. At the same time the Sri Lankan education policy framework is in consonance and consistent with the international covenants related to Education for all and the Millennium development goals.

This National education strategic plan is organized under the four following themes:

**Theme 1: Increasing the access to and participation in equal educational opportunities for primary and secondary education**

- Confirmation of the uninterrupted continuation of the policy of free education.
- To extend the age range for compulsory education from 6 to 14 years to 6 to 16 years, to minimize the inequalities in regard to education quality and opportunities.
- To minimize the number of non-school going children in the age group that should be schooling.
- To extend non-formal education programs.
- To strengthen formal and non-formal education programs.
- To assure the education rights of students with special education needs.
- To strengthen Pirivena education.
- To ensure a safe and secure learning environment in the school.
- To strengthen school health and nutrition programs.
- To update curricula to be in accord with modern education policy and cultural identity.
- To implement advisory services at school level.
- Programs for children living in disadvantageous areas to resume their schooling, interventions to make lost learning opportunities available again.
- To establish 1000 efficient secondary schools and school networks with primary schools.

**Theme 2: To raise the quality of primary and secondary education.**

- Skill based curricula diversification to ensure a balance and equity
- To provide equitable secondary education opportunities for Science education.
- Education development in the areas in the North and East which were affected by conflicts.
- To provide basic facilities and high level learning facilities which conform to National standards to all schools.
- To confirm the right to education in the mother tongue and to provide bi-lingual education opportunities.
- To make sports facilities available to all students.
- To raise the percentage of students who quality for GCE(A/L) studies and to extend the opportunities to follow studies in the Science and Commerce Streams at the GCE (A/L)
- To take special measures to enhance the achievement level of students in subject matter.
- To make the distribution of teachers more rational for the teaching of Science, Mathematics, and English in particular and to provide modern technological mater for the learning-teaching process with regard to these subjects.
- To ensure higher professionalism in teachers and a higher dignity.
- To implement student guidance and counseling programs.
- To promote social integration and religious unity through schools.
- To incorporate ethical values and human rights in the school curricula.
To modernize evaluations, assessments and the examination system.

To raise the quality of the subject contents of school text books.

Theme 3: To strengthen good – governance in education and the supply of services.

To vigorously implement school based planning and the program for uplifting schools.

To strengthen in all the primary schools the child friendly approach.

To confer on the schools themselves the authority to take management and financial decisions.

To enhance the professionalism of the Principals and the education officers.

The establishment of a training academy for principals.

To strengthen Zonal Education Offices as Units of Educational management and the Divisional Education Offices as education support and assistance centers.

The Base Theme: A plan for a developmental overturn in the Education Sector.

Resources deployment, financing and planning so as to ensure economic equity and efficiency.

To fortify, within the field of general education a culture of education planning, budgeting research, monitoring and evaluation.

To strengthen the education management information system.

Establishment of a National evaluation system in Sri Lanka and to use the data which such a system will yield in education planning.

Cross cutting activities.

To energetically implement the results based monitoring and evaluation system.

Taken as a whole this medium term program will be implemented having Sri Lanka economic development and the regional development aspect too in mind.

A community equipped with knowledge and skills will contribute to bridge the socio-economic gaps. This program also has the long-term objective of contributing towards poverty elimination in the country and to ensure stability of Sri Lanka as a middle income country.

Empowering the school for school based development.

Unleashing decision making power to the school level in respect of planning, financing and procurement and to thereby strengthen the schools sense of accountability and supply of services by the school takes pride of place among the new policies of the Ministry of Education. In this connection the circular pertaining to school finances and the manual of instructions is already prepared and will be issued to the schools in the course of this year.

For the schools that were selected for the first stage under the program for the Development of 1000 Secondary Schools action is being taken to make the awards for school based learning promotion to fulfill their basic requirements.

While steps have been taken to prepare a Manual of guidance for Education planning it will be made available shortly to schools and to all other educational institutions.
Implementation of Evaluation, Research and Quality Assurance Programs.

**National assessment programs on the level of student achievements.**

In 2012, for the assessment of achievement levels of students studying at grade 8 level, in collaboration with the NEREC Institute of the Colombo University, steps have been taken to commence the National Assessment Program.

**The process of evaluating schools and Educational Institutes.**

While 30 National schools have been subjected to evaluations a future 30 National schools are due to be covered this year.

For the school resurgence program the formulation of evaluation tools is completed.

After holding 5 workshops for National Colleges of Education teacher education institutes, criteria and indices have been prepared. In one National College of Education an external evaluation program has been completed. Steps have been taken to conduct external evaluations in five more National Colleges of Education and to print the Hand book.

In respect of all Zonal Education Offices, an inspection list has been prepared to enhance their quality of operations.

**Improvement of the education research process.**

In collaboration with the Research and Development Department of the National Institute of Education, to raise the level of research at Provincial level.

A study has been completed along with the National Institute of Education on the one laptop per child program.

Arrangements have been made to conduct a study on estate schools and to conduct a similar study on the Nenas TV program jointly with the University of Colombo.

The launch of the first issue of the journal ‘Education Perspectives’ was completed. Steps have been taken to organize a discourse on the "Role of education in bringing about economic changes".

**The improvement on the school data base.**

The annual school census for 2011 was completed and a Data base has been installed in the Ministry of Education which covers statistics on students and teachers in schools.

For purposes of sector situation analysis relevant to the planning process, this data base provides data and information.

This data base was used to present analyzed data to the Special District Development Committee meetings held under the Chairmanship of HE the President.
Enforcing the regulations pertaining to compulsory education.

Steps have been taken to prepare the legal setting to extend the present compulsory education range from 5 to 14 to 5 to 16. As such it is expected that all children will remain in school up to grade 11. This will reduce the risk of children being made “Child workers”.

Inclusive Education

As an approach to reaching the objectives of Education for all steps were taken to introduce, promote and strengthen inclusive education that a learning method that suits all the children into the education system.

A set of equipment for inclusive education for use by teachers has been prepared. Steps will be taken to distribute these for use in the class rooms.

Steps have been taken to develop an electronic learning package; pilot testing of this package in selected teachers centers is due to be undertaken.

By preparing the end of decade report on the evaluation of the Education for All effort (2005-2010) it is hoped to analyse the progress Sri Lanka has achieved and to make recommendations about the future course of action.

Student Assistance

Student Assistance is given to children of low income families who show a high performance level in the Grade 5 Scholarship Examination until school education is completed. The number of students receiving assistance in this way is almost 85,000.

Providing a mid-day meal and a glass of milk

Steps have been taken to provide a mid-day meal to almost a million students from 7625 schools and to nearly 3 Lakhs of students from 1446 schools a glass of milk.

Table 7.1: Student Welfare Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Investment Rs. M</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009</td>
</tr>
<tr>
<td>Textbooks</td>
<td>2,196</td>
</tr>
<tr>
<td>Nutrition Programs</td>
<td>2,251</td>
</tr>
<tr>
<td>Uniform Material</td>
<td>1,260</td>
</tr>
<tr>
<td>Bursaries &amp; Scholarships</td>
<td>260</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5,967</strong></td>
</tr>
</tbody>
</table>
Development of Estate Schools

Among the programs implemented by the government for raising education standards of children living in disadvantaged environments, those for the development of estate schools occupy a place of priority. The following programs were implemented in 2012 for a quality development of Estate schools, to promote knowledge in Science, Maths and English.

- Two workshops were held for the preparation of multi-level learning equipment in the Central Province.
- Three teacher training workshops were held in the Uva Province for improving results in the Grade 5 Scholarship Examination.
- Students based programs were held in Uva and Southern Province for the improvement of GCE (O/L) and A/L results.
- Teacher training workshops were organized in Sabaragamuwa and Uva Provinces for the subjects-Science, Mathematics and mother tongue.
- Workshops have been planned in the Dehiowita Education Zone to create an awareness among principals.

Among the activities carried out in 2012 the following are the more important:

- Programs were implemented for the improvement of GCE (O/L) and (A/L) results.
- The students who produced good result were felicitated.
- A financial provision of Rs.10 M was made available to the 342 National schools.
- Assembly Hall chairs were supplied to the MR/Deniyaya National school.
- Provisions have been released to 64 National schools for the purchase of kitchen equipment.
- A two day workshop was held for the enhancement of skills of National school principals.

Programs designed for schools with special development needs

Development of Tamil medium schools

For the purpose providing equal opportunities for students pursuing studies in the Tamil medium, providing physical and financial resources to Tamil medium schools is vitally important. For this and for the improvement of the learning process in Tamil medium schools, the following programs were implemented in 2012.

- Implementing capacity development programs for officers in 11 Zones with a majority of Tamil schools.
- Introducing the school based development process to Principals of 16 schools.
- The prefects of 20 schools were given the opportunity to participate in leadership training programs.
- For untrained teachers in Tamil schools, week-end training programs were introduced in 16 centers.
- There was a supervision of 20 Tamil schools in the Northern Province.
- For 46 schools in Madhu, 85 schools in Vavuniya –North library books were given at 30 books for each school.
- Particulars about the shortage of teachers in Science, Mathematics and English in Tamil schools were collected to give teacher appointments based on schools.

Development of Muslim Schools

By paying very special attention to schools all over the island with a majority of Muslim students, action is being taken to improve the education of these students in an unique environment which protects Islamic culture.

The programs implemented in 2012 are given below:

- To encourage programs launched by schools to uplift Islamic culture.
- External evaluation of schools to promote the development of the quality of school education.
- To contribute to the development of skills in students.
- To accelerate retirement matters, the files of officers displaced as a result of the conflict have been forwarded to the Northern and Eastern Education Offices.
- Implementation of programs for management skill development of principals of Muslim schools.
- With the objective of uplifting the Islamic culture, the publication ‘Walarpirai’ with in-depth articles was printed.
Aims of the Annual Program 2012

- Providing aid to Pirivenas having conducted the annual Pirivena inspections
- Approving the appointment of teachers
- Developing attitudes in student monks
- Management Training for Kruthyadikari Pirivena Heads
- Training of Pirivena In-service Advisors
- Amending the Pirivena Education Act
- Rewriting the basic Pirivena textbooks

Registration of proposed 10 Pirivenas has been done.

Measures were taken for developing attitudes in 2100 student monks and arrangements have been made for the attitudinal development in 4000 student monks in the Pirivenas.

Management training for Kruthyadikari Pirivena Heads in 366 Pirivenas has been completed and such programs are underway in 369 Pirivenas.

Conducting training programs for Piriven In-service Advisors who received appointments to the subjects Sinhala, Pali, Sanskrit, Maths and English and training of 112 In-service Advisors on the effective use of syllabi and textbooks.

Approval of the Pirivena Education Board has been received for the amendment of the Pirivena Education Act and it is expected to obtain the approval of the Department of the Legal Draftsman

Rewriting of 14 basic Pirivena textbooks has been accomplished

Distribution of 5 Tamil textbooks to each of 355 Pirivenas and creating an awareness among the teachers of Tamil on Tamil textbooks

Progress achieved as at 31.08.2012

A sum of Rs. 70 M has been granted as aid to 410 Pirivenas after conducting the annual inspections in those Pirivenas.

Providing aid to 234 Pirivenas which did not receive aid last year

 Approving and granting appointments to 410 teachers recruited by Kruthyadikari monks

Measures were taken for developing attitudes in 2100 student monks and arrangements have been made for the attitudinal development in 4000 student monks in main Pirivenas

Management training for Kruthyadikari Pirivena Heads in 366 Pirivenas has been completed and such programs are underway in 369 Pirivenas.

Conducting training programs for Piriven In-service Advisors who received appointments to the subjects Sinhala, Pali, Sanskrit, Maths and English and training of 112 In-service Advisors on the effective use of syllabi and textbooks.

Approval of the Pirivena Education Board has been received for the amendment of the Pirivena Education Act and it is expected to obtain the approval of the Department of the Legal Draftsman

Rewriting of 14 basic Pirivena textbooks has been accomplished

Distribution of 5 Tamil textbooks to each of 355 Pirivenas and creating an awareness among the teachers of Tamil on Tamil textbooks

Non-formal Education

Non-formal Education provides facilities to ensure the participation in compulsory education by means of directing all non school going children within the age group 5-16 years to a school or an educational opportunity and to uplift their living standards having enhanced their skills.

In achieving the above aims, the following programs are underway in 2012

- Providing educational opportunities for street children
- Provincial level awareness programs for Compulsory Education Committees
- Preparing 03 Guide Books for 8450 literacy advisors
- Conducting 178 Community Learning Centres island wide
- Directing 80 literacy advisors to the capacity development program
- 45 function-based literacy classes are being conducted throughout the country.
- Conducting professional training leading to NVQ Certificates
Provision of education facilities to the children with special needs is essential in making education for all a reality. At present, parents have a considerable enthusiasm for educating these children. The Department of Examinations facilitates these children to sit for national examinations and the fact that the children with special needs demonstrate exceptional skills at those examinations emphasizes the need for further improvement in this field.

**In achieving the above aims, the following functions were undertaken in 2012**

- Provision of spectacles and hearing aid for children with special needs
- Purchase of equipment for Special Education Units in National schools
- Purchase of material for the Braille Press
- Modernization of Special Education Units in schools
- Construction of new Special Education Units in National Schools
- Modernization of the Braille Press
- Capacity development program for professionals in the field of Special Education
8. Provision of Human & Physical Resources and Professional Development

Recruitments and Promotions

**Sri Lanka Education Administrative Service**

*Filling Vacancies in Class III*

- Approval of the Public Service Commission has been requested to make recruitments to fill in 147 vacancies out of 185 vacancies on the basis of limited competitive examinations.
- Measures have been taken to make appointments to fill in 108 vacancies out of 122 vacancies on the basis of merit and seniority.
- Steps have been taken to make recruitments to fill in 42 vacancies out of 103 vacancies on the basis of limited competitive examinations.

*Promotion to Class I*

- Interviews were conducted to fill in 8 vacancies which prevailed as at 01.01.2011.

**Sri Lanka Principals Service**

*Filling Vacancies*

- Action has been taken to fill in 1223 vacancies out of 1759 vacancies in Class III
- A number of 5354 have been interviewed for the recruitment to Class 2-II on supernumerary basis
- Measures have been taken for the promotion of 3429 officers to Class 2-II on the basis of merit and seniority.
- Measures have been taken to promote 988 officers to Class 1 on limited, merit & seniority basis
- Necessary steps have been taken to fill in 94 vacancies in the post of National school principals.

**Sri Lanka Teacher Educators’ Service**

*Filling Vacancies*

- Approval of the Public Service Commission has been requested to fill in 272 vacancies in Class III

*Promotions*

- Necessary steps have been taken to call for applications to promote 241 officers to Class 2-II and 40 officers to Class 2-I
- Following the promotion to Class 2-I, applications will be called for the promotion of 14 officers to Class 1.

**Sri Lanka Teachers Service**

- 922 IT graduates have been recruited as teachers for 1000 secondary schools and the recruitment of teachers for the subjects Maths, Science and English will be made in the oncoming period of the year 2012
- Appointments have been granted to 2232 College of Education Diplomates and it has been planned to grant appointments to College of Education Diplomates who have obtained deferred passes, in future.
- In pursuant to the Cabinet approval dated 15.08.2007, voluntary teachers have been selected for recruitment as teacher assistants

**Progress of drafting the Service Minute**

Amending the Sri Lanka Education Administrative Service Minute and sending it for the approval of the Public Service Commission

Taking steps to obtain recommendations from the Provinces to amend the Sri Lanka Principals Service Minute

Amending the Sri Lanka Teacher Educators’ Service Minute and sending it for the approval of the Public Service Commission

Forwarding the amended Sri Lanka Teachers’ Service Minute to the Public Service Commission for approval.

*Awarding teacher appointments by HE the President*
### Aims of the Annual Program 2012

- Professional development of all officers
- Strengthening Zonal Education Office as an administration unit and Divisional Education Office as a learning development unit
- Enhancing leadership and management skills of principals

#### Progress as at 2012.08.31 and the expected outcome on 2012.12.31

- Directing staff officers of the Ministry to both local and foreign training programs
- Directing 92 officers belonging to the Document Assistants’ Service, the Management Assistants’ Service and other parallel services to various institutional training programs
- Directing 41 officers to the course Diploma in English and the Tamil Language Course
- Measures have been taken to prepare an Instructional Manual consisting of duties and responsibilities of the Zonal and Divisional Directors of Education
- It has been planned to conduct, in 23 selected schools, a capacity building program for Zonal and Divisional Directors of Education and a leadership development program for principals
- It has been planned, under the 1000 Secondary Schools Development Program, to conduct leadership development programs for principals

#### Measures taken

- Measures have been taken to conduct orientations for 42 officers newly recruited from the open competitive examination for the Sri Lanka Education Administrative Service and also for 104 officers newly recruited on the basis of merit
- A training program for KKSs of the Ministry of Education has been planned.

<table>
<thead>
<tr>
<th>Year</th>
<th>Teacher Appointments Granted by the Ministry of Education</th>
<th>Graduate Teacher Appointments Granted by Provincial Councils</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teacher Appointments for National Schools</td>
<td>Teacher Appointments for Provincial Schools</td>
</tr>
<tr>
<td></td>
<td>Graduate</td>
<td>College of Education</td>
</tr>
<tr>
<td>2005</td>
<td>2923</td>
<td>383</td>
</tr>
<tr>
<td>2006</td>
<td>2444</td>
<td>887</td>
</tr>
<tr>
<td>2007</td>
<td>0</td>
<td>408</td>
</tr>
<tr>
<td>2008</td>
<td>0</td>
<td>427</td>
</tr>
<tr>
<td>2009</td>
<td>971</td>
<td>1307</td>
</tr>
<tr>
<td>2010</td>
<td>584</td>
<td>829</td>
</tr>
<tr>
<td>2011</td>
<td>1090</td>
<td>1090</td>
</tr>
<tr>
<td>2012</td>
<td>1000</td>
<td>817</td>
</tr>
<tr>
<td>Total</td>
<td>9012</td>
<td>6148</td>
</tr>
</tbody>
</table>

#### Table 8.1: Recruitments for the Teachers’ Service 2005-2012

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of graduates recruited to the Teachers’ Service from 2005 to 2012</th>
<th>34462</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of College of Education Diplomates recruited to the Teachers’ Service from 2005 to 2012</td>
<td>22040</td>
</tr>
<tr>
<td></td>
<td>Total No. of persons recruited to the Teachers’ Service from 2005 to 2012</td>
<td>56502</td>
</tr>
</tbody>
</table>

#### Table 8.2: Recruitments for the Teachers’ Service
Teacher Education

National Colleges of Education, Teachers’ Colleges and Teachers’ Centers are the hubs of teacher education and teacher training in Sri Lanka.

National Colleges of Education

There are 18 National Colleges of Education out of which 17 NCOEs produce College of Education Diplomates relevant to various subjects as per the need of the system having provided pre-service teacher training while the National College of Education, Peradeniya is reserved exclusively for English language training of officers in the field and teachers of English.

Annually, a number of 3200 persons are selected, based on the results at the G.C.E. (A/L) Examination, for 25 courses in the pre-service teacher training.

Teachers’ Colleges

Sri Lanka has 9 Teachers Colleges which undertake In-service training activities and also the training of untrained teachers. Each year, a number of 2500 non-graduate untrained teachers are recruited for two year teacher training.

Teachers’ Centers

Programs for continuous professional development of teachers in the system are implemented through 104 Teachers’ Centers established island wide.

School Based Teacher Development Programs

Necessary plans have been set out to implement in selected Zones the school based teacher development programs with effect from the year 2013.
Aims of the Annual Program 2012

- Provision of the needs for learning equipment of students who pursue studies in National schools
- Providing all schools island wide with special resources received as foreign funds
- Provision of equipment for Pirivenas and Non-formal Education institutions. Modernizing the Isurupaya Office premises in an attractive way with an eye to enhancing efficiency of workers
- Streamlining the learning and teaching process having improved physical facilities required by schools

Progress as at 31.08.2012 and expected outcome on 31.12.2012

The distribution of learning equipment relevant to physical education & sports, Science, Aesthetics Education, New Model School Project, Agriculture, Technology and libraries is at its final stage of completion.

A number of 186 electric pianos received as a Korean donation were distributed to schools. It is expected to distribute electric pianos to 242 schools under the 1000 Secondary Schools Project and to another 239 schools.

The task of distributing to schools 2430 Green Boards donated by Korea has been accomplished.

150 computers and 30 computers donated by Korea and Japan respectively, have been distributed to schools.

Improvements to the Ministry’s premises were undertaken.

Improvements to schools and other institution will be undertaken in future.

Table 8.3: Procurement of Goods and Services

<table>
<thead>
<tr>
<th>Procurement of goods and services in 2012</th>
<th>Investment Rs. M</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 Libraries, hostels and office furniture</td>
<td>12.40</td>
</tr>
<tr>
<td>02 Furniture for Primary and Secondary Schools</td>
<td>29.02</td>
</tr>
<tr>
<td>03 Aesthetic equipment and instruments for Western musical bands</td>
<td>20.17</td>
</tr>
<tr>
<td>04 Sports Equipment</td>
<td>17.05</td>
</tr>
<tr>
<td>05 Maths Equipment</td>
<td>0.45</td>
</tr>
<tr>
<td>06 Technical Education Equipment</td>
<td>1.96</td>
</tr>
<tr>
<td>07 Science Equipment and Chemicals</td>
<td>20.57</td>
</tr>
<tr>
<td>08 Computers and parts</td>
<td>19.80</td>
</tr>
<tr>
<td>09 Machines and Office Equipment</td>
<td>26.45</td>
</tr>
<tr>
<td>10 Non-formal &amp; Special Education Equipment</td>
<td>9.10</td>
</tr>
<tr>
<td>11 Books for Pirivenas</td>
<td>1.75</td>
</tr>
<tr>
<td>12 Agricultural Equipment</td>
<td>1.36</td>
</tr>
<tr>
<td>13 Miscellaneous services for the Ministry</td>
<td>28.20</td>
</tr>
<tr>
<td>Total</td>
<td>188.28</td>
</tr>
</tbody>
</table>

Table 8.4: Particulars of constructions

<table>
<thead>
<tr>
<th>Particulars of construction</th>
<th>Investment Rs. M</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 Improvements to Primary schools and new constructions</td>
<td>91.0</td>
</tr>
<tr>
<td>02 Development and modernization of Secondary Schools</td>
<td>408.2</td>
</tr>
<tr>
<td>03 Developing other selected schools</td>
<td>301.5</td>
</tr>
<tr>
<td>04 Developing 1000 schools</td>
<td>150.0</td>
</tr>
<tr>
<td>05 Developing Tamil schools in Kandy</td>
<td>1.2</td>
</tr>
<tr>
<td>06 School Development, Lead Project</td>
<td>60.7</td>
</tr>
<tr>
<td>07 Construction of Ranaviru School, Ipalogama</td>
<td>10.0</td>
</tr>
<tr>
<td>08 Construction of Regional English Support Centers(RESC)</td>
<td>21.8</td>
</tr>
<tr>
<td>09 Construction of teacher training centers for higher English education</td>
<td>6.0</td>
</tr>
<tr>
<td>10 Constructing classrooms for Non-formal school children</td>
<td>20.7</td>
</tr>
<tr>
<td>11 New constructions– Teachers’ Colleges and Teachers’ Centers</td>
<td>28.5</td>
</tr>
<tr>
<td>12 Improvements to National Colleges of Education</td>
<td>22.4</td>
</tr>
<tr>
<td>13 Improvements to the Ministry of Education</td>
<td>46.5</td>
</tr>
<tr>
<td>Total</td>
<td>1,168.5</td>
</tr>
</tbody>
</table>
9. Financial Investment on General Education

Financial provisions are allocated along the two major programs—Operation Program & Development Program, under the Expenditure Head of the Ministry of Education.

Recurrent Expenditure is incurred under the projects relevant to 9 key areas and an amount of Rs. 27043 M has been allocated as Recurrent Expenditure for the year 2012. Out of the above amount, a sum of Rs. 11596 M has been allocated for secondary education.

The Capital Expenditure of the Ministry of Education is also implemented under the same major programs as above through 8 projects. The total Capital Provision for the year 2012 was Rs. 5502 M.

All foreign funds which were considered as Capital Expenditure amounted to Rs. 3333 M.

The expenditure on overall education incurred by the Ministry of Education including Provincial Councils has increased annually (Diagram 9.1)

In comparison to the year 2005, recurrent expenditure in 2011 shows a two-fold increase of the amount (Diagram 9.1)

<table>
<thead>
<tr>
<th>Project</th>
<th>Actual Expenditure 2011 Rs.</th>
<th>Allocation 2012 Rs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>126-1-1 Office of the Hon. Minister</td>
<td>47,887,033</td>
<td>54,154,400</td>
</tr>
<tr>
<td>126-1-2 Administration and Institutional Services</td>
<td>453,923,941</td>
<td>489,988,900</td>
</tr>
<tr>
<td>126-2-3 Primary Education</td>
<td>2,888,804,713</td>
<td>2,932,497,000</td>
</tr>
<tr>
<td>126-2-4 Secondary Education</td>
<td>10,737,162,413</td>
<td>11,596,443,000</td>
</tr>
<tr>
<td>126-2-5 Special Education</td>
<td>2,936,396,793</td>
<td>3,194,598,000</td>
</tr>
<tr>
<td>126-2-6 Grants and funds for education</td>
<td>6,595,984,569</td>
<td>7,188,906,000</td>
</tr>
<tr>
<td>126-2-7 Educational Planning, Monitoring, Research and Development</td>
<td>5,795,670</td>
<td>22,070,000</td>
</tr>
<tr>
<td>126-2-8 Teacher Development</td>
<td>971,783,155</td>
<td>1,254,884,000</td>
</tr>
<tr>
<td>126-2-9 Institutional improvements</td>
<td>294,532,000</td>
<td>309,500,000</td>
</tr>
<tr>
<td>Total</td>
<td>24,932,270,287</td>
<td>27,043,041,300</td>
</tr>
</tbody>
</table>
Summary of Capital Expenditure under the Expenditure Head of the Education Ministry

Table 9.2: Capital Expenditure under the Expenditure Head of the Ministry of Education

<table>
<thead>
<tr>
<th>Project</th>
<th>Actual Expenditure 2011 Rs.</th>
<th>Allocation 2012 Rs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>126-1-1 Office of the Hon. Minister</td>
<td>23,951,579</td>
<td>7,760,000</td>
</tr>
<tr>
<td>126-1-2 Administrative and Institutional Services</td>
<td>71,881,444</td>
<td>87,981,896</td>
</tr>
<tr>
<td>126-2-3 Primary Education</td>
<td>273,142,064</td>
<td>344,423,802</td>
</tr>
<tr>
<td>126-2-4 Secondary Education</td>
<td>1,262,627,907</td>
<td>1,536,153,836</td>
</tr>
<tr>
<td>126-2-5 Special Education</td>
<td>18,631,688</td>
<td>32,450,000</td>
</tr>
<tr>
<td>126-2-8 Teacher Development</td>
<td>80,578,478</td>
<td>93,940,466</td>
</tr>
<tr>
<td>126-2-9 Institutional Improvements</td>
<td>26,603,000</td>
<td>65,975,000</td>
</tr>
<tr>
<td>126-2-10 Foreign funds for education</td>
<td>2,491,470,737</td>
<td>3,333,491,000</td>
</tr>
<tr>
<td>Total</td>
<td>4,248,888,908</td>
<td>5,502,176,000</td>
</tr>
</tbody>
</table>

Overall Expenditure on Education

Table 9.3: Overall Expenditure on Education 2005–2011

<table>
<thead>
<tr>
<th>Year</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Expenditure on Education</td>
<td>53,294</td>
<td>64,182</td>
<td>74,528</td>
<td>84,713</td>
<td>91,192</td>
<td>95,487</td>
<td>105,552</td>
</tr>
</tbody>
</table>

Chart 9.1: Total Expenditure on Education 2005-2011
Asian Development Bank, World Bank, UNICEF, UNESCO, KOICA and USAID play a major role among the organizations which provide foreign funds for general education. In the year 2012, a considerable investment of Rs. 2480 M has been made by the Asian Development Bank through the Education for Knowledge Society Project. The World Bank, parallel to the Education Sector Development Framework, has made an investment amounting to Rs. 335 M, in 2012, through the project Transforming School Education towards a Knowledge Society. What may be specially mentioned among the foreign fund investments in the year 2012, is the grant of UNICEF provisions for the supply of water & sanitary facilities to small schools and KOICA and USAID funds for the reconstruction of schools in the Northern and Eastern Provinces.

<table>
<thead>
<tr>
<th>Source</th>
<th>Program</th>
<th>Investment for (Rs ‘000)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian Development Bank (ADB)</td>
<td>Education for Knowledge Society Project (EKSP)</td>
<td>2,480,387</td>
</tr>
<tr>
<td>World Bank (WB)</td>
<td>Transformation of School Education towards a Knowledge Society (TESP)</td>
<td>335,000</td>
</tr>
<tr>
<td>UNICEF, Ausaid</td>
<td>*Provision of water &amp; sanitary facilities *Programs included in the annual plan *Programs for child protection</td>
<td>176,654 32,400</td>
</tr>
<tr>
<td>KOICA</td>
<td>*Reconstruction of schools in Eastern Province *Reconstruction of schools in Killinochchi District *Reconstruction of schools in Hambantota District</td>
<td>50,050 95,550 45,500</td>
</tr>
<tr>
<td>USAID</td>
<td>Reconstruction of schools in Mulativ and Killinochchi Districts</td>
<td>99,645</td>
</tr>
<tr>
<td>UNESCO</td>
<td>Capacity Development Program</td>
<td>13,800</td>
</tr>
<tr>
<td>Save the Children</td>
<td>Programs included in the Annual Report</td>
<td>2,800</td>
</tr>
<tr>
<td>Commonwealth of Learning</td>
<td>Programs included in the Annual Report</td>
<td>1,700</td>
</tr>
</tbody>
</table>
Vision
Improved quality, relevance, effectiveness and equity of access to secondary and tertiary education which will lead to increased employability of educated youth

Aims of the Annual Program 2012

♦ Through the development of secondary schools in Divisional Secretariats selected on the basis of the poverty index to ensure opportunities for a secondary education of high quality

♦ To strengthen Provincial Information Technology Resources Centers so that the quality of education in information technology can be enhanced

♦ To empower the school so that essential maintenance and repair work can be undertaken at school level

♦ With a view to ensuring the enhancement of education quality alongside massive investment for physical construction in secondary schools and determining financial investment on performance to bring about culture of implementing programs for the development of educational policy at school level

♦ To ensure an efficient and productive learning environment in secondary schools

♦ To broaden competencies of both students and teachers, so that the information and communication technology approach to education can be used as a learning—teaching tool

♦ To provide a line of support to ensure uninterrupted education opportunities to clever students in disadvantaged economic environments Sisudiriya Scholarships

♦ To provide quality support to school leavers to build up their future by broadening their leadership abilities and competencies

♦ To make the learning-teaching experience enjoyable by providing educational software to schools

Progress up to 31.08.2012 and results expected by 31.12.2012

The development of the first 100 schools under the 1000 Secondary Schools Development Program was undertaken by the project. Already 10 of these have been handed over to student ownership. In respect of 42 more schools construction work is reaching completion and 22 out of these will be vested with the children in the course of this year.

Circular instructions have been issued in respect of making financial awards for the development and maintenance of secondary schools. This has been followed up with 4 training sessions. Financial provisions have been released to 2 Provinces and steps are being taken to make financial provisions available to all the other Provinces as well.

Under the scheme of providing special financial support to 104 secondary schools, based on the progress of investment in 2011, for 2012 investment has been doubled.

Providing computers and accessories, furniture and laboratory equipment under the Secondary Schools Development Program is due to be completed.

For teachers engaged in the Information and Communication Technology field, training scholarships ICDL/CAL have been awarded and training completed in respect of 3500 teachers. 4000 more are to be trained.

Through providing scholarships to teachers for high level computer studies, targeting the International Pedagogical ICT License , 4750 teachers have been trained in the field: A further 2250 are due to be trained.

Under the program for the award of Sisudiriya scholarships to students from low income families studying in grades 10-13, the award of 30,000 scholarships is due to be completed.

Through the accelerated scholarship program for the purpose of improving the skills of students leaving schools (ASAP), scholarships have been awarded to 5000 students.

Providing a training in the tourist sector activities to school leavers
(TSTS), 3000 scholarships have been given. 1800 such students have already been given a short-term vocational training (SPTP)

For Computer Studies Centers in 149 Category 2 Schools, computers, accessories and furniture have been given

Under the proposal to supply computer software to 300 schools, two Provinces have so far been completely covered.

Financial Investment 2012 Rs. 2925 M

Activities planned for year 2013
• To complete all construction work in 65 schools under the 1000 Schools Program and to hand them over to the ownership of students
• To complete work in 4 Development Centers under the Provincial Information and Communication Technology Resource Centers Program (PICTECs)
• To release financial provisions for development and maintenance of 1400 secondary schools (SDMG)
• To provide special development financial grant (SDFG) for academic development activities in 104 secondary schools
• Providing furniture and equipment to 10 Computer Laboratories and 15 Advance Level Laboratories
• Providing a training to principals and deputy principals of secondary schools
• Awarding ICDL/CAL scholarships to 5000 teachers and IPICT scholarships to 6000
• Awarding ASAP Scholarships to 10225 school leavers and 6800 TSTS Scholarships to students and 2340 SPTP Scholarships also to students.
• To complete the supply of Hard & Software Technical Equipment to 31 schools with Advance Level classes

Transforming the School Education System as the Foundation of a Knowledge Hub Project (TSEP) - World Bank Funded

The TESP Project with a World Bank investment of US $ 100 M for the implementation of the Education Sector Development Framework and program is being carried out through the sector wide approach. The TESP Project is being implemented under the Education Sector Development Framework and Program in terms of three major themes.

The overriding objective of this project is to prepare the Sri Lankan school system as the human capital foundation for the knowledge-based economy and society of the future. In this exercise through all the fields the personality development of an accomplished generation of children is given the pride of place.

The long-term objectives of this project are the enhancement of Sri Lanka’s human development, economic development and poverty eradication. As such, raising the quality of education at the primary and secondary levels and strengthening the capacity of education administration at the different levels will be priority programs.

The outcomes of this results-based project will be monitored using results-based indicators.
• Indicators to keep track of targets linked to the release of World Bank funds
• Indicators to measure results related to project objectives
• Indicators to assess activities linked to intermediate targets

The activities related to indicators linked to the release of World Bank funds are the following:
• The education sector development plan
• The school-based teacher development framework
• The content of bilingual education and the integrated learning framework (CLIL)
• Program for the uplifting of schools
• Strengthening Education Zones and Divisions

In relation to the overall results based and intermediate targets provisions are released on a percentage basis. The relevant activities are given below:
• Enforcement of the education regulations in respect of compulsory education for the age group 5-16; to raise the participation ratios; to identify non-school going children and directing them to schools.
• The physical and quality development of primary education
• Under the program for the development of 1000 secondary schools for the better reception from the primary school network, the improvement of learning facilities and environment in both primary and secondary schools.
• Strengthening non-formal and special education programs.
• School health and nutrition programs
• Student guidance and counseling
• Modernization of curricula; enhancing the quality in respect of Science, Mathematics, English, and Communication Technology
New Model Primary Schools Development Project (Local Funds)

Vision
To reduce the competition for popular urban schools by providing facilities and developing schools around these with a low student population; to reduce inequality among schools and to reduce the number of school drop-outs.

Aims of the Annual Program 2012
- Provision of required facilities to uplift the level of education of students in the schools belonging to the project.
- Professional development of principals and teachers.

Progress as at 31.08.2012 and expected outcome on 31.12.2012
Construction task of 2 partially completed buildings at schools under the project was accomplished.

Financial Investment 2012: Rs. 57.3 M

Activities planned for the year 2013
- Accomplishment of construction task of 29 partially completed school buildings.
- Provision of furniture and office equipment.
- Conducting Primary teacher training programs.
- Conducting management training programs for principals.

Educational development through cooperation of the private and the public sector

Nenasa Educational Television
As per the Memorandum of Understanding signed between the Ministry of Education and the Dialog Company, already, TV sets and necessary accessories have been provided to 900 schools. In the year 2013, 1100 schools will be provided with the facility of watching Nenasa TV programs.

Web Patashala Program
In pursuance of the MOU entered into with the Ministry of Education by the Sri Lanka Trading Corporation in partnership with the Etisalat Company, steps have been taken to provide Sri Lankan schools with computer and internet facilities and also to provide an opportunity to refer through internet the software related to curriculum.

Provision of Computer Facilities
The Mahinda Rajapaksa college was granted 50 computers this year in terms of the MOU entered into with the Ministry of Education by the Gwanju Metropolitan Education Institution of the Korean Republic and the Ministry of Education, Science and Technology, Korea.

Donation of Pianos and Greenboards
As per the agreement signed between the two governments Korea and Sri Lanka, the Ministry of Education has received 3000 new electric pianos to be handed over to schools. Sri Lanka has received 30,000 green boards as a personal donation of a Korean humanitarian. This is a donation worth of nearly Rs. 1000 M.
## A comparison based on certain main selected indicators

### Table 10.1: A comparison based on certain main selected indicators

<table>
<thead>
<tr>
<th>Indicator</th>
<th>1994</th>
<th>2005</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Percentage of passing G.C.E. (O/L)</td>
<td>22.5</td>
<td>49.7</td>
<td>60.8</td>
</tr>
<tr>
<td>2. Percentage of passing G.C.E. (A/L)</td>
<td>44.4</td>
<td>59.2</td>
<td>61.7</td>
</tr>
<tr>
<td>3. Percentage of students who obtained above 70 marks at the Grade 5 Scholarship Examination</td>
<td>N.A</td>
<td>8.9</td>
<td>10.4</td>
</tr>
<tr>
<td>4. No. of students qualified for university entrance</td>
<td>9787</td>
<td>17287</td>
<td>21547</td>
</tr>
<tr>
<td>5. Literacy</td>
<td>87.2</td>
<td>91</td>
<td>96.4</td>
</tr>
<tr>
<td>6. Literacy in information technology</td>
<td>N.A</td>
<td>16.0</td>
<td>38.0</td>
</tr>
<tr>
<td>7. No. of (1 AB) schools with all three subject streams Science, Arts and Commerce for G.C.E. (A/L)</td>
<td>566</td>
<td>646</td>
<td>720</td>
</tr>
<tr>
<td>8. No. of teachers</td>
<td>187586</td>
<td>187339</td>
<td>216281</td>
</tr>
<tr>
<td>9. Teacher Student Ratio</td>
<td>1:22</td>
<td>1:21</td>
<td>1:17</td>
</tr>
<tr>
<td>10. Expenditure on General Education (Rs. M)</td>
<td>N.A</td>
<td>53294</td>
<td>100174</td>
</tr>
<tr>
<td>11. Capital Expenditure on General Education (Rs. M)</td>
<td>N.A</td>
<td>7546</td>
<td>5378</td>
</tr>
<tr>
<td>12. Percentage of those who have received secondary education out of the total population</td>
<td>53.6</td>
<td>62.0</td>
<td>75.0</td>
</tr>
<tr>
<td>13. Percentage of entering primary education</td>
<td>89.2</td>
<td>90.2</td>
<td>98.3</td>
</tr>
<tr>
<td>14. Percentage entering secondary education</td>
<td>90.6</td>
<td>97.7</td>
<td>98.0</td>
</tr>
<tr>
<td>15. Percentage non school going children (compared to population)</td>
<td>11.0</td>
<td>8.0</td>
<td>3.0</td>
</tr>
<tr>
<td>16. Percentage of primary education drop-out</td>
<td>1.52</td>
<td>0.77</td>
<td>0.23</td>
</tr>
<tr>
<td>17. No. of schools with adequate sanitary facilities as a percentage of the total number of schools</td>
<td>63.58</td>
<td>78.16</td>
<td>96.4</td>
</tr>
<tr>
<td>18. No. of 1AB &amp; 1C schools (with G.C.E. (A/L)) with computer facilities as a percentage</td>
<td>10.0</td>
<td>80.0</td>
<td>83.5</td>
</tr>
<tr>
<td>19. No. of Category 2 &amp; 3 schools (with Primary and G.C.E. (O/L)) with computer facilities as a percentage</td>
<td>2.0</td>
<td>8.0</td>
<td>20.1</td>
</tr>
</tbody>
</table>
Increase in the level of achievement of students

**Grade Five Scholarship Examination**

Action has been taken by the Ministry of Education for the award of certificates to students who score over 70 marks at the Grade Five Scholarship Examination so that the said examination will not be merely a competitive examination which provides scholarships and secondary schools. Attention has been drawn for the provision of all facilities to improve primary education as a whole. As a result of these causes of action, it can be seen an increase in the achievement level of students in 2011 compared to the year 2008.

**G.C.E. (O/L) Examination**

Comparison of results of the G.C.E. (O/L) Examinations in previous 5 years shows an increase, in the years 2010-2011, in the percentage of students who qualified for G.C.E. (A/L) having passed G.C.E. (O/L) Examination compared to previous years. Also, it can be observed that there is an increase in passing the subjects Mathematics, Science and English.

All parties have contributed by taking special courses of action for the improvement of results, by means of distributing to all National, Provincial, Zonal and school levels the results analyses done by the Department of Examinations. These courses of action include conducting rehearsal tests, printing and distribution of past papers, conducting seminars for students and provision of learning opportunities through media.

(Data Source: Department of Examinations, Sri Lanka)
The Ministry of Education has given a priority to implement programs to draw more attention of students to G.C.E. (A/L) Science subject stream. It can be observed, within the past 3 years, there is an increase in the drift towards the Science section. However, as far as the percentage of students qualifying for university entrance is concerned, it still remains at a lower level. Measures have been taken for further improvement of Science education through the provision of opportunities for higher learning access like Mahindodaya Technological Laboratories connected to 1000 secondary schools and a further increase in the student achievement level is expected through that.

(\textbf{Data Source : Department of Examinations, Sri Lanka})

\begin{wrapfigure}{r}{0.5\textwidth}
\centering
\includegraphics[width=\textwidth]{chart10_4.png}
\caption{No. of students who sat the GCE (A/L) in the Arts Stream and the number that qualified for university entrance 2008 - 2010}
\end{wrapfigure}

\begin{wrapfigure}{r}{0.5\textwidth}
\centering
\includegraphics[width=\textwidth]{chart10_5.png}
\caption{No. of students who sat the GCE (A/L) in the Commerce Stream and the number that qualified for university entrance 2008 - 2010}
\end{wrapfigure}

\begin{wrapfigure}{r}{0.5\textwidth}
\centering
\includegraphics[width=\textwidth]{chart10_6.png}
\caption{No. of students who sat the GCE (A/L) in the Science Stream and the number that qualified for university entrance 2008 - 2010}
\end{wrapfigure}

\begin{wrapfigure}{r}{0.5\textwidth}
\centering
\includegraphics[width=\textwidth]{chart10_7.png}
\caption{Percentage of students admitted to universities according to subject streams 2008 - 2010}
\end{wrapfigure}

\textbf{International Science & Maths Olympiad Victories}

12 students represented Sri Lanka at the Junior Science & Maths Olympiad Competition held in Philippines in the month of November 2011 and they were able to bring Sri Lanka up to the second place in the competition by winning 2 Gold medals, 7 Silver medals and 2 Bronze medals, which is one of our great victories.

8 students represented Sri Lanka at the Asian Junior Maths Olympiad Competition held in Nepal in the month of November 2011 and they were able to bring Sri Lanka 2 Silver medals and 6 Bronze medals.

12 students represented Sri Lanka at the International Maths Olympiad Competition held in Thailand in the month of July 2012 and they were able to bring Sri Lanka up to the third place by winning 2 Silver medals and 2 Bronze medals.
A teacher generation possessed of qualifications

That the percentage of trained and graduate teachers in Sri Lanka is above 90% in each Province is one major factor to ensure the quality of education.

Continuous programs are underway to train untrained teachers and accordingly, the Education System in Sri Lanka will be able to maintain the percentage of teachers possessed of educational qualifications to 100%.

Student Participation

That the percentage of Sri Lankan children entering into primary education remains at a higher rate of approximately 98.3% is a major factor to prove that the education access has already received a higher standard.

98% children thus admitted to primary education remain up to Grade 5. The percentage remaining up to Grade 9 is 94% and 90% for females and males respectively. Also, when reaching Grade 10, the percentage remaining has been reduced to 90% and 85% for females and males respectively.

Special attention of the Ministry of Education has been drawn to the fact that a considerable number of male students leave school before they reach Grade 10.

It is expected that the education opportunities introduced by the 1000 Secondary Schools Development Project will be a solution to this issue.
The primary education in Sri Lanka has received an exceptional growth. When taking into account the status of Sri Lanka in the quality of primary education, our country secures 42nd place from 131 countries and when considering the quality of overall education, Sri Lanka secures 44th place from 131 countries. Also, when the Teacher Student Ratio is taken into account, it is revealed that Sri Lanka is in a leading position in the Region.

Further, when considering the Ratio of students completing primary education, the following statistics establish that Sri Lanka has built a significant stability among the developed countries.

### Table 10.2: Clarification of the Status of Sri Lanka’s Education Internationally

<table>
<thead>
<tr>
<th>Country</th>
<th>Rank in qualitative primary education (out of 131 countries)</th>
<th>Rank in the quality of overall education (out of 131 countries)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sri Lanka</td>
<td>42</td>
<td>44</td>
</tr>
<tr>
<td>India</td>
<td>80</td>
<td>37</td>
</tr>
<tr>
<td>Thailand</td>
<td>80</td>
<td>37</td>
</tr>
<tr>
<td>Malaysia</td>
<td>23</td>
<td>18</td>
</tr>
</tbody>
</table>

Source - World Development Indicators

### Table 10.3: Teacher Student Ratio (2010)

<table>
<thead>
<tr>
<th>Country</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sri Lanka</td>
<td>17:1</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>43:1</td>
</tr>
<tr>
<td>Nepal</td>
<td>32:1</td>
</tr>
<tr>
<td>Pakistan</td>
<td>40:1</td>
</tr>
</tbody>
</table>

Source - World Development Indicators

### Table 10.4: Ratio of students completing the Primary Circle (2010)

<table>
<thead>
<tr>
<th>Country</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sri Lanka</td>
<td>99.5%</td>
</tr>
<tr>
<td>Australia</td>
<td>98.1%</td>
</tr>
<tr>
<td>Germany</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Source - World Development Indicators
11. Progress of the institutions affiliated to the Ministry of Education

Department of Examinations, Sri Lanka

Vision
Provide leadership in improving teaching and learning through excellence in evaluation strategies and training and the continuation of examination activities

Aims of the Annual Program 2012

- Conducting examinations as per the need of students in a way to maintain the trust of the Public
- Regulating the examination evaluation activities by training quantitative, qualitative and trustworthy examiners
- Creating an awareness among the relevant parties on the subject achievement level
- Acquiring understanding of the achievement levels of schools
- Establishing a remedial procedure having identified the areas of subjects in which students have difficulties, giving an understanding of the way to answer and follow the guidelines.
- Creating awareness among the officers of the Board which prepares question papers, on the preparation of a question paper with more quality
- Creating an awareness among the community on the advantage and importance of the school based evaluation procedure

All arrangements are being made to conduct the G.C.E. (O/L) Examination 2012 in the month of December.

It is expected to conduct within the year the relevant examinations for the year 2012– Final Examination of Teachers’ Colleges, Examination of the weekend course for non-graduate untrained teachers, Final Examination for pirivena teachers and General Examination in IT.

Preparation and distribution of 2 statistical handbooks consisting of results analysis of all examinations during the period 2005-2007 and 2008–2010

Conducting National level seminars to create an awareness on the level of achievement at the G.C.E. (O/L) Examination-2011 and printing and distribution of a book in this regard. Presenting to the Cabinet a report on strengths and weaknesses. Developing and distributing School Performance Indicators relevant to the year 2010 and 2011 in respect of the G.C.E. (O/L), G.C.E. (A/L) and Grade 5 Scholarship Examination.

Evaluation reports relevant to the G.C.E. (O/L) Examination 2010 have been prepared and distributed. Measures have been taken to prepare and distribute the evaluation reports relevant to 2011.

For the first time, question papers of the G.C.E. (A/L) Examination were analyzed by employing the Item Response Theory. Actions are being taken to provide information having analyzed question papers of the Grade 5 Scholarship Examination-2011 and the G.C.E. (O/L) Examination 2011.

For the prime purpose of creating an awareness on the school based evaluation procedure, producing and telecasting the Tele Drama “Akuru Tharaha Ne” by Salasine, with the sponsorship of the Secondary Education Modernization Project (SEMP)

Creating a pool of examiners of question papers

Financial Investment 2012: Rs. 1751 M

Activities planned for 2013

- Implementation of all school examination affairs efficiently and in a manner to ensure the public trust
- Proper conduct of institutional examination affairs
- Extension of staff
- Professional development of the staff

Progress as at 31.08.2012 and expected outcome by 31.12.2012

It is expected to release the results of the GCE (A/L) within the year, having initiated the activities of evaluation.

Steps were taken for the immediate release of results of the Grade Five Scholarship Examination 2012.
Aims of the Annual Program 2012

- Taking measures to develop an analytical curriculum
- Implementing and strengthening the existing curricula
- Preparing learning and teaching equipment and a learning management system
- Strengthening Bilingual Education
- Qualitative development of National Colleges of Education and Teachers’ Colleges
- Strengthening inclusive education
- Preparation of books to aid learning and teaching
- Strengthening guidance and consultancy services
- Provision of open learning opportunities
- Popularizing education research
- Professional development in the education sector

Progress as at 31.08.2012 and Expected outcome in the year

Curriculum Development

Planning curricula for Grades 1 to 11 and drafting syllabi relevant to Grade 1, 6 & 10.

Preparing clinical learning material for primary education

Training of 152 teachers having developed a training module for the G.C.E. (O/L) Mathematics subject

Preparation of evaluation material for school based evaluation for Grades 6-9

Designing software to cover difficult areas of the subjects Science, Maths, English, History and Geography

Compiling a book for practical test relevant to the G.C.E. (A/L) Physics, amending the practical book relevant to Chemistry, amending the Teacher Instruction Manuals relevant to the subjects Chemistry, Biology, Economics and Accountancy, Compiling the resource books relevant to the subjects Logic and Political Science and incorporating sets of electronic learning material relevant to the subjects Science, Food Technology and Accountancy

Preparation of learning material with quality under the ‘Web Paatashala’ Program

Implementing Bilingual education programs in 10 selected schools, Preparation of resource material for bilingual learning and drafting bilingual education programs for Pirivena education

Taking measures to improve active research skills of lecturers of the National Colleges of Education

Preparation of English learning and teaching materials for primary grades

Alternative Education

Training of 37 teachers of Special Education in the Central Province on Braille Education by means of employing 6 resource persons

Designing a set of learning equipment appropriate to teach the children with learning difficulties

Telecasting 58 Nenasa TV Programms and broadcasting 30 Nipuna Radio Programs and 27 Radio Programs on current issues

Designing consultancy programs. Providing facilities of open learning to 2150 students through 34 centers island wide

Convocation of the National Institute of Education was held on the day of 03rd April 2012 under the patronage of Hon. Bandula Gunawardane– the Minister of Education and a number of 1263 teacher students were awarded degrees on this day.

Financial Investment 2012: Rs. 253 M

Major programs planned for the year 2013

- Designing syllabi for Grade 2,7 and 9 and Teachers Instructional Manuals relevant to Grade 1,6 and 10
- Carrying out educational Research
- Professional development programs
- Education management and school leadership development
- Provision of educational audio-visual programs
- Taking measures for special education development
Department of Educational Publications

Vision
Ensure equitable access to education through the provision of learning material of distinctive pedagogical standards that keep abreast with international developments in education

Aims of the Annual Program 2012

♦ Taking action for the printing of textbooks required for the year 2013
♦ Distribution of school textbooks to approximately 41 Lakhs of students in schools island wide prior to school vacation in December 2012
♦ Opening of the new Stores Complex, Phase II
♦ Launch of the Collections of Questions & Answers
♦ Launch of new additional publications
♦ Publication of new books for Pirivena education
♦ Implementing mobile service for the sale of books to grant an opportunity to purchase books at the school itself.

Progress as at 31.08.2012 and expected outcome in the year

An order of printing 37.7 M copies of 437 books has been granted to 18 Printing Institutes in both government and private sectors. A half of the total amount has already been printed and handed over to the stores.

Phase II of the construction project at the new textbook stores complex, Homagama, Pitipana was opened.

Measures were taken to launch a collection of questions and answers in respect of each subject at the G.C.E. (O/L) Examination 2011 and the G.C.E. (A/L) Examination 2011.

05 compendia consisting of amended syllabi (2013) were published covering all subject streams relevant to the G.C.E. (A/L) Examination.

All arrangements have been made to launch the books such as Compendium of Contemporary Poetry, Compendium of Short Stories, Gira Sandeshaya, A/L Accountancy and Geography.

Steps were taken to issue Pirivena Tamil books to all Grades from Grade 01 to Grade 05 in Pirivenas. Apart from this, Sanskrit and Sinhala books for Grades 01 & 02 and Social Science and Pali books for Grade 01 in Pirivenas were newly compiled.

One-day mobile service for the sale of books is implemented to sell subject based books, additional reading books, collections of questions and answers and Teacher Instructional Manuals to schools situated in different areas of the Island.

Other Publications

The book “Helping Hand to Mathematics” was published with the collaboration of the Mathematics Branch, Ministry of Education with the prime purpose of enhancing Maths skills of school children.

A guide book for letter writing in Sinhala and Tamil was published in collaboration with the National Education Commission for the prime purpose of enhancing the skill of proper letter writing.

A facility has been provided to download for free the school textbooks published by the Department of Educational Publications, through its website.

Financial Investment 2012: Rs.2400 M

Opening of the New Textbook Stores Complex, Stage II at Pitipana

Mobile service for the sale of school textbooks
Vision
By participating the programs of United Nations Educational, Science and Cultural Organization, contributing to human development, protection of peace, freedom and welfare to make availability of harmony among people through education, science, culture and communication to develop universal recognition further, for justice, law, administration, human and fundamental rights approved for the mankind of the world irrespective of differences of nationality, sex, language and religion & etc. by enactment of United Nations Organization

Aims of the Annual Program 2012

- International evaluation of creative abilities of school children
- Contributing to school library development
- Providing education on how to act in an emergency situation
- Creating an awareness among the youth on the World Heritages and ways and means to safeguard them
- Regulating inclusive education
- Popularizing locally the subject Marine Science and bringing the knowledge of trainees up to date
- Identifying Bio-diversity and updating researches
- Gathering international knowledge of Science
- Identifying the influence of climatic changes in agriculture
- Creating awareness among the community on education for peace and sustainable development
- Giving an international acceptane and imparting new knowledge to teacher trainers
- Increasing the possibility of using Nano–Technology for local sustainable development
- Arriving at a concurrence on the acceptance of the educational subjects of the SAARC Region

Progress as at 31.08.2012 and results expected by 31.12.2012

Creations of students have been obtained from the Zonal Offices for the first National Competition ‘Enikki Festa’.

Library equipment has been provided to the schools having renovated the library buildings at four schools in the Uva, Northern, North-Central Provinces

Instructional Manuals and CDs on the actions that should be taken in the face of natural disasters have been produced. Plans have been set out for the distribution of the above material to the 150 schools under the project Schools Affiliated to UNESCO.

Measures have been taken to print the book “UNESCO World Heritage in Young Hands” - 8000 Sinhala copies and 3000 Tamil copies and distribute a copy to each school library and to train teacher trainers.

Designing of modules for inclusive education and training of teacher trainers have been done.

Training of trainers of the Marine Science Research Institute, Galle

Research equipment required for monitoring wet lands in the National Park, Buttala has been provided.

Conducting Regional level seminars to enhance the level of the Post Graduate Degree in Science

The impacts on agriculture due to climatic changes were identified having conducted a Sub-Regional seminar.

Discussions have been conducted with the relevant Ministries on their functions regarding Education for Peace and Sustainable Development and measures were taken to conduct a post monitoring workshop under the leadership of the Presidential Task Force

Based on a proposal made to the UNESCO by Hon. Bandula Gunawardane– Minister of Education for the establishment of the South Asian Teacher Training Center in Sri Lanka, the establishment of the said center in the Meepe premises coming under the National Institute of Education was recommended by his Excellency the President. This center was initiated under the patronage of His Excellency the President on the day of 09th of October 2012

The occasion of opening the South Asian Teacher Training Center, in the presence of South Asian Ministers of Education

The pilot project of the integrated schools project– Rice Project has been successfully accomplished in the North-Western and Central Provinces and the UNESCO publication which includes internationally collected information has been translated into Sinhala and Tamil.

Financial Investment 2012: Rs. 34.1 M
National Libraries and Documentation Services Board

Vision
To become the National knowledge center supplying library and information services to the entire population

Aims of the Annual Program 2012

- Improving the taste of reading
- Provision of books at concessionary prices
- Awareness programs on preservation activities
- Safeguarding intangible heritage
- Encouraging writers
- Professional development of the library staff
- Enhancing child & youth literature

Progress as at 2012.08.31 and expected outcome on 2012.12.31

- Provision of books at concessionary prices in Deyata Kirula Exhibition 2012
- Extended the support in organizing the Book Exhibition, Kandy and the Book Exhibition at BMICH.
- Donation of books for school, public and Pirivena libraries
- Planning library development programs for North and East
- Conducting the Reading Camp, Monaragala
- 11 courses on preservation have been conducted
- Creating awareness on safeguarding intangible heritage

Books worth of Rs. 2 M have been purchased under the Publication Aid Project and further purchase of books amounting to Rs. 2 M has been planned.

Nearly 8 workshops have been conducted for the purpose of training the library staff of public libraries, schools and Pirivenas.

It is expected to receive manuscripts and print the books under the Project of Developing Child & Youth literature.

Steps have been taken to build the Writers’ Home

Educational Book Publications Advisory Board

Aims of the Annual Program 2012

- Guiding students towards a knowledge society through the creation of a better reading culture
- Improving the reading culture
- Introduction and making available good books with high quality for the school community to refer
- Enhancing the taste of reading of students

Progress as at 2012.08.31 and expected outcome as at 2012.12.31

- 202 books had been submitted for obtaining library license and library license has been issued for 97 book out of the above number of books.
- Measures have been taken to submit, after every three months, a list of books approved by the Educational Book Publication Advisory Board, to the Provincial Directors of Education, Zonal Directors of Education and to the School Heads.

Issuance of a guide book for book reviewers, writers, principals and students

Granting of “Clever Reader” Award having selected, as per the prescribed procedure, three students who make use of school libraries in a proper manner covering all National and Provincial schools in the Island.
### 12. Basic Statistical Data

#### Table 12.1: No. of students in Govt. Schools 2007 - 2011

<table>
<thead>
<tr>
<th>Province</th>
<th>2007</th>
<th>2008</th>
<th>2009 **</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western</td>
<td>1351</td>
<td>1340</td>
<td>1340</td>
<td>1338</td>
<td>1333</td>
</tr>
<tr>
<td>Central</td>
<td>1464</td>
<td>1459</td>
<td>1460</td>
<td>1466</td>
<td>1461</td>
</tr>
<tr>
<td>Southern</td>
<td>1096</td>
<td>1094</td>
<td>1098</td>
<td>1099</td>
<td>1093</td>
</tr>
<tr>
<td>Northern</td>
<td>890</td>
<td>877</td>
<td>597</td>
<td>840</td>
<td>890</td>
</tr>
<tr>
<td>Eastern</td>
<td>948</td>
<td>969</td>
<td>985</td>
<td>1003</td>
<td>1020</td>
</tr>
<tr>
<td>North-Western</td>
<td>1220</td>
<td>1218</td>
<td>1219</td>
<td>1218</td>
<td>1215</td>
</tr>
<tr>
<td>North-Central</td>
<td>776</td>
<td>774</td>
<td>776</td>
<td>780</td>
<td>776</td>
</tr>
<tr>
<td>Uva</td>
<td>831</td>
<td>832</td>
<td>831</td>
<td>839</td>
<td>838</td>
</tr>
<tr>
<td>Sabaragamuwa</td>
<td>1102</td>
<td>1099</td>
<td>1104</td>
<td>1102</td>
<td>1105</td>
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<tr>
<td>Sri Lanka</td>
<td>9678</td>
<td>9662</td>
<td>9410</td>
<td>9685</td>
<td>9731</td>
</tr>
</tbody>
</table>

**Note:** By the day of the census 01.06.2009 all government schools in the Killinochchi and Malaitive Districts and some government schools in Mannar and Vavuniya Districts were temporarily closed.

#### Table 12.2: No. of students in Govt. schools 2007 - 2011

<table>
<thead>
<tr>
<th>Province</th>
<th>2007</th>
<th>2008</th>
<th>2009 **</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western</td>
<td>894752</td>
<td>898299</td>
<td>906240</td>
<td>915872</td>
<td>929403</td>
</tr>
<tr>
<td>Central</td>
<td>519123</td>
<td>517680</td>
<td>520484</td>
<td>522293</td>
<td>522787</td>
</tr>
<tr>
<td>Southern</td>
<td>508293</td>
<td>506471</td>
<td>506012</td>
<td>504171</td>
<td>505878</td>
</tr>
<tr>
<td>Northern</td>
<td>267856</td>
<td>261499</td>
<td>177463</td>
<td>239633</td>
<td>248263</td>
</tr>
<tr>
<td>Eastern</td>
<td>379072</td>
<td>378317</td>
<td>384137</td>
<td>38506</td>
<td>384743</td>
</tr>
<tr>
<td>North-Western</td>
<td>468778</td>
<td>469084</td>
<td>471354</td>
<td>472836</td>
<td>476364</td>
</tr>
<tr>
<td>North-Central</td>
<td>253132</td>
<td>252482</td>
<td>253594</td>
<td>25464</td>
<td>259298</td>
</tr>
<tr>
<td>Uva</td>
<td>282232</td>
<td>280261</td>
<td>279291</td>
<td>277116</td>
<td>279367</td>
</tr>
<tr>
<td>Sabaragamuwa</td>
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<td>368181</td>
<td>367744</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>3942185</td>
<td>3930451</td>
<td>3864824</td>
<td>3940072</td>
<td>3973847</td>
</tr>
</tbody>
</table>

**Note:** By the day of the census 01.06.2009 all government schools in the Killinochchi and Malaitive Districts and some government schools in Mannar and Vavuniya Districts were temporarily closed.
### Table 12.3: No. of teachers in government schools 2007 - 2011

<table>
<thead>
<tr>
<th>Province</th>
<th>No. of teachers as per the relevant years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2007</td>
</tr>
<tr>
<td>Western</td>
<td>42033</td>
</tr>
<tr>
<td>Central</td>
<td>32095</td>
</tr>
<tr>
<td>Southern</td>
<td>29137</td>
</tr>
<tr>
<td>Northern</td>
<td>12195</td>
</tr>
<tr>
<td>Eastern</td>
<td>17233</td>
</tr>
<tr>
<td>North-Western</td>
<td>26808</td>
</tr>
<tr>
<td>North-Central</td>
<td>12491</td>
</tr>
<tr>
<td>Uva</td>
<td>16453</td>
</tr>
<tr>
<td>Sabaragamuwa</td>
<td>21756</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>210201</td>
</tr>
</tbody>
</table>

**Note: All government schools in the Kilinochchi and Mulativ Districts and certain government schools in the Mannar and Vavuniya Districts were temporarily closed down by the date of survey - 01st June 2009**

<table>
<thead>
<tr>
<th>Province</th>
<th>No. of graduate teachers</th>
<th>No. of trained teachers</th>
<th>No. of untrained teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western</td>
<td>18900</td>
<td>21956</td>
<td>496</td>
</tr>
<tr>
<td>Central</td>
<td>9915</td>
<td>18629</td>
<td>2385</td>
</tr>
<tr>
<td>Southern</td>
<td>11577</td>
<td>17548</td>
<td>367</td>
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<tr>
<td>Northern</td>
<td>5013</td>
<td>8420</td>
<td>753</td>
</tr>
<tr>
<td>Eastern</td>
<td>6182</td>
<td>13776</td>
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<tr>
<td>North-Western</td>
<td>9979</td>
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</tr>
<tr>
<td>North-Central</td>
<td>4846</td>
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<tr>
<td>Uva</td>
<td>6493</td>
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<td>1822</td>
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<tr>
<td>Sabaragamuwa</td>
<td>8043</td>
<td>12937</td>
<td>841</td>
</tr>
<tr>
<td>Total</td>
<td>80948</td>
<td>128695</td>
<td>10266</td>
</tr>
</tbody>
</table>

No. of graduate teachers, trained teachers and untrained teachers (on Provincial basis) – 2011
### No. of private schools and Pirivenas 2007 - 2011

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010*</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private Schools</td>
<td>94</td>
<td>92</td>
<td>98</td>
<td>98</td>
<td>98</td>
</tr>
<tr>
<td>Pirivenas</td>
<td>658</td>
<td>691</td>
<td>697</td>
<td>719</td>
<td>720</td>
</tr>
</tbody>
</table>

*Temporarily published

### No. of students in private schools and Pirivenas 2007-2011

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private Schools</td>
<td>113,884</td>
<td>115,070</td>
<td>114,974</td>
<td>117,362</td>
<td>121,764</td>
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<tr>
<td>Pirivenas</td>
<td>54,935</td>
<td>56,065</td>
<td>58,067</td>
<td>62,091</td>
<td>62,861</td>
</tr>
</tbody>
</table>

### No. of teachers in private schools and Pirivenas 2007 - 2011

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010*</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private Schools</td>
<td>5414</td>
<td>5454</td>
<td>5485</td>
<td>5994</td>
<td>5804</td>
</tr>
<tr>
<td>Pirivenas</td>
<td>5593</td>
<td>5744</td>
<td>5701</td>
<td>6090</td>
<td>6129</td>
</tr>
</tbody>
</table>

*Temporarily published