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கல்வி அமைச்சு  
Ministry of Education



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මෑත කාලීන උපතති

2011 නොවැම්බර්

Progress and  
Recent Trends  
November 2011

முன்னேற்றங்களும்  
அண்மைக்காலப்  
போக்குகளும்

நவம்பர் 2011



### **From the Hon. Minister of Education.....**



It is for me a great pleasure to be able to present this Report, which outlines the progress achieved in 2011 in respect of the Mahinda Chintana National development program designed to promote Sri Lanka as Asia's knowledge hub, and contains the specific priorities proposed for 2012, on this important occasion when the Head of Expenditure for Education is discussed in Parliament.

In safeguarding further and ensuring the transference to the public the ideal of Free Education enunciated by Dr. C.W.W. Kannangara we have now arrived at a crucial turning point in promoting, in parallel, education quality.

By developing 1000 secondary schools as exceptional centres of excellence making them access points to tertiary and technical education, we have taken steps for the emergence of a generation of youth equipped with skills and abilities that will be a global resource. We have properly identified the objective of producing children with skills for a fruitful university education or suitable to the world of work.

At the same time we have taken all steps necessary to minimize the pressure of an examination centered education by evolving a school based evaluation and a user friendly examination pattern and to design a curriculum manageable in terms of age and mental development, which would facilitate entry to the world of the future.

Measures have been taken for the capacity building of teachers and principals and to develop skills of the members of the Sri Lanka Education Administrative Service. For the enhancement of the professional skills of principals and officers of the SLEAS, training centre of international standard will be established with UNESCO assistance.

Education is the principal vehicle for transmitting culture. Educational strategies designed to direct this generation of children towards acquiring skills in a background of national attitudes religious and ethical values will be continuously evolved and implemented.

I would like to emphatically state that the Ministry of Education is activated with great determination to provide human development opportunities for the acquiring of skills at international standards by making available equal productive and high quality educational opportunities thereby further promoting social equity.

**Bandula Gunawardane**  
Minister of Education



### **From the Deputy Minister of Education ...**

I am greatly pleased to contribute a message to this report which sets out the progress in relation to the programs directed by the Ministry of Education and the priorities which have been identified for the year 2012. It is my belief that investment made for the development of the country's education which runs parallel to the Mahinda Chintana National Development program and which will in turn contribute to the country's ultimate development, assumes an overriding importance.

Among the institutions affiliated to the Ministry of Education the Provincial Ministries and Departments of Education have a priority position. It has been government policy to devolve power to the provinces under the 13<sup>th</sup> Amendment to the Constitution, these institutions will be further strengthened in the future and they should be directed with due recognition to their special importance. Having served as the Chief Minister of the Uva Province for a number of years I have personally realized their crucial significance.

It is a signal achievement of the Ministry of Education that in 2011, such a large number of teachers' appointments was made for the subject areas of aesthetic education, English and Science and to Colleges of Education and to schools in remote areas. This was an exceptionally significant endeavour to solve the problem of teacher shortage in village schools.

It is also a commendable achievement that the Department of Examinations has been able to hold many important examinations for the recruitment of teachers, principals, officers of the SLEAS and examinations involving such large numbers as the G.C.E. (O/L) and G.C.E. (A/L) and to release their results expeditiously.

The National Institute of Education has taken steps to decentralize the training of graduates who were recruited as teachers and also teacher assistants. Another victory of which we can take pride is the development of 5000 village schools for which we have taken all the necessary steps in addition to the development of 1000 secondary schools which is a matter of high state priority.

In the Appropriation Bill for 2012 a large sum of money has been allocated to the Ministry of Education for quality inputs, human resources development, planning and research, professional development, as well as for agriculture, peace education, aesthetics, technical education, not overlooking school libraries, English and Bi-lingual educational development.

Our broad objective is to ensure education to all, to speedily enhance the quality of education and thereby to make our children energetic members of a work force that can fit in to world level requirements. I am happy to emphatically state here that we are firm in our commitment to the above objectives and to provide wide and equal opportunities for our children to acquire necessary skills and values that will make them good citizens in every respect.

**Gamini Vijith Vijayamuni Zoysa**

Deputy Minister of Education



### **From the Secretary, Ministry of Education**

It can be stated with satisfaction that it has been possible to strengthen the foundation necessary for the implementation of several activities proposed in terms of the Mahinda Chintana National Development priorities to establish Sri Lanka as Asia's knowledge hub.

In order that the general education system in particular will contribute productively to the economic efficiency of the country, it will be developed so that the entire school system will constitute a network with basic educational facilities linked to the 1000 secondary schools of exceptional quality. The initial steps have already been taken to further rationalize the provisions of the Service Minutes of the Sri Lanka Teachers' Service, the Sri Lanka Principals' Service, the Sri Lanka Teacher Educator Service and the Sri Lanka Education Administrative Service. While the formulation of the legal framework for the eradication of the inequalities in the educational opportunities for the implementation of the curricula, necessary action has already been taken to re-structure the curricula revision endeavors. In addition necessary moves have been undertaken to bring about an examination system more in accord with the preferences of both students and teachers.

In this way all preliminary work has been completed to ensure education for all, to safeguard the basic right to free education and to enjoyment of educational opportunities productively a social reality.

While several steps conducive to further accelerate the rate of investment of the Ministry of Education have been taken, steps have also been taken to maintain a proper coordination with the Provincial Education Ministries and Departments and all the institutions affiliated with the Ministry of Education for the achievement of properly focused targets. I am happy to state that it augurs well for a bright future that it has been possible for the Ministry of Education to maintain a productive, close and cordial relationship with the Ministry of Finance, the General Treasury and the Department of National Planning.

**H.M. Gunasekera**

Secretary

Ministry of Education



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## Chapter 01

### Functions of the Ministry of Education

#### 1.1 The Mahinda Chintana Vision Ahead and General Education

In terms of the Mahinda Chintana Vision which constitutes the development policy framework of the government of Sri Lanka one of the objectives of government is the establishment of a system of education that would produce citizens equipped with the abilities and technical skills needed for an accelerated economic and social development. The onerous responsibility entrusted to the Ministry of Education is the enhancement of the quality of general education which forms the solid base for the generation of fully skilled human resources essential for transforming our country as a centre of knowledge.

When compared with countries of the Asian region, education in Sri Lanka has reached a high level. Nevertheless the Ministry of Education is confronted with the challenge of identifying emerging world trends and producing a future generation equipped with skills in keeping with rapidly changing social and economic conditions and committed to safeguarding the national identity culture and moral values.

In facing this challenge the Ministry of Education has taken steps to implement several programs centered on the development of 1000 super secondary schools, to bring out quantitative as well as qualitative improvements in the resources and processes of the country's school system.

#### 1.2 The Vision of the Ministry of Education

To reach the excellence of international society through a body of able citizens who share the Sri Lankan identity

#### 1.3 The Mission of the Ministry of Education

To the satisfaction of all stakeholders, creating a body of citizens fully equipped with skills in keeping with global trends through access to a modern and creative education, efficient, equitable and directed to a high quality performance.

#### 1.4 Institutions affiliated with the Ministry of Education

1. Provincial Department of Education
2. Department of Education Publications
3. Sri Lanka Department of Examinations
4. National Institute of Education
5. The National Library and Document Services Board
6. Sri Lanka National Book Development Council
7. Sri Lanka National UNESCO Commission

## **1.5 The Functions of the Ministry of Education**

- By providing recommendations and feedbacks to the National Education Commission on the formulation and modernization of National Education Policies, the interpretation and implementation of the National Education policy.
- The planning, implementation, monitoring, progress control and evaluation of Education activities in keeping with National objectives and policies.
- Maintaining bi-lateral and multi-lateral foreign relations for educational development; working in cooperation with regional and international organizations.
- Determining standards for general education and making necessary arrangements to maintain those standards; promotion of creative activities in schools and other educational institutions.
- Development, implementation and evaluation of curricular for general, teachers and special education and Pirivena education.
- Conducting research in respect of research areas for education development and using the results for the benefit of the education process.
- Maintaining appropriate evaluation systems for national level examinations, subject and competitive examinations and reviewing them.
- Development of Human Resources for a strong, high quality education process
- Evaluation of the management and performance in the teachers' education institutions and National Schools which come under the Ministry of Education.
- Providing advice and assistance to Provincial educational authorities on administrative management and the implementation of educational activities; performing coordination and review functions.
- Implementation and supervision of projects receiving foreign assistance.
- Determining specifications and standards for teaching aids, educational buildings and equipment and preparing plans for these.
- Providing text books and school uniforms and services that should be supplied at National level.
- Estimating the capital expenditure requirements of the entire Ministry of Education and the recurrent expenditure of the institutions coming under the Ministry, making allocations and the implementation of a systematic financial management system.
- Administering the Service Minutes of all the services under the education sector and the maintenance of a proper internal control in institutions coming under the Ministry of Education.

## Sri Lanka ahead of South Asian countries in the level of Education

**Table 1.1 Comparison among countries on the basis of several selected education indices**

Country	Net Enrolment Rate (Primary)	Survival Rate to Grade 5	Gross Enrolment Rate	Adult Literacy Rate (> 15 years)	Youth Literacy Rate (15-24 years)
	2009	2008	2009	2009	2009
Bangladesh	86	67	56	56	75
Bhutan	87	90	74	53	74
India	91	-	77	63	81
Maldives	96	-	122	98	99
Nepal	-	62	-	59	82
Pakistan	66	60	44	56	71
<b>Sri Lanka</b>	<b>95</b>	<b>99</b>	<b>104</b>	<b>91</b>	<b>98</b>

*Source - EFA Global Monitoring Report 2011, Statistical Tables (website)*

Even though the overall standards of education in South Asian countries have gone up during the past decades yet in comparison with other countries in the world the standards still remain low. It is, however, a matter for satisfaction that when compared with other South Asian countries the Education Standards of Sri Lanka are quite high. The Net Enrolment Rate at the primary level – that is the percent of children at the proper age who enter state primary schools has reached the very high level of 95%. Of those children thus admitted 99% remain in school up to grade 5. In countries other than Maldives the ratio of admission of students takes a low value. The above statistics show that in other countries even of the children admitted a high percentage drop out of the education stream before they reach the fifth grade.

The Gross Enrolment Rate at Junior Secondary Level – that is the number of students in grades 6 – 9, when taken as a percentage of the population in the age group 11 – 14 has a value of 104%. As this value is 122 for the Maldives, it is clear that a large number of under or over- aged students are present in junior secondary levels. The very low value applicable to other countries reflects a low admission to the junior secondary grades, comparatively the adult and youth literacy rate in Sri Lanka – that is the percentage of the population able to read and write is 91% and 98% respectively. These indices indicate that Sri Lanka is already at a high stage in the field of and that by enhancing the quality of education and paying more attention to improving the performance of students, it would be possible to reach the target of making Sri Lanka a hub of knowledge.

## **Chapter 02**

### **Targets for Education Development in 2011, Progress of Programs Implemented and New Approaches**

The main targets that the Ministry of Education set for itself in 2011 are briefly set out below. The progress of these programs is thereafter given in some detail.

- Identification of 1000 secondary schools and feeder primary schools for the National Program for the creation of a developed secondary school in the primary school network, from a mapping exercise based on population requirements and preparation of the plans for the development of these schools.
- Soliciting ideas from all groups for the proposed education policies and prepare the National Education Act.
- Preparation of the Second Education Sector Development Framework and Programme.
- Implementation of remedial programs for the purpose of improving students' performance at National Level examinations and conducting seminars and other programs including discussions with teachers who set papers.
- Making school textbooks available to students before the year- end holidays.
- Establishment of additional sales centres for the promotion of text book sales.
- The results of national level examination were expeditiously released to the students.
- Recruitment of additional teachers for subjects for which there was a shortage of teachers.
- Identification of construction works that had been interrupted in National Schools and bring to a finish.
- Recruitment of principals for 1000 secondary schools.
- Forwarding more exceptional students for the International Maths and Science Olympiad Competitions and obtaining more successes.
- Widening of learning opportunities in the field of Information and Communication Technology.
- Conducting procession for Esala and other programs for the purpose of promoting ethical values of the students.
- Making the amendments for the Pirivena Act and bringing Pirivena Education once again to an exceptional level.



## 2.1 The New Education Act and a Sustainable Policy for General Education in Sri Lanka

As a basis for the formulation of National Education Act, the National Education Policies prepared by a committee under the chairmanship of Dr. G.B. Gunawardena were subjected to further study and discussion by the committee on education which sat as an advisory committee under the chairmanship of the Minister of Education, Hon. Bandula Gunawardena. This committee had the participation of Hon. Minister, Provincial Chief Ministers, Deputy Ministers, Members of Parliament, University Professors and Lecturers, Pediatricians, Members of the Clergy, officers of the Ministry of Education and related institutions, Education officers, Principals, Representatives from Teachers Unions and many other stakeholders. The committee had about 25 sessions.

A concise report incorporating the ideas expressed and suggestions made at these meetings is due to be made available to the Hon. Members of Parliament shortly.

## 2.2 The Education Sector Development Framework and Program as a broad and comprehensive planning approach

The first Education Sector Development Framework and Program was implemented from 2005 to 2011. Under this arrangement operational plans were prepared for implementation at the zonal and centralized institutional level and it has been possible to achieve the expected targets. The second Education Sector Development Framework and Program has been planned to be implemented within a medium term planning and financial framework from the 2012 to 2016 to achieve objectives under three themes to produce a body of Sri Lankan Citizens equipped with knowledge, attitudes, skills and values needed for the demands of the local and global economy.

### Objectives

- The creation of a secondary school system possessed of the high standard suitable to lay the human capital base required for the future Sri Lankan knowledge hub which can contribute to the global knowledge economy.
- Improving the learning outcome of students in respect of knowledge, attitude, values, skills and soft skills.
- To minimize performance level related regional disparities so that there will be better access to quality education.
- To ensure a learning environment in school with interaction and a mental equilibrium



- To ensure a commitment to a good supply of services

## **Theme 1: Promoting equal opportunities in Primary and Secondary Education**

### **Main strategies**

- Ensuring the implementation of the free education scheme.
- Extending the age limit for compulsory education to 16 years
- Raising the ratio of students' remaining at school from 91% to 100% and reducing the number of children not attending school
- Establishment of a network of improved secondary schools based on Divisional Secretariat areas
- Creation of 1000 developed schools.
- Development of 5000 Primary Schools affiliated to secondary schools
- Development of Plantation Schools
- Based on 1000 Secondary Schools and on the Tertiary Education Commission introducing professional guidance schemes
- To rationalize the school system as well as physical and human resources
- Development of Non-formal and Special Education
- Development of Pirivena Education

## **Theme 2: Promoting quality in primary and Secondary Education**

### **Main Strategies**

- Urgent curriculum reforms
- Rolling reforms of the curriculum
- Raising levels of performance in respect of subjects at National level – Mother tongue, Science, Maths, English, Religion and moral education, Communication Technology, Bilingual aspect, Commerce subjects, Technical subjects, Aesthetics, Health and Sports and the subject librarianship.
- School based teacher development programs
- Introducing National level Examination reforms
- Further improvements of the quality of textbooks
- Implementation of special quality development programs in the 1000 secondary schools
- Information Technology
- The 'Nanasa' distance education program
- Education in respect of English and foreign languages
- Aesthetics Education
- Sports and Nutrition Program
- Outdoor activities based on Commerce laboratory
- Practical education through Science and Maths Laboratories
- Professional guidance program

- Programs for productivity improvement with school as the unit
- Introducing a school development approach with community participation
- Introducing external programs for transmission of culture through education

The estimated expenditure in 2012 for the above programs is Rs. 4040 million.

### **Theme 3 - The qualitative promotion and empowerment of services and governance**

- Strengthening governance and distribution of services
- Preparation of an education sector development plan and result based monitoring and evaluation

### **Foundation Theme: Implementation of the education sector development plan / monitoring**

#### **Main Strategies**

- Providing guidance for implementing education policies
- Preparation of the education sector plan (annual and long term)
- Introduction of a results based financing program
- Introduction of a school based learning award
- Further empowering planning, budgeting and monitoring
- Commencement of National evaluation and research activities
- Management of foreign resources and regularizing coordination of foreign aid
- A monitoring framework targeting performance

#### **Cross-cutting activity: Results Based Monitoring and Evaluation**

- Preparation of results based monitoring framework
- Strengthening of Education Management Information System

## **2.3 The National Programme to develop 1000 Secondary schools for a network of 4000 Primary schools to ensure equal opportunities in Education**

### **2.3.1 Development of 1000 secondary schools - Introduction and Background**

The fundamental base of education in Sri Lanka is the provision of equal access opportunities to education with a view to enhancing participation in education several crucial measures have been taken over time beginning with the introduction of free education and supported further the establishment of a network of central schools and the launching of diverse student welfare programs. Supply of school text books and school uniforms free all contributed to strengthen the right to education. At the same time the state is continuously engaged in improving the quality of education. As a result of all post-independence governments following these policies the student participation rate and the literacy rate have both reached high levels. It is because of these policies that Sri Lanka

has emerged as a leader in the South Asian Region in respect of education quality and even more in the quantitative context.

Notwithstanding these achievements a tendency for village schools to close down and for the city schools to be magnets of attraction for students resulting in extra large schools can be seen. Because of this, a polarization of schools as small and big has arisen resulting in problems in providing equal opportunities, weakening of teacher utilization, an insufficient distribution of resources and an erosion of education quality. This is a problematic situation which calls for answers and solutions without delay. This is the context in which, as indicated in the Mahinda Chintana Vision, the policy of establishing 1000 complete secondary schools under the strategy of promoting five powers with knowledge as a cornerstone derives meaning.

To further strengthen the flow of the benefits of the “Free Education Scheme” established by Dr.C.W.W. Kannangara equally to all citizens the promotion of a network of primary schools feeding the secondary schools becomes a matter of urgent and crucial importance at the present time.



### **The broad objective of the development of 1000 Secondary Schools**

Under the massive program for the development of 1000 Secondary Schools distributed over Divisional Secretariat areas, complete in quality with the future in mind will be established. They will protect the Sri Lanka identity, promote core values and will provide equal opportunities for the children of the nation to acquire the knowledge and skills through access to an equal and high quality education which will enable them to be active citizens of the global village. This will promote, broaden and give a greater practical meaning to free education.

## The basic objectives of the program

Opening awareness for educational opportunities rich in human and physical resources, while protecting educational quality from the primary school network, a whole range of disciplines – science and technology, information and communication technology, foreign languages and sports will be introduced. As a result the insatiable quest for a few urban schools will be reduced and equal opportunities will be open for the special benefit of rural children.

The 1000 schools program seeks to remedy the following deficiencies which are now seen in the system of education.

### 2.3.2 The challenges that have arisen in ensuring equal educational opportunities

- i. The challenge of polarization from the increase in schools with very large number of students and the decline of smaller schools

**Table 2.3.1 Number of Schools in Sri Lanka with less than 50 students and over 2500 students**

No. of students	2003		2007		2010	
	No.of schools	Percentage	No.of schools	Percentage	No.of schools	Percentage
Less than 50 students	1437	14.7%	1533	15.8%	1552	16%
Over 2500 students	141	1.4%	167	1.7%	187	1.9%

*Source: School Census Data, Ministry of Education*

In a situation of this nature, providing equal opportunities will be difficult. As such, it will be necessary to take a critical look through a mapping of the school system. In selecting 1000 schools, as an essential solution, through a mapping exercise for a network of primary schools a secondary school will be selected.



ii. **Number of small schools and the fall in teacher effectiveness**

**Table 2.3.2 Student teacher ratio in schools with less than 50 students- 2010**

Number of Schools with 1 – 50 students	As a % of the total no. of Schools	Total number of students in these schools	Total number of teachers in these schools	Student teacher ratio in these schools	Student teacher ratio in all schools
1552	16	43753	8080	5:1	18:1

*Source: School Censuses Data, Ministry of Education*

Taken as a whole, the number of schools with less than 50 students is 1552, with 8080 teachers and 43753 students thus the teacher – student ratio is 1:5. At the national level this ratio is 1:18. This very clearly shows that these small schools should be rationalized – only the most essential small schools should be retained and others should be developed as primary schools.

iii. **The unequal distribution of the G.C.E. (Advanced Level) Science subject stream over the island**

**Table 2.3.3: The distribution of schools with a science stream on the basis of Divisional Secretariats**

Province	No. of Divisional Secretariats on the basis of No. of 1AB Schools															
	0	1	2	3	4	5	6	7	8	9	10	12	13	18	23	Total
Western	2	09	03	06	06	04	03	04	01	–	01	–	–	–	01	40
Central	8	13	04	03	02	00	01	01	01	–	02	–	–	01	–	36
Southern	3	18	09	06	06	01	–	–	–	–	01	–	01	–	–	45
Northern	11	06	04	02	04	04	–	–	01	–	–	–	–	–	–	32
Eastern	16	14	08	04	01	–	–	01	–	01	–	–	–	–	–	45
North Western	15	08	10	06	03	01	–	–	–	–	–	01	–	–	–	44
North Central	09	14	04	00	01	01	–	–	–	–	–	–	–	–	–	29
Uva	03	10	09	01	00	–	01	01	01	–	–	–	–	–	–	26
Sabaragamuwa	05	08	06	02	02	–	02	01	01	–	–	–	–	–	–	27
Total no. of Divisional Secretariats	72	100	57	30	25	11	07	08	05	01	04	01	01	01	01	324

*Source: School Census Data, Ministry of Education*

According to this table, there are 72 Divisional Secretariats without a single 1AB school. The number of DS Divisions with 1 or 2 such schools is 157. It can thus be seen that there is no equality in the distribution of these schools. Accordingly through a school mapping exercise, based on the needs of the population, 1000 secondary schools should be so distributed that each Divisional Secretariat should have at least 3 1AB Schools. For the reason that the number of students has not increased in some DS Divisions there can be differences in the allocation of secondary schools. However, it has been planned to develop at least 3 schools in 95% of the Divisional Secretariats. The distribution of students following the science stream displays a clear inequality. The way to prevent this is to distribute the 1000 secondary Schools with Science streams in an equitable manner and by popularizing the science stream in rural areas.

**Table 2.3.4. The inequality in the distribution of schools with the G.C.E. (A/L) Science Stream (1AB Schools) according to Divisional Secretariats**

<b>No: of 1AB Schools with G.C.E. A/L Science</b>	<b>No. of Divisional Secretariats</b>
0 (Without a Single School)	72
1 School Only	100
2 Schools Only	57
3 Schools Only	30
4 Schools Only	25
5– 10 Schools	36
11 – 23 Schools	04
<b>Total</b>	<b>324</b>

*Source: School Census Data, Ministry of Education*

The situation of 72 Divisional Secretariats without a single school with the G.C.E. (A/L) Science stream calls for immediate rectification.

**Table 2.3.5: The distribution of students according to the different G.C.E. (A/L) subject streams 2010**

Province	No. of students in GCE (AL) classes				As a percentage		
	Science	Commerce	Arts	Total	Science	Commerce	Arts
Western	29,335	38,937	39,431	107,703	27.2	36.2	36.6
Central	11,574	14,364	31,065	57,003	20.3	25.2	54.5
Southern	16,946	14,166	30,548	61,660	27.5	23.0	49.5
Northern	4,909	4,007	17,633	26,549	18.5	15.1	66.4
Eastern	6,308	6,423	23,952	36,683	17.2	17.5	65.3
North Western	10,449	10,852	31,008	52,309	20.0	20.7	59.3
North Central	4,556	5,095	14,288	23,939	19.0	21.3	59.7
Uva	4,800	6,018	17,054	27,872	17.2	21.6	61.2
Sbaragamuwa	9,304	9,727	22,978	42,009	22.1	23.2	54.7
<b>Total</b>	<b>98,181</b>	<b>109,589</b>	<b>227,957</b>	<b>435,727</b>	<b>22.5</b>	<b>25.2</b>	<b>52.3</b>

*Source: School Census Data, Ministry of Education*

According to this table, the percentage of students in the Science and Commerce streams is 47.7. This is by no means satisfactory. The Arts stream comparatively has a very high percentage. To meet global requirements the former streams should reach a level of 75% at least. The most suitable mechanism to achieve this goal would be through the development of 1000 secondary schools.

**Table 2.3.6.: Number of Students according to the G.C.E. (A/L) subject stream – 2010**

Subject Stream	No. of Students	As a percentage
Science	98,187	22.5
Commerce	109,589	25.2
Arts	227,957	52.3

*Source: School Census Data, Ministry of Education*

The above statistics reveal that in 2010, the number of students in the G.C.E. A/C Science Stream is limited to 22.5%. Bringing about a quick change to this situation is one of the objectives of

developing 1000 secondary schools. The objective of providing adequate facilities to pursue the A/L science stream in schools has not yet been achieved. Thus the present no. of 1 AB schools which stands at 662 should be raised along with the 1000 Secondary Schools to reach the figure of at least 1400.

**Table 2.3.7: The distribution of students following the Science stream at the G.C.E. A/L – 2010**

No of students following Science stream at G.C.E. A/L	No of 1 AB Schools	As a percentage	Aggregation of the percentage
1 - 15	123	19	19
16 - 50	215	32	51
51 - 100	132	20	71
101 - 200	45	07	78
201 - 500	103	15	93
Over 500	44	7	100
<b>total</b>	<b>662</b>	<b>100</b>	

*Source: School Census Data, Ministry of Education*

Thus to enable knowledge to be used in a modern knowledge society, in a knowledge economy or as a central strategy for the five power hub, the enhancing of the participation in the Science and Commerce stream within the next five years is a matter that should receive the highest priority.

For this purpose the program for the development of 1000 secondary schools will be developed.

#### **iv. Challenges that have arisen in connection of the admission of students to Grade 1**

The admission of students to grade1 of the primary cycle in the biggest schools of island is given below. [These figures can be taken as an indicator of the need to rationalize the system. By maintaining a network of primary schools and improving their quality the value of primary education be much enhanced. The present problematic picture is seen in the following table.

**Table 2.3.8: Admission of students to grade 1 in 2010**

No. of students admitted to grade 1	No. of schools	As a percentage
No students admitted (0)	124	1.4
1-5 students	1078	11.9
6-9 students	1089	12.0
10-15 students	1442	15.3
16-40 students	3029	33.4
over 200 students	168	1.9

*Source – School Census Data, Ministry of Education*

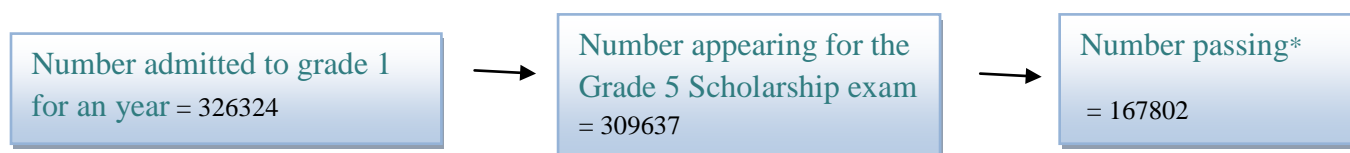
The figures show that 25.3% of the country's schools had admitted 9 or a lesser number of students in 2010. This undermines the economic efficiency of the system. Thus, this situation points forwards the rationalization of the school system.

**v. Introducing solutions to the problems that arise as a result of the dropping out of those who enter the school system**



**The Primary Cycle:**

The participation rate of those who enter the primary stream and complete it by finishing grade 5, is 96% - showing a 4% dropout rate. The existence of secondary schools directly linked to primary schools can be a solution to this problem. Then there will be a natural progression to those who finish primary school but do not enter the popular schools. That is, there will be an increase in student participation.

**Chart 2.3.9 Completion of the Primary Cycle**

(\*the number that has obtained a minimum of 35 marks for each of the two papers)



## Secondary cycle

Of the students who enter grade 6 only 87% remain in the school system until the grade 10 stage. Thus the number leaving school after the National level examination- G.C.E. (O/L) is around 177728. In order to direct them towards an accepted professional training avenue there should be such opportunities centered on secondary schools. By this program – through the development of 1000 secondary schools at a level of excellence – the attainment of professional skills can be facilitated.

When the channeling of students after the G.C.E. O/L in 2009/2010 is considered the following situation emerges:

- Of the students who qualify to pursue studies at the G.C.E. A/L, amounting to about 150,000, only about 108,000 qualify for university admission. Out of these only about 21000 are selected for university education.
- As such, the number leaving the education system through the G.C.E. A/L amounts to about 86,000. They definitely enter either a tertiary professional stream or the work force. Thus the number entering professional courses or the work force after the G.C.E. O/L and the G.C.E. A/L comes to a figure exceeding 306,000 annually. In this context, the establishment of 1000 secondary schools at a regional level can be considered an essential national undertaking in they can serve as spring boards for professional training in due course.

Thus in successfully confronting the challenges that have plagued our education system the 1000 schools program which will be implement in 2012 with Rs. million 10000 from the Asian Development Bank and Rs million 10000 from the World Bank and Rs 10000 million from the consolidated fund will play a pivotal role.

**Table 2.3.10: Distribution of 1000 secondary schools and feeder primary schools by province**

Province	No. of selected schools			
	National Schools	Provincial Schools	Total	Primary Schools covered
Western	18	117	135	539
Central	33	123	156	395
Southern	39	96	135	506
Northern	12	113	125	474
Eastern	18	110	128	395
North Western	19	109	128	379
North Central	8	74	82	470
Uva	28	67	95	351
Sabaragamuwa	22	93	114	504
<b>Total</b>	<b>197</b>	<b>902</b>	<b>1,098</b>	<b>4,013</b>

*Source: Ministry of Education*

## 2.4 Developing the Primary School Network

Through the introduction of the child-friendly school model to the primary school section, steps have been taken to develop the entire primary school system under 06 fields. A special program will be prepared to develop all the sectors touching on physical resources as well as quality education of all the primary schools identified as feeder schools to the 1000 secondary schools. The programs are being implemented to promote primary education are given below:

- The preparation of the format including indices and norms for the monitoring of child-friendly schools has been finalized. Steps will be taken for capacity building of provincial resource groups and also for the preparation of related data bases.
- In 2011, steps were taken to conduct Maths camps and students' camps at Provincial level to promote the abilities of students.
- Depending on the results of the study conducted on the activity based spoken English Program, the program will be further strengthened in 2012.
- The Provincial resource persons were briefed about the analysis of the results of the Grade 5 Scholarship Examination. By solving the problems identified, steps will be taken to enhance students' performance in 2012.
- The multi-layer learning methodology pilot project was implemented in grade 1 in 14 schools. A study will be done on its results and the program will be extended.
- On the results of the National level assessment done by the National Education Research and Evaluation Centre on the students' performance at grade 4, steps will be taken in 2012 to develop fields that were identified as needing improvement.

## 2.5 A National approach to a new secondary school model - Mahinda Rajapaksa Vidyalaya, Homagama

The Mahinda Rajapaksa Vidyalaya at Homagama which commenced activities from 20<sup>th</sup> January 2011 marks a new turning point in education in this country. This school continues to add new experiences to the system confirming that it is on the path of achieving its objectives. This school has 680 students in 17 classes of 40 each. It conforms to the normal school hours of 7.30 a.m. to



1.30 p.m. and follows the general curriculum. In 07 of these classes Science, Maths, Health and Physical education are taught in two languages. A distinguishing feature of this school is that classes are conducted on all days of the week up to 3.30 pm. On Monday from 2 p.m. to 3 p.m. activities related to the English Language, on Tuesday at the same time indoor and outdoor games, on Wednesday aesthetic activities on Thursday diverse languages and on Friday co-

curricular and extra – curricular activities are carried out. In this School, Volleyball, Baseball, Cricket, Netball and Athletics are carried out as outdoor sports while Chess, Karate, Badminton, and

Scrabble are the indoor activities. The diverse languages taught consist of Japanese, French, Hindi and Chinese. In addition to these Scouting, Cadetting and Red Cross work are also being carried out.

By now the school has western and oriental bands a chess team and “Thelme and Wandigapatuna teams”. The School community which respects different languages and different ethnic groups gives the due place and recognition to ethnic and religious groups. As a new departure, the Sinhala Buddhist children who constitute the majority attend school each Friday in the national dress - males - and the 'Lama Saree' – Females.

The school is enriched by children who have been successful in the 5<sup>th</sup> Grade Scholarship Examination and by children who have achievements in other fields. The teaching staff consists of the best in the Island selected through an interview. Within the short span



of 08 months the school has been able to mark victories at Divisional, Zonal and Provincial Levels. The school already possesses 03 computer laboratories, a science laboratory, an arts theatre, an agricultural farm and a sports field. Students' hostels, a swimming pool and an auditorium are due to be added shortly.

This school has been established as the first of the 1000 schools to be developed as a matter of government policy. At present children of parents residing in the electoral regions Avissawella, Homagama, Horana, Maharagama, Kaduwela, Kesbewa and Deraniyagala attend this school.

In the process of achieving the basic objectives for which the school was established, during this year an inter-house sports meet was held, an educational tour with wide student participation was undertaken, the Sinhala New year celebrations were held as also a life skills day in addition to the publication of a Wesak annual and holding an arts festival. It is also a special feature that for each Poya so far a Sil campaign was organized within the school.

It deserves special mention that a Japanese group which included Dr. Ethokyo has presented for the use of the students of the school a Bus valued at Rs.15 million.

## 2.6 An advance in the performance of Students at National Level Examinations

**Table 2.61 Performance of Students at the Grade 5 Scholarship Examination 2007 – 2012**

Year	Percentage of Students Scoring over 70% marks
2007	58.83
2008	39.45
2009	57.63
2010	56.19
2011	64.90

*Source: Department of Examinations, Sri Lanka*

The Scholarship Examination at Grade 5 is conducted with the main objective of providing assistance to children of low income families. It is also possible, on the results of this examination, for children to select schools for secondary education. The Ministry of Education has worked in collaboration with the Department of Examinations to conduct this examination, in a manner not burdensome to students, to function as an assessment of performance and to issue a certificate to students who score over 70% of marks.

- Steps were taken after discussions with the teams that prepare question papers to prepare papers that match the level of students.
- By bringing out and selling a compendium of question papers set for the Grade 5 Examination.

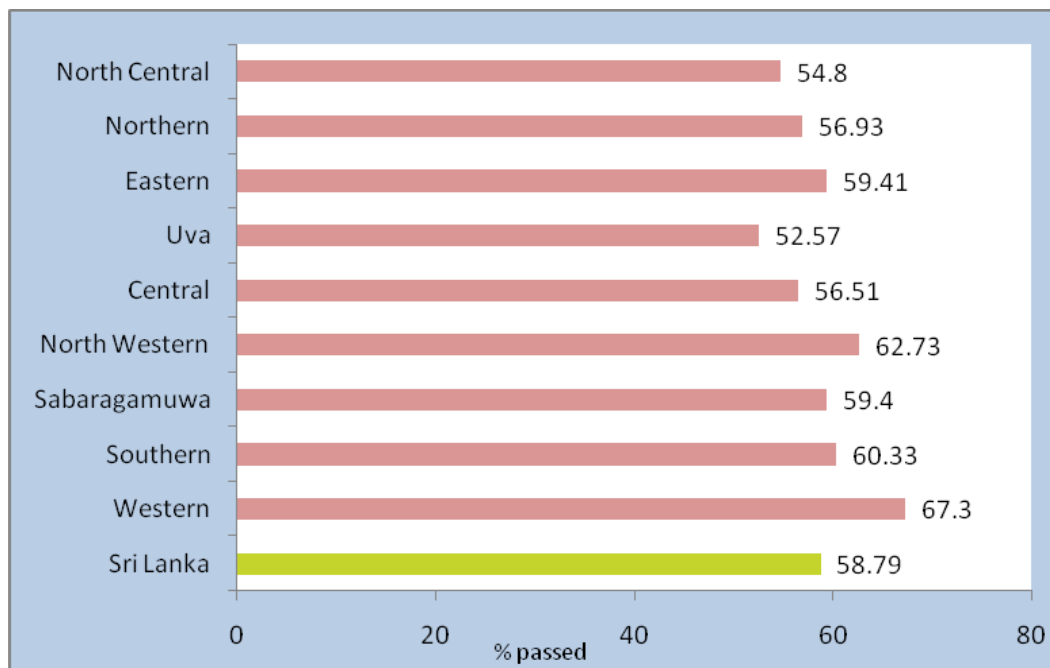
It is a matter for satisfaction that in 2011, the percentage of students who had scored more than 70 marks has risen to 64%

**Table 2.6.2: The percentage of passes of school candidates at the G.C.E. O/L Examination**

Year	Qualified to proceed to G.C.E. A/L having passed the G.C.E. O/L	
	Number	%
2006	144,862	48.72
2007	153,460	49.14
2008	159,860	56.81
2009	150,608	48.51
2010	182,653	58.79



**Graph 2.6.3 Percentage of passes of school candidates at the G.C.E. (O/L) on a Provincial basis**



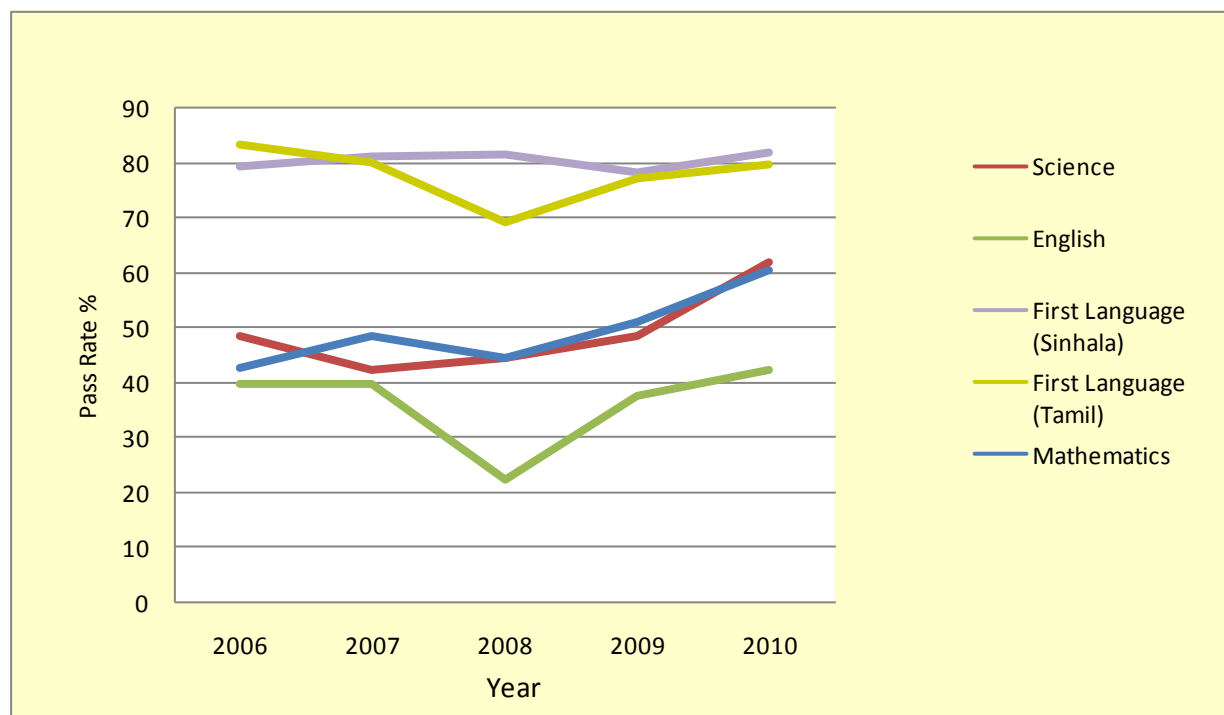
*Source: Department of Examinations, Sri Lanka*

The following measures taken by the Ministry of Education had contributed in raising the percentage of passes at the G.C.E. (O/L) to 58.79 in 2010.

- Making model question papers available.
- In making available to students a compendium of past papers in the core subjects with model answers in the Sinhala, Tamil and English Media.
- Conducting Seminars to acclimatize students to the G.C.E. (O/L) Examination.
- Implementing programs for providing special instructions to those entrusted with the preparation of question papers.



**Graph 2.6.4      The percentage of passes at the G.C.E. (O/L) of school candidates in several core subjects, on a provincial basis 2006 – 2010**



*Source: Department of Examinations, Sri Lanka*

Several special programs have been carried out to improve the level of performance in Science and Mathematics where a low success rate prevailed.

It has to be specially mentioned that as a result of these interventions it was possible to raise the performance level in Science and Maths to about 60% with a view to raising the performance level in English; further measures are proposed to be adopted.

**Graph 2.6.5 Performance of School Candidate at G.C.E. (A/L) Examination 2006 – 2011**

Subject	The percentage of candidates that qualified to apply for admission to universities	
	Number	Percentage
2006	103,557	60.12
2007	104,479	61.41
2008	112,866	62.89
2009	108,725	61.21
2010	112,281	61.67

*Source: Department of Examinations, Sri Lanka*

#### **2.6.6. Performance of School candidates at the G.C.E. (A/L) Examination according to the subjects and the medium-2011**

Stream	Sinhala Medium		Tamil Medium		English Medium		Total	
	No.Sat	Percentage qualified for University entrance	No.Sat	Percentage qualified for University entrance	No.Sat	Percentage qualified for University entrance	No.Sat	Percentage qualified for University entrance
<b>Bio Science</b>	15,647	37.10	2,599	46.40	570	52.30	18,816	38.84
<b>Physical Science</b>	12,421	34.90	1,945	41.40	572	49.50	14,938	36.28
<b>Commerce</b>	32,315	58.10	5,493	59.10	707	72.30	38,515	58.49
<b>Arts</b>	52,922	63.10	16,170	68.60	149	67.80	69,241	64.37
<b>Total</b>	113,305	55.00	26,207	62.40	1,998	59.70	141,510	56.41

*Source: Department of Examinations, Sri Lanka*

In developing Sri Lanka as a knowledge hub through the MahindaChintana development approach, the above statistics reveal a pronounced tendency for more avenues being made available for children at the end of their school education to pursue tertiary and higher education. At present the highest number of students appears and gets selected for higher education through the Arts stream. It

is intended to change this situation and to channel more students towards the Science and Commerce streams. Through the measures taken jointly by the Ministries of Education, Higher Education, Youth Affairs and Skills Development, Technology and Research and Sports, for the development of education and skills, it is expected to enhance opportunities of access to higher education and a systematic professional education.

## **2.7 Religious Education and fostering values**

With the proximate objective to produce a future generation with a faith in and a respect for religion and which will internalize religious teaching in personal character, many special programs were conducted by the Ministry of Education in the year 2011.

### **2.7.1 Special programs to celebrate the 2600<sup>th</sup> Sambuddhathwa Jayanthi**

The Esala Giant Students Procession organized by the Ministry of Education to commemorate the 2600<sup>th</sup> Sambuddhathwa Anniversary of delivering the Dhammachakka Pavaththana Sutta discourse and the 2600<sup>th</sup> anniversary of the establishment of the order of the Buddhist Sangha was held in full splendor and glory in Colombo in July 2011. Some eighteen thousand students took part in the procession which had 478 dancing displays.

- Organization of Sil campaigns in schools with a majority of Buddhist students
- The launching of the Sri Sambuddhathwa Jayanthi Academic Compendium
- The opening of the Anagarika Dharmapala Museum and the unveiling of his statue at the Ananda Balika Girls School Colombo were among the other special programs.

### **2.7.2. Religious programs to invoke blessings on students appearing for national level examinations**



Bodhipooja religious functions involving blessings on students appearing for the 5<sup>th</sup> Standard Scholarship Examination and the Advanced Level Examination were held at the Bellanwila and Kelaniya Temples with the participation of the Hon. Minister of Education and a large number of parents, teachers and students. This program was meant to uplift the mental condition of the students and to acclimatize students to the practices and values of the Buddhist public. In parallel to these, other

religious programs in bestowing blessings were conducted.

### **2.7.3. The releasing of the CD ‘Sirithmaldama’ in operatic form in collaboration with the Prime Minister’s Office**

The releasing of the CD ‘Sirithmaldama’ in operatic form in collaboration with the Prime Minister’s Office and its distribution to schools under the patronage of the Hon. Prime Minister as part of the process of wholesome attitudinal advancement.

### **2.7.4. The 127<sup>th</sup> Birth Anniversary celebration of the architect of Free Education Dr. C.W.W. Kannangara.**

Several programs were conducted to commemorate the singular services rendered by Dr. Kannangara to the Education Sector. Commemorative lectures, alms giving, academic discussion were conducted under these programs.

### **2.7.5. Pan-Religious programs to promote moral values**

Conducting of meetings of the All-religion Advisory Board for the promotion of religious education and moral upliftment; commemoration of the special occasions of all religious, awareness creating sessions for principals and teachers drawn from the different religious groups followed up action to bring this message of tolerance and mutual respect to students.

## **2.8 Restoring Pirivena Education to a level of excellence**

Restoring Pirivena Education to its one time level of excellence is one of the key programs identified by the Ministry of Education. The Ministry of Education has taken steps to ensure that the Pirivena education succeeds in producing a group of disciplined and erudite Bhikkhus who will contribute to the continuation of the respected pristine order of monks and who will in turn produce citizens who maintain their religious and national identity.

- Steps have been taken to enact the amended Pirivena Act No.64 of 1979 which reflects the needs of the present time.
- A major accomplishment of 2011 is the approval of 12 new Pirivena to areas where they are most needed.
- Among other measures may be mentioned programs to develop attitudes in novice priests and to improve the knowledge of the Dhamma and the level of discipline among all priests.
- Steps have been taken to promote tri-lingual education in 45 Pirivenas.
- In 2012, in addition to the above program, it is planned to popularize and improve computer education in the Pirivenas.

## 2.9 Providing on time quality textbooks to students

- A number of 37 million copies of books belonging to 433 categories, required for the year 2011 were provided to students before the vacation, December 2010 and the books required for the year 2012 are being distributed.
- As a result of the construction of the new textbook stores at Pitipana, Homagama, a large amount of money incurred earlier for storage was saved.
- Books with more pages were printed in separate parts with the idea of providing relief to students by reducing the weight of their school bags.
- The students who used textbooks in a proper manner were selected and granted certificates as a way of motivation towards the proper use of textbooks and also to prevent the waste of resource by reusing the textbooks.
- Apart from the bookshops at “Isurupaya” and at Olcott Avenue, Colombo, book sales promotion centers were recently established on the premises of the National Institute of Education, Leadership Training Center, Meepe, Central College Jaffna and at the Railway Station, Pettah
- A new standard was introduced for the improvement of the physical condition of textbooks
- Steps have been taken to reduce the content of the textbooks to well suit the students and to prepare textbooks in conformity with the international standards
- Measures have been taken to include all the textbooks to the website of the Department of Educational Publications ([www.edupub.gov.lk](http://www.edupub.gov.lk)) and 49 textbooks have already been included to the website.



## 2.10 Education in Information and Communication Technology (ICT) to produce a citizen equipped with new knowledge for the global village

### 2.10.1. Programs for the development of the subject Information and Communication Technology.

The objective in teaching this subject is to ensure professional awareness to students who enter society at large after their school education by providing them a basic competence in ITC with the vision of ensuring numerical equality through ICT. In addition, it is expected the performance level of students can be improved by the use of ICT in the teaching of other subjects.



- In 2011 provisions were made available to 127 schools to purchase computers at school level. In 2012 with the objective of providing ICT facilities to all students, computers, will be provided to 200 schools, computer laboratories will be updated in 80 schools and computer facilities will be provided in 200 schools while internet facilities will be provided to 200 schools and to 23 Education Zones. The computer laboratory at the Kataragama Central College was established and computer equipment has been purchased for the Kataragama and Nakkawatte Central Colleges.



- Steps have been taken to design a software package and to use it in the education system and also to design a software package and to use it in the education system and also to design a software to make the service provided by the Ministry of Education to the public more efficient; and to prepare a learning management system.
- Steps were taken to conduct students' seminars and programs for the capacity building of teachers for the ICT subject at the G.C.E. (O/L), the subject Information and Communication Technology at the G.C.E. (A/L) and for the G.C.E. (A/L) ICT as the Principal subject.
- In connection with the 'One Laptop per Child program' a subject related electronic software was prepared. Plans have been made to update 95 Zonal ICT Centres and to establish 10 ICT Centres and 1 Provincial ICT Centre.

It is expected to implement a special program to obtain technical assistance and equipment necessary for ICT education with assistance from the government of Korea.

#### **2.10.2. The National Level competitions in ICT**

For these competitions organized by the Sri Lanka Computer Society in collaboration with the Ministry of Education, about 1000 students had forwarded creations. Winners were chosen from the Senior and Junior Sections and certificates presented. A special was that those students who displayed special talents will be able to take part in International Software Competitions.





### 2.10.3 Performance of students at the subject ICT

**Table 2.10.3 Percentage of passes of students who followed the subject ICT at the O/L for the first time**

Year	No.Sat	No. of Passes	%
2007	22811	20180	88.47
2008	38759	33930	72.17
2009	40413	33191	82.13
2010	41490	34160	82.33

*Source: Department of Examinations, Sri Lanka*

- The number of students who appeared for the general subject ICT which was introduced in 10 and 11 has been going up gradually. The above graph also shows that about 82% of the students passed in the subject.

### 2.11 Maths as a favourite subject

Maths education programs with the foremost objective of producing a generation of rational and creative students capable of confronting challenges relating to National requirements are being successfully implemented.

- In 2011 for the Grade 6 Remedial Education Program 28000 assignment books were printed and distributed in the provinces. This program is at present being successfully implemented in the schools.
- For the Grade 11 Remedial Education Program, 10,000 support for Maths books have been distributed to centres implementing the program. While this program is being successfully implemented, it is expected to the G.C.E Ordinary Level Maths performance by five percent.
- For the first time a Maths competition was held at National level with the objective of popularizing the subject Maths among students.
- Training was provided to 1050 teachers and resource persons under the program for the development of geometrical skills.
- A pilot program for improving Maths teaching methods was implemented in the Education Zones of Jayawardenapura, Piliyandala and Horana.
- Plans have been prepared to train 1000 non-Maths teachers and to implement continuous teacher development programs in 2012.
- In 2012 it is expected to establish Maths laboratories and a National level Maths Center.

## 2.12 Science Education for the improvement of Scientific Literacy

It is expected while developing the knowledge, skills and attitudes of all students to promote the practical knowledge of students in difficult area schools, to provide opportunities to gifted students to advance further, to develop the skills of science teachers and to promote science literacy of students to hundred percent by improvements in physical facilities in schools.

- Weaknesses in the A/L Syllabi for Chemistry, Biology, and Physics were identified and circulars were issued to remove unnecessary sections in 2011. Revised Syllabi will operate from 2012.
- While programs have been formulated for the development of field study centres, programs are being implemented to develop skills of officers in charge of these centres.
- Plans have been prepared along with the Ministry of Research and Technology to provide opportunities to low income students from difficult areas to visit key places in Colombo. Under this program arrangements have been made for 15000 students from the North and the East to visit the National Museum, the Planetarium, Dehiwela Zoo and the NERD organization.
- Mobile Laboratories will be provided to difficult schools in 2012 under the 1000 secondary schools program.
- Steps have been taken to establish, by the end of this year, one School Energy Conservation Society for each Zone.



### Triumphs at National and International Olympiads

- At the international Maths and Science Olympiads 2011 which were held to carry further forward gifted students and to sharpen their Maths skills, our students collected 07 Bronze medals and from the competitions held for grade 8, 9 and 10, 2 Bronze medals and the second place was won for the team competition.
- At the junior Science – Maths Olympiad our students distinguished themselves by winning two gold medals, 07 silver medals and 2 Bronze medals. At the Junior Science – Maths Olympiad, our students distinguished themselves by winning two gold medals, 07 silver medals and 2 Bronze medals.

## **2.13 Language education as a foremost factor in Human Development**

### **2.13.1. Study of National Languages**

For the purpose of producing a future generation with a cultural and linguistic identity respecting local values and for forging national unity thereby, steps have been taken for students to acquire skills in one National Language as mother tongue and in another as a second language. In this way all students will acquire skills in Sinhalese, Tamil and English.

- In 2011 for students from grades 6 to 13 to study the mother tongue and to acquire the four language skills, competitions were held in Sinhala Language and literature as well as in Tamil language and Literature and National level awards ceremonies were held.
- Printing is being done of the education publications 'Nuwana' and 'Kurmathiya' to encourage tenderfoot child authors to produce creative work.

### **2.13.2 English and Foreign Language Education**

With the objective of providing students in all state schools competence in English and other Foreign Languages needed to become a productive and complete citizen Nationally and universally, to improve the practical use of language among children and to provide opportunities to all students to learn English, various programs are being implemented.

- In 2011, with the participation of 1152 students, competitions, exhibitions camps and ceremonies were held to improve the practical language use.
- Implementation of the English for All Program for 100,000 students.
- Establishment of an English Centre and 3 centres of excellence for the teaching of English.
- It is expected to broaden opportunities for both students and teachers to promote their English learning using the medium information technology facilities in future.

## **English as a Life Skill**

### **Program being implemented in association with the Presidential Secretariat**

This spoken English Program is being implemented with a view to encourage children to speak English free of fear or compunction. In this way it is hoped to make English a Life skill that will contribute to enhance the level of children's future lives. Among the Provincial level programs implemented with this objective the following may be mentioned;

- A ten day teacher training program
- Establishment of Provincial program units.
- Launching of a collection of compact DVDs
- Designing a teaching kit with productive activities.
- Conducting a certificate course in simple English for 100 hours for Principals and Deputy Principals.
- Strengthening the English activities room in Educational Divisions
- Establishing centre of excellence for English Teaching.
- Republication of the Examination and Evaluation instruction manual.
- Arrangements have been made to implement a program to evaluate the comprehension and speaking of English through a school based evaluation system.

### **2.13.3 Bilingual Education**

With the vision of widening horizons to explore the world through diversity in language, using English as a tool and projecting Sri Lankan identity, the mission of empowering the future generation through a heightened multi-language competence is implemented.

- In 2011 opportunities of access to the Bi-lingual education program were widened to students in secondary grades in 930 schools.
- Using past examination question papers, steps were taken to analyze the extent of partiality or otherwise of the evaluation system to Bi-lingual Learners.
- To formalize the Bilingual learning – teaching process, a Content and Language Integrated Learning (CLIL) framework will be formulated in 2012.
- It has been planned to train 4800 Science and Maths teachers through 60 Teacher Centers

and for the capacity development of 1200 Provincial Level Resource Persons in the subject areas of Science, Maths, Social Science, Health and Physical education.

#### 2.14 The National tree planting program for a green environment

With the objective of promoting good attitudes in children in conjunction with the Sinhala and Hindu New Year celebrations a campaign to plant 5 million saplings under the theme 'plant today pluck tomorrow' was very successfully launched. During the year many other activities were undertaken for sustainable agricultural development and soil protection. The following are some key activities that were done;



- Establishment of School farms
- Awareness creating programs and students' camps were organized under the Green School Program; Protect Sri Lanka Program and the Global Environment Guide Program.
- Arrangements have been made for the establishment of model agricultural premises in schools in 2012.

#### 2.15 Aesthetic Education to make children creativity to blossom

With the objective of presenting a human being capable of artistic appreciation to the community, in order to strengthen the subject aesthetic studies 3143 Graduates in Aesthetics were given teaching appointments to schools in all parts of the country in 2011.



- Under the Saturday multidisciplinary project, in 2011, 12770 children have participated in courses in Art, Dancing, Music, Drama and Western Music.
- The All-Lanka Aesthetic Competition was held with the participation of 60000 children in dancing, Eastern Music, Western Music drama and dramatics and with the participation of all children in Art.
- The National festival of masks was held to present masks to 80 children

- Under the "Uthuru Mithuru (Northern Friends)" aesthetics program, Sinhala and Tamil sons and daughters were brought together, and steps were taken to promote their talents.

## 2.16 The subject Commerce and Business Studies to fortify the knowledge economy

Steps were taken to identify where changes have to be made in the Learning-teaching process so that Sri Lankans fully equipped knowledge and professional skills required for the future world of commerce could be produced.

## 2.17 Sports and Physical Education to endow society with healthy citizens



The objective of Sports and Physical Education is the production of Sri Lankans, healthy and efficient, who can live in a civilized and proud manner while being able to move with changing social trends.

- This year too, the all island school sports competitions were held successfully and school players were able to produce several new records.
- It should be specially mentioned that the most talented sportsman and sportswoman were selected from each sport activity and 40 such players were awarded a sum of Rs.25, 000 to each under the sponsorship of the Bank of Ceylon and also the most talented sportsman and sportswoman in the whole competition were awarded Rs.125, 000 to each under the sponsorship of the National Savings Bank.
- Arrangements have been made to get 500,000 students of primary sections involved in physical activities and to get 700,000 students from secondary levels involved in some sports.



## **2.18 Students Guidance, Counseling**

Based on the vision of presenting to the world community a self-proud child of Sri Lankan identity, disciplined and morally upright capable of providing leadership in the face of challenges and dangerous situations, nourished with social skills, the programs in the areas of students' guidance and counseling are being implemented.

- Workshops for teachers' workshops, student's camps and programs in Colleges of Education were held on Drug eradication.
- Services were provided to about 6000 schools through the intervention of Psychological societies.
- The Education counseling program was implemented in all the schools in the country and the school professional guidance service has been started in 1100 schools. The Professional Guidance Officer Service was started in 166 Teachers' Centres.

## **2.19 Education for Peace and Happiness**

With a view to promoting concepts of peace and democratic values in school children programs such as Senehasaka Thaksalawa (School of Affection), Denuwara Mithuro (Friends of Two Cities) and Students Parliaments are being carried out, year after year in a most successful manner. In 2011, the Denuwara Mithuro (Friends of Two Cities) Programme covered Kilinochchi and Homagama. Students from these two areas met in a five day camp at the Meepe Management Center.

## **2.20 Inclusive Education as an approach to Education for All**

When the Progress in regard to Education for All and the Millennium Development Goals are considered, Sri Lanka is ahead in the region. With the objective of ensuring that the expected targets are achieved steps have been taken to implement the inclusive education approach at school level following the policy recommendations in the mid-decade reevaluation of Education for all.

- The set of instruments for inclusive education is being used as a pilot project in the educational divisions of Soranathota, Kandeketiya, Meegahkiula and Mannar.
- Steps have been taken to prepare the module and the electronic learning package for the first stage in training teachers for inclusive education



## 2.21 Development of School Libraries which improve students' knowledge

Many programmes are being implemented for the development of school libraries to inculcate the reading habit in all children which is an important aspect in cultivating learning skills essential for the creation of a generation of students who are community friendly, disciplined and with a proper sense of responsibility.

- Through model reading camps and reading promotion programs, steps were taken to turn students towards the reading habit.
- The establishment of Library circles for all Education Zones and 100 Library and Learning Centres in all Education Zones, the construction of reading rooms for primary sections have been planned.
- The Nenasa Distance education program has been initiated in 2000 schools in collaboration with the Dialog Company and the National Institute of Education and measures have been taken to develop those schools including 1000 secondary schools as Distance Education Centres.

## 2.22 Provision of Human Resources Development and good governance

### 2.22.1 Teacher education and the recruitment of teachers

For the purpose of endowing the country's education system of a body of teachers who can comprehend the developmental changes that contribute towards the achievement of the objectives contemplated through education; who can successfully face the current and future challenges; who are diligent, active and fully competent, teacher training activities are in place.



promotion of education quality.

- Steps will be taken in 2011 to implement the New Service Minute of the Teacher Educator Service and absorb 665 persons and to give promotions to 358 persons. Accordingly for the vacancies that remained unfilled for years at National Colleges of Education and Teachers Colleges the number of teacher trainers will be increased from 582 to 850. This can be regarded as the opening of a golden opportunity for the enhancement of capacity in respect of the

- In 2011, there was a recruitment of 2626 to the Sri Lanka Teachers' Service from Teachers' Colleges. There were also recruitments of 145 English medium teachers and 3143 aesthetics graduates.
- Necessary steps have been taken to introduce child centered teaching methodologies in the 17 Colleges of Education and also to establish child friendly schools.
- An experiment is being conducted to ascertain the factors responsible for the high degree of referred passes in the final examination of the National Colleges of Education with a view to taking remedial measures to improve the situation.
- The second stage of the program to train 7300 untrained non-graduate teachers is due to be completed in 2011.
- Plans have been prepared to train 3500 untrained teachers serving in Government Approved Private Schools and in Pirivenas

**Table 2.22.1 Recruitment of Teachers and Graduates (2005 – 2011)**

Year	Recruitment at National Level				Recruitment of Graduates by Provincial Councils	
	Teacher appointments for National schools		Teacher appointments for Provincial schools		Graduate teachers	Non-teacher Graduates
	Graduates	NCOE	Graduates	NCOE		
2005	2923	383	326	2326	1925	--
2006	2444	887	960	2451	2960	--
2007	--	408	1490	2191	967	321
2008	--	427	671	2191	3070	1119
2009	971	1307	--	1613	1498	46
2010	584	829	132	2078	2368	62
2011	1090	1090	2198	835	2145	235
2011 (expected to recruit)	1000	--	2000	--	--	--
<b>Total</b>	<b>9012</b>	<b>5331</b>	<b>7777</b>	<b>13685</b>	<b>14933</b>	<b>1783</b>

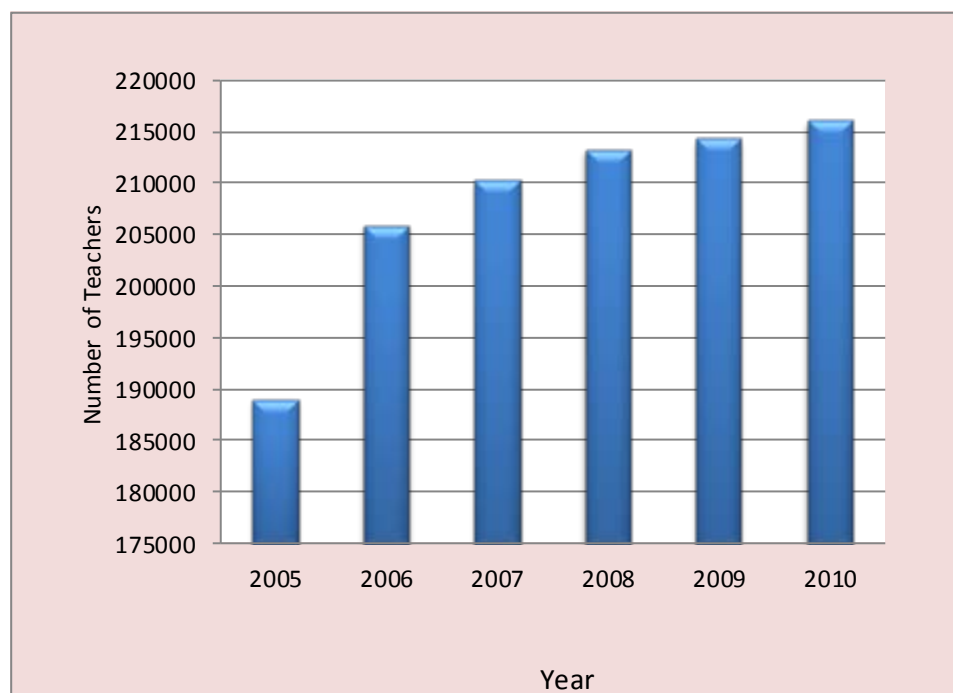
*Source: Ministry of Education*

**Table 2.22.2: Summary of recruitment of teachers 2005 - 2011**

Category	No. recruited during 2005-2011
<b>Graduate Teachers</b>	30722
<b>NCOE Teaching Diploma holders</b>	19016
<b>Total</b>	<b>49738</b>

*Source: Ministry of Education*

**Graph 2.22.3: Growth of teachers in government schools 2005-2010**



*Source: Ministry of Education*



When compared with 2005, by the year 2010, the total number of teachers increased by 10,243. In percentage terms it is an increase of 5%. This shows that a prime requirement for schools – qualified teachers has been satisfied to a significant extent by means of recruitments. In addition, attention has been given to the problem of better utilization of teachers by a better distribution. What is attempted by these improvements is to further confirm the equal right to educations.

#### 2.22.2. Recruitment to the Sri Lanka Principals' Service and Management training

**Table 2.22.4: No.of principals in Sri Lanka Principals' Service 2006-2010**

Year	No.of principals in Sri Lanka Principals' Service
2006	8789
2007	8286
2008	7548
2009	6979
2010	8706

*Source: Ministry of Education*

- The special attention of the Ministry of Education has been given to the leadership role in schools – as a key factor in the development of 1000 secondary schools. Arrangements have been made to provide training in leadership to officers selected as principals of these schools.

### 2.22.3 Leadership in Education Development and the empowerment of management

**Table 2.22.5: Recruitment of officers to and promotions in the Sri Lanka Education Administrative Service**

Year	No.recruited for class 111	No.promoted for class 1
2008		17
2009	343	22
2010	251	
2011	410(expected to be recruited)	14 (expected to be promoted)

*Source: Ministry of Education*

- While the number of officers in the Sri Lanka Education Administrative Service was 1873 in 2010, in 2011 with the proposed recruitments the number will increase to 2383. This can be seen as a powerful approach to empowering education leadership for the development of quality in all subject areas throughout the country.
- A program was implemented for the enhancement of leadership qualities of officers in Grade 1 of the SLEAS. Similarly an orientation program has been formulated as part of the training for new recruits to the SLEAS.

### 2.23 Broadening of equal education opportunities for all

It is government policy to provide equal education opportunities to all students disregarding distinctions and differences of geographical location, ethnic, language and religion within the broad process contributing to this objective, groups that deserve special attention were identified and, special programs are being implemented at Ministry level to take action needed.

#### 2.23.1. Development of Education in the Northern Province

It is the aim of the government to restart the process of education for the displaced children of the North, and, by solving the problems that arise from the emerging situation there to provide an education, complete in all respects to all children. With this in mind, in 2011, management training programs were conducted for 26 Principals and Deputy Principals. Arrangements have been made to build 20 G.C.E. O/L Science Laboratories, to provide sanitary facilities to 50 schools and to provide 5000 desks and chairs, 500 teachers' tables and chairs, 250 blackboards, furniture and equipment in 2012.

### **2.23.2 Development of Plantation Schools**

Programs are being implemented for the development of quality in education and to provide infrastructure facilities to plantation schools. In 2011, workshops on teaching methodologies were held for primary and secondary teachers in the Central, Uva, Western and Southern plantation schools. Also workshops were held in the field of Psychology and Health Education and for Principals, a workshop on management was conducted.

### **2.23.3 Development of Muslim Schools**

This program is implemented to primarily direct the Muslim students to the higher goals of education by acquiring the necessary skills while safeguarding Muslim religious, cultural and moral values and identity. Among the special activities undertaken in 2011 may be mentioned the leadership training programs for 94 Principals of Muslim Schools, improvement of the reading habit of Muslim children by providing additional books to Muslim school libraries, the establishment of a branch of the Kopay Teachers College in Mannar District and the preparation of plans for the improvement of education facilities for children in areas of resettlement in the Northern Province.

In 2012, under the 1000 Secondary Schools Program, steps will be taken to promote the wider use of Arabic, to provide self-education kits to Muslim schools of 1000 performance levels and to raise educational levels of students in isolated Muslim schools.

### **2.23.4. Development of Tamil Medium Schools**

To confirm the participation of the Tamil community in the knowledge centered economic and social development process, attention is being given to develop Tamil medium schools to enhance the level of education in Tamil medium students. Discussions have been held with all the stake holders to identify problems in Tamil medium schools and to make proposals for their solution. Steps will be taken to develop 175 Tamil medium schools coming under the 1000 Secondary Schools Program.

### **2.23.5. Non-formal Education as an alternative educational opportunity**

Through Non-formal Education, it is expected, with a view to raising the living standard of the community as a whole to direct towards education children of school going age who are not attending school and also school leavers, school drop-outs youth and even elders.

- Every year steps are taken by creating awareness among parents through 8400 compulsory education committees for the implementation of orders pertaining to compulsory education, to direct non-school going children towards a school education.
- In 2011 several programs were implemented to provide education opportunities. The following are the more important among them – conducting literacy classes to suit those children in unfavorable environments; activating 171 Community Learning Centres, setting in motion 66 work related educational centres and providing educational opportunities to 220 street children.

### 2.23.6 Education for the Students in need of Special Education

The steps that have been taken for the education of children with special needs are as follows:

- 25 Children's Camps were conducted for personality development of children with special needs.
- Student participation was enhanced by the supply of eye glasses to students with defective sight and hearing aids were provided to those with hearing deficiencies.
- Through buildings catering to special education needs and modernization of class rooms, greater access to education was ensured.
- Necessary equipment was provided to the Braille Press to increase the production of Braille texts.

## 2.24 Evaluation of Educational Performance

### 2.24.1 Evaluation and Supervision of Schools

Steps have been taken to formulate standards to ensure education quality and to evaluate schools on this basis. The training of evaluations for the external evaluation of schools has also been undertaken. Arrangements have been made to cover at least two selected schools per week from all the Provinces. Steps have been taken to evaluate schools in terms of these standards and to make closer studies of schools that have exceeded 75% of the quality index.

### .24.2. Research in Education and use of information

New programs have been started to pave the way for more research in Education by promoting the field of research and also to encourage the use of information flowing from research. A mapping exercise has already covered all state schools and an information system has been evolved. Steps have already been taken to use mapping to select secondary schools for development and to use other available information for various purposes in the field of education.

## 2.25 Supply of Education Services and Student Welfare Programs

### 2.25.1 Supply of School Uniforms

The supplying of school uniforms to all state schools and robe-materials to student priest has been completed. An amount of Rs 1595 has been expended for the year 2011 in this regard.





### **2.25.2 Supply of School text books**

For 40 Lakhs of students in the Islands Schools, Pirivenas and Colleges of Education, 433 categories of texts which involved an expenditures of Rs. Million 1552 have been distributed.

### **2.25.3 Providing bursaries to school children**

- The awarding of Rs. 500 as a bursary to 15000 students from low income families who had reached a high standard at the Grade 5 Scholarship Examination was carried out this year too.
- It is planned to increase from Rs.500 to Rs.1500 the bursary available to 5<sup>th</sup> Grades Scholarship holders pursuing studies at the G.C.E. (A/L) from 2012.

### **2.25.4 The School Mid-day meal Program and the Health Promotion Program**

With the objective of producing a healthy, active and energetic generation of children, in collaboration with the Ministry of Health and other relevant institutions, several programs are being carried out.

- It is expected by providing food, to raise the level of nutrition, to encourage school attendance, to promote energetic engagement in learning activities, to promote good food habits and to reduce the level of malnutrition to 8%. In 2011, the mid-day meal was provided to 731, 942 students in 6, 198 schools. It is expected to expand the coverage of this program to 8000 schools in 2012.
- Steps were taken by providing iron tablets to youths to minimize anemia and, by raising their health standards to promote their active engagement in educational tasks.
- Under the Health Promotion Program, steps have been taken to establish a healthy school environment by providing sanitary facilities and water tanks and water filters.
- Through attempts to implement the Health Promotion Circular, schools that have complied with the provisions of the circular were selected from among the schools in 21 Zones and were certified as "schools that promoted health".
- Action was taken through students' camps and Teacher training to enhance the knowledge of students and teachers on health matters and to develop their skills in this field.
- By directing that the Canteen Circular be implemented in all schools, school children were turned towards a healthy food consumption pattern.
- It is expected to enhance the knowledge of students on health matters and skills by providing supplementary readers and learning aids.
- Action is being taken through school medical checks to identify health problems among school children and to direct them towards treatment. In 2010 these medical checks were performed in 83% of the schools.

- By creating awareness among teachers and students on Health promotion and HIV/AIDS eradication, by holding students camps and through psycho-social skill development, steps have been taken to effectively minimize harmful and dangerous habits among school children.
- Steps will be taken to introduce changes about the way school dental clinics are run.
- Action has been taken to identify vision related problems of school children through eye clinics and to supply spectacles where necessary.

#### **2.25.5 Construction of School Buildings**

- Work was resumed in respect of 98 constructions in National Schools where work has stopped and about 80% of what had to be done is now completed.
- Essential repairs that needed to be done have been identified in all National Schools, work was started and about 60% has been already completed.
- For the protection of buildings in National Schools at a risk from earth slips and to repair buildings affected by floods, repair work has been started.
- At the Mahinda Rajapakse Vidyalaya at Pitipana, Homagama about 60% of the work has been completed in respect of the building complex which includes 36 class rooms and a Teachers Rest room.
- 65% of the repair work in respect of Teachers colleges and Colleges of Education has been completed.
- Work on the construction of the proposed auditorium at the National College of Education Peradeniya, with 4 lecture halls and facilities for 1200 students will be started this year.

#### **2.25.6 Supply of learning equipment**

- All sets of equipment purchased under all subjects have been properly distributed among schools.
- During this year 1936 Electronic Pianos have been provided to schools while it has been planned to distribute an additional 863.
- Plans have been made to distribute 30,000 special Blackboards to all the schools in the country – the 9,750 so far manufactured has already been distributed.
- Chairs and Tables received under German donations have been distributed to Colleges of Education and Child Activity Centres.

## Chapter 3

### Total outlay on Education and the contribution of Foreign Aid for Education Development

- 3.1 The following tables provide Capital and Recurrent Expenditure coming under the Ministry of Education, the Sri Lanka Department of Examinations and the Department of Education Publications, under the different subject areas.

**Table 3.1.1: Capital and Recurrent Expenditures under the Heads of Expenditure Ministry of Education -Actual Expenditure 2010, Expected Expenditure 2011, Estimated Expenditure 2012**

code	Project	Actual Expenditure 2010 (Rs.'000)	Expected Expenditure 2011 (Rs.'000)	Estimated Expenditure 2012 (Rs.'000)
	Recurrent Expenditure	22,373,560	25,281,345	28,911,432
1	Operations Programme	381,452	478,620	690,795
	Minister's Office	44,378	53,704	58,370
	Administration and Establishment Services(General Administration)	337,073	424,916	632,425
2	Development Programme	21,992,108	24,802,725	28,220,632
	Primary Education	2,448,167	2,621,569	3,322,150
	Secondary Education	9,980,858	10,705,300	12,489,957
	Special Education	2,726,575	2,826,615	2,887,159
	Grants and Aids for Education	5,611,106	7,123,488	7,959,336
	Education Planning, Conducting, Research and Development	17,813	19,695	21,190
	Teacher training and Development Framework	897,088	1,194,058	1,216,175
	Institutional assistance for quality development of General Education	310,500	311,700	324,670
	Capital Expenditure	4,045,318	4,464,046	10,326,150
1	Operations Programme			
	Minister's Office	5,186	6,000	8,000
	Administration and Establishment Services(General Administration)	59,874	69,500	169,000
2	Development Programme			
	Primary Education	300,629	377,850	471,500
	Secondary Education	585,722	1,795,664	4,091,600
	Special Education	9,603	30,760	83,600
	Teacher training and Development Framework	62,331	89,082	527,500
	Institutional assistance for quality development of General Education		31,000	100,000
	Projects for General Education Development	3,001,173	2,064,190	4,883,950
	Total			

**Table 3.12: Expenditures of Department of Examinations and Educational Publications Department under the Ministry of Education Vote Head**

code	Project	Actual Expenditure 2010 (Rs.'000)	Expected Expenditure 2011 (Rs.'000)	Estimated Expenditure 2012 (Rs.'000)
	Recurrent Expenditure	1,596,347	1,575,761	1,983,743
2	Department of Examinations	1,577,068	1,549,375	1,962,200
	Examniation evaluations	1,577,068	1,549,375	1,962,200
	Educational Publications Department	19,279	26,386	21,543
	Administration services	19,279	26,386	21,543

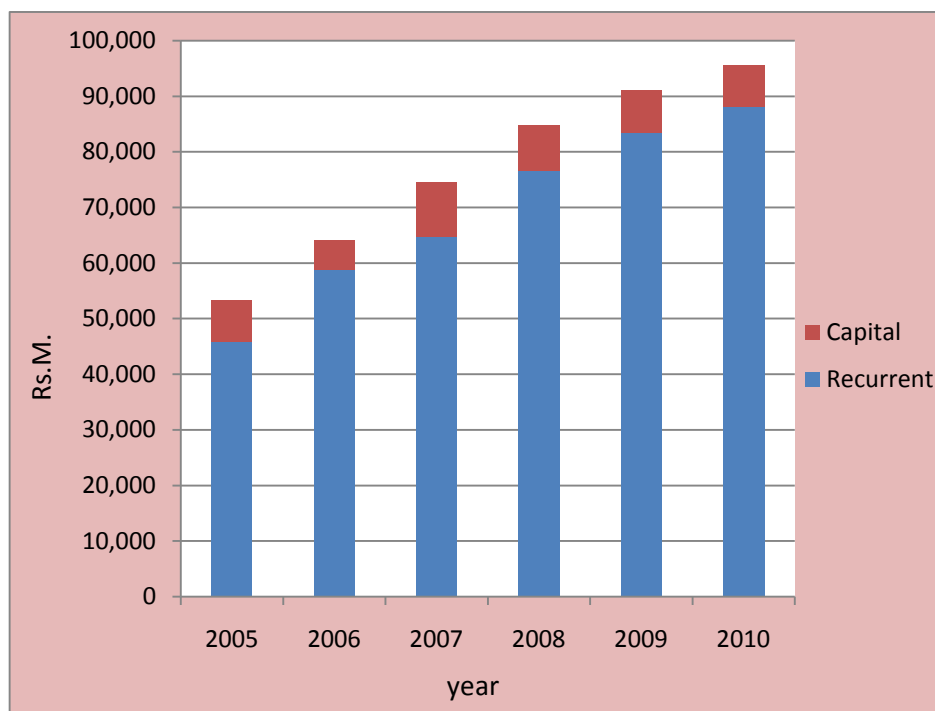
*Source: Ministry of Education*

**Table 3.13: Total public expenditure on General Education 2005-2010**

Year	Recurrent Expenditure Rs.M.	Capital Expenditure Rs.M.	Total Education Expenditure Rs.M.
2005	45,738		53,294
2006	58,873	5,309	64,182
2007	64,823	9,705	74,528
2008	76,554	8,159	84,713
2009	83,448	7,744	91,191
2010	88,010	7,477	95,487

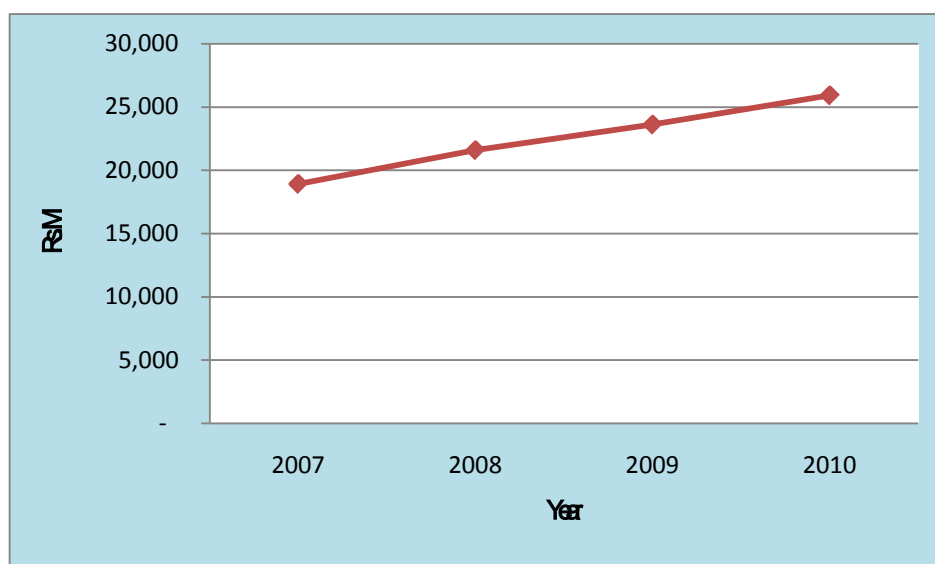
*Source: Ministry of Education*

**Graph 3.1.4 – Total Public Expenditure on General Education 2005-2010**



The graph above shows the total expenditure incurred by the Ministry of Education and the Provincial Ministries of Education on Education. A tendency for this expenditure to increase year after year is shown by the graph. Some 92% of the total expenditure is recurrent expenditure while capital expenditure amounts to about 8%. The Ministry of Education is giving attention to raising the percentage of capital expenditure in the period ahead.

**Graph 3.1.5 Education expenditure per student – General Education (2007-2010)**



### 3.2 Investment of Foreign Aid

The financial and technical assistance from the World Bank, the Asian Development Bank and other sources of foreign assistance make a significant contribution to development in the field of education.



**Table 3.2.1: Foreign Aid Investment for Education Development**

Source	Programme	Annual Investment	
		2011 Rs.M.	2012 Rs.M.
World Bank	Grant for Education Sector Development Programme	133.0	481.0
Asian Development Bank	Education for Knowledge Society Project	1,867.0	4,300.0
UNICEF	Annual Implementation Plan	14.0	15.4
GIZ	Annual Implementation Plan	10.5	11.6
UNESCO	Annual Implementation Plan	11.7	12.9
Save the Children	Annual Implementation Plan	2.8	3.1

*Source: Ministry of Education*

#### 3.2.1 Programs which received World Bank Assistance in 2011

- Training of teachers and holding students camps for Nutrition and Health Promotion programs
- Training of officers in the Sri Lanka Education Administrative Service
- Professional development programs for English education
- Supply of equipment to regional English Resource Centres
- Training and capacity building programs in Information and Communication Technology
- Capacity development of professionals in the field of Non-formal Education
- Training of non-bilingual teachers as bi-lingual teachers
- Training of non-trained graduate teachers
- Creating an awareness among principals on education standards and quality development
- Training of External Evaluation of Schools
- Training of Principals, teachers librarians and teachers on the use of libraries
- Survey of Physical resources in government schools

- Program for the promotion of geometrical skills
- Program for the promotion of Maths teaching methodologies
- Program for the identification of weakness in the G.C.E. (A/L) syllabi
- Purchase of Science equipment and chemicals
- Program for the preparation of the Five – year National Science Education Plan
- Programs for the monitoring of Multi-level teaching methodologies for primary grades
- Development programs for Plantation Schools
- Programs of the Department of Educational Publications

### **3.2.2 Education for Knowledge Society Project (EKSP) implemented with assistance from the Asian Development Bank**

The vision of this project is, by targeting secondary schools to produce a generation of youth replete in skills relevant to the labour market, educated, of high quality relevant to society and enjoying equal educational opportunities.

The total project cost is Rs.M. 11,267 the total investment on the Project up to the 30<sup>th</sup> of September is Rs.M 4736.06.

#### **3.2.2.1 Programs so far completed in 2011 and due to be completed by the end of 2011**

- Awarding of scholarships amounting to Rs.10, 000 each to 5000 students following professional courses.
- Work on 425 School level computer centres has been completed by the modernization or the repair of buildings. Plans have been made for a further 22 schools of category 2 to be provided with computer center.
- 3600 teachers have already been awarded computer assisted learning / International Computer Driving License (CAL/KDL) scholarships and the relevant teacher training work have already started.
- Also, 5000 teachers have been awarded scholarships for International Technology (IPICT) Training. Here too the teacher training has commenced.
- In addition 2440 Education officers and Principals have been awarded e-citizen scholarships and the training component has already started.
- The National College of Education at Peradeniya has inaugurated a professional development program in respect of English and the financial support necessary for teachers and Education officers to enhance their competence in English has been provided, 1069 have completed the relevant 3 month training course.
- Financial assistance has been provided to launch at school level Health education and education about the Human Immunity Virus or AIDS threat for teachers and students at National and Provincial level and, in addition, financial support was given for the necessary extra reading modules, posters and sports screens to be prepared. Financial provisions were also made available for equipment to Teachers Centres at Zonal level to strengthen them.
- For the benefit of teachers 3170 short term training programs were provided.
- Arrangements have been made to award a further 7500 'Sisudiriya' – students effort- to students who display high learning skills amidst economic constraints and difficulties at Grade 12 in 2012.



The hope here is to help prevent clever students leaving the school system due to economic problems.

- The competitions at National level in educational software projects for creative teachers and students and the National ICT special performance competitions and awards ceremonies have been planned.

### **3.2.2.2. Development of 104 schools as a component of the 1000 secondary schools development program**

- Using the Poverty index, 104 schools have been selected so that at least one school is chosen from each of the Divisional Secretariats most affected with poverty under the secondary school development program. A financial investment of Rs.35 million is contemplated. This investment will cover construction of new buildings, repair of existing buildings, provision of infrastructure facilities, furniture and laboratory equipment. The expected outcome is a secondary school of the highest excellence covering all subject streams at the G.C.E. (A/L) in an attractive manner.
- 12 Secondary Schools have already been presented to the children, by December 2011, construction work will be completed in 43 more and the schools given over to the students – making the total number of schools thus handed over fifty-five. For 65 schools computers and accessories, furniture and equipment have been provided. It is planned to make these items available to a further 26 schools.
- During the period January to August 2011, estimates amounting to Rs.665 Million were prepared for 22 schools and in respect of 23 schools work has already started on contracts entered into for a value of Rs.802 million. Up to now the preparation of estimates has been completed for 90 schools amounting to Rs.3225 million. Out of these for 82 schools contracts have been offered for Rs.2500 million.
- It is expected to finish awarding of contract for Rs.250 million for the balance construction work for 104 secondary schools and also the finish all relevant construction work in 2012. A financial expenditure of Rs.2300 M is expected in 2012.

### **3.2.2.3 Main functions planned to be accomplished in terms of Budget estimate of in the year 2012**

- To make an award of Scholarships for a sum of Rs.10, 000 each for a further 4000 students from the Northern and Eastern Provinces following professional courses.
  - Arrangements have been made to award scholarships to the value of Rs.5000 each to a further 7500 students in grades 11 and 13.
  - Action will be taken to provide computers and accessories, furniture and equipment to category 2 schools and to secondary schools.
  - Arrangements have been made to award IPICT training scholarships to 2000 more teachers. The expectation here is the productive expansion of the use of computer technology as a teaching instrument in the teaching –learning process.
  - For the benefit of school leavers, 1840 professional training courses will be offered.
- 
- For the effective implementation of the development plans for the promotion of quality in secondary schools, a development grant of not less than Rs.200,000 is due to be made to each school. The objective here is, by empowering the school level, to encourage school

development programs to be attended to at school level. The feature distinguishing this arrangement is that, depending on the level of performance of relevant school, the school has the opportunity by itself to enhance the level of investment of financial resources two fold.

- By providing more financial assistance to programs designed to promote AIDS and Health education, a contribution will be made to bestow on the community a healthy generation of students.
- Plans have been prepared to modernize the 8 computer resource centres already existing at the Provincial level.
- With a view to empowering the computer learning centres with a minimum level of performance, it is proposed to give 180 teacher training scholarships in this field.

### **3.2.3 Programs with UNICEF Aid- 2011**

- Operating the tool kit for interactive education. Provision of financial assistance to conduct field workshops under the Education for All Program.
- Provision of financial assistance to the School Health and Nutrition Branch to provide water and sanitation facilities to schools
- Making financial assistance available to the Non-Formal Education Branch for capacity development of literacy instructors and to produce learning equipment.
- Financial assistance has been made available to incorporate the child-friendly concept to teachers' education.
- Financial assistance was given to create an awareness on the child-friendly format and for the monitoring of its implementation under primary education

### **3.2.4 Programs with UNESCO Aid - 2011**

- The Education for All was given financial assistance for the preparation of the module for the training of teachers in the first main stage of Interactive Education and for the preparation of the e-learning package.

### **3.2.5 Programs with GTZ Aid**

- Financial Assistance was given for improving the capacity of Maths teachers.
- Financial assistance was provided for the implementation of guidance and advisory activities

### **3.2.6 Programs with Save the Children Aid**

- The National Languages and Humanities Branch has been given financial assistance to implement programs for skill development in this field.
- Financial assistance was given for the implementation of peace education programs

### **3.2.7 Programs with Plan Sri Lanka Aid**

- Financial assistance was given for the 6<sup>th</sup> Grade Mathematics Remedial Education Program.

### 3.2.8 Aid received through other institutions.

- The Bilingual Education Branch was given financial assistance for the orientation program for new English medium graduates under the English as a life-skill program.
- The DFCC Bank gives aid to the school productivity program.
- The MAS Holdings Organization provides financial assistance to the school sustainable development program.

### 3.3. The Memoranda of Understanding (MoU) that various aid agencies have signed with the Ministry of Education and the benefits they will bring.

#### Telecast of the “Nanasa” educational TV programs

This program is being implemented jointly by the Dialog Company, the Education Ministry and the National Institute of Education. While Dialog will provide Colour Televisions and antennas to the schools coming under the 1000 secondary schools development program the NIE will produce and telecast programs over the “Nanasa” TV Channel.

- In 2011 colour TVs and antennas have been provided to 1000 schools selected at provincial level and educational programs are being telecast over the Nanasa Program.
- In 2012 colour TVs and antennas will be given to schools covering under the 1000 secondary schools development program.

**Expected beneficiaries for 2012:** Students of the schools under the 1000 secondary schools program

**Gross expenditure estimates for 2012:** Dialog organization- Rs. M 77.3, National Institute of Education -Rs. M 3.2, Ministry of Education- Rs. M 1.5



### **3.3.2. Making computer and Internet facilities available to schools**

A memorandum of understanding has been signed between the State Trading Corporation and the Etisalat company under the coordination of the Education Ministry to provide computer facilities and internet facilities to all Sri Lankan schools and also software packages prepared according to the school curricula which can be used via the internet.

As the first stage the facilities will be made available to National Schools.

While the use of this internet facility during school hours will be absolutely free, for use after school hours an approved fee will be charged.

### **3.3.3. Foreign projects to make ICT facilities available for school educational purposes**

A memorandum of understanding has been signed by the Gwanju Metropolitan Educational Institute along with the Ministry of Education Science and Technology of that country with the Sri Lankan authorities to render assistance for the development of Sri Lanka ICT programs for education management. The following are the main programs coming under the agreement.

- To provide 50 computers each year for a period of four years from 2011, to the Sri Lankan Education System.
- To make a resource contribution to train resource persons for the Management Information System in respect of education in Sri Lanka.
- To provide senior teachers in the ICT field in Sri Lanka a special training program and sponsorship for foreign study opportunities.

## **3.4 Public Private Partnership (PPP) for empowerment of ICT in Education**

### **3.4.1 Partners In Learning” – CSR funds from Microsoft cooperation**

- Innovative Teachers & Students Competition

In order to strengthen the use of computer + software for ensuring best practices in Teaching & Learning Process, the Innovative ICT skills of Teachers and Students, need to be recognized by identifying ICT talents of teachers and students. So, to ensure above task PMO is organizing a special programme called “Innovative Teachers' & Students' Competition” under the Partners in Learning (PIL) agreement signed between Ministry of Education and Microsoft Sri Lanka.

- International and Regional Innovative Education Forum. / International Education Forum

Under the Partners in Learning Programme between Ministry of Education (MoE) and Microsoft Corporation has opened new pathways to School Communities with cutting edge technologies to strengthen the Teaching & Learning methodologies to take them to the next appropriate level.

- Innovative Schools Program

For young people and communities around the world, education has never been more important - because the global and regional challenges we face will require a whole new generation of innovative thinkers and problem solvers. The Microsoft Partners in Learning Innovative Schools Program engages with governments and schools as trusted advisors, collaborating with them to create a vision for reform and to identify partners, technologies, and environments that will advance learning.

- Potential Partnership for e-village

Ministry of Education and Microsoft Cooperation on implementing Microsoft Unlimited Potential Partnership (UPP) industry specific, job focused ICT courses for youth through e-Villages, administration centers of UPP ICT Courses are assigned to train and empower 50 teachers from 50 e-Villages to deliver and manage two selected UPP courses at each e-Village. Objective of the Training of Trainers workshop is to empower teachers from selected e-Villages of our Ministry to enable them to deliver and manage Microsoft UPP industry specific, job focused curricula for youth at e-Villages.

- Multi Point Technology – 1250 Labs Program

Ministry of Education upon subscription to the MSDNAA program, computer labs (as defined under the MSDNAA program) in school will have access to a host of Microsoft technologies for the teaching and learning purpose over a period of three years. By subscribing to the MSDNAA program, schools will also be able to establish Multipoint Classrooms over the next three years in rural schools.

### 3.4.2 “Intel World Ahead Program” - CSR funds from Intel cooperation

- Intel Teach Training Program

The Intel Teach Program is a professional development program that helps classroom teachers effectively integrate technology to enhance student learning. For over a decade, Intel Teach Program has been helping school teachers around the world understand how, when, and where to bring technology tools and resources into their classrooms. It is the most successful professional development program of its kind.

- Regional Intel Teach School Awards Competition

Regional Intel Teach School Awards Competition seeks to recognize the accomplishment of schools who have demonstrated excellence in Technology Integration, Creativity and Innovation. These awards are presented in partnership between Intel Corporation and UNESCO Bangkok. The awards aim to recognize the impact of ICT on transforming education and will be given to school that have demonstrated the role that technology and innovative methodologies play in support of enhancing the teaching and learning experiences

- Sri Lanka Science & Engineering Fair / ISEF sponsorships for Sri Lanka participation / Junior Inventor of the Year

National Science Foundation (NSF) in collaboration with the Institution of Engineers, Sri Lanka and Intel will be organizing the Sri Lanka Science and Engineering Fair (SLSEF) with the objective of enhancing the innovative thinking amongst school children and youth in the country. SLSEF is a platform for science students to discover their scientific genius and win public recognition at national and international level. National level winners of SLSEF will be eligible to represent Sri Lanka at International Competitions such as Intel International Science and Engineering Fair (Intel ISEF) and International Exhibition for Young Innovators (IEYI).

- Digital Educational Content via skool.lk

Skool Sri Lanka is the first resource of its kind designed specifically for the students and teachers of A/L Science subjects. It leverages the expertise of top teachers in their fields for the development of its content. It provides valuable resources to help students Learn and Revise for their Exams, and to enable students and teachers to explore the wider world of education. The objective is to provide a rich and integrated approach to Science and Mathematics. All content developed for the site will be based on identified areas of difficulty in these subjects.

### **3.4.3 “Oracle ThinkQuest” – CSR funds from Oracle cooperation**

- ThinkQuest Training Programmes

Oracle ThinkQuest is a part of the Oracle CSR (Corporate Social Responsibility) under the Oracle Education Foundation (OEF). Oracle ThinkQuest is a collaborative Learning Programme where teachers and students engage together 43 countries worldwide in the learning process. It is a protected, teacher - mediated environment where teachers and students are granted space and design to integrate learning projects into classroom curriculum.

- ThinkQuest International Competition

The ThinkQuest Competition engages students to solve a problem using their technology, critical thinking, and communication skills in three categories namely ThinkQuest Projects, Digital Media and Application Development.

- ThinkQuest Live – International Forum

Oracle ThinkQuest Live is a five day event hosted by the Oracle Education Foundation including Educational workshops and activities, Social events, Sightseeing excursions etc. for the Global Winners of the Competition.

## Chapter 4

### Institutions affiliated to the Ministry of Education

#### 4.1 National Institute of Education

**Vision:** To become the pivotal centre for the provision of leadership for quality education in a multifaceted dynamic society.

**Total Investment:** Expected expenditure for 2011: Rs. M 416 Estimated expenditure for 2012: Rs. M 741

#### Curriculum modernization:

The process of curriculum development which was at work during the past five years was concluded on 30<sup>th</sup> June 2011. The activities carried out in this regard during this year are as follows.

- The 12 that remained to be completed out of 10 Instruction Manuals for Teachers were completed.
- The amendments to the Science and Commerce curricular for G.C.E (A/L) were completed.
- The preparation of instruction texts for GCE (A/L) Science Practical tests was completed.
- Teaching texts were prepared for G.C.E (A/L) Technical subjects.
- The Maths work book for Grade 9 and e-content of the 10<sup>th</sup> Grade Maths text were prepared.
- For Health and Physical education for Grades 6-11, ICT teaching materials were prepared.
- Software for subject teaching was designed.
- Capacity building of teachers and officers
- Releasing of research results
- Preparation of Braille teaching material

#### Promotion of Leadership in education and Teacher Education

- Several courses are being conducted for the professional development of managers of education, Teacher educators and for the professional development of teachers.
- Giving greater opportunities to Tamil medium teachers who missed opportunities earlier, in 2011, 1737 Tamil medium teachers were recruited for the degree course in education.
- Diploma courses were conducted for teaching English as second language and for the Development of early childhood.



- Under the education program for sustainable education, Teacher Educators were trained and through them about 3000 teacher students of Colleges of Education were trained.
- Strengthening the examination techniques at the National Institute of Education was a singular triumph seen during 2011.

### Alternative Education

- Steps were taken to provide distance education through the open teaching concept to school dropouts and adult groups.
- This is now implemented island wide at 10 centres.
- A big contribution was made towards taking the school and also the community towards a teaching society by the “Nanasa” TV Program, the “Nipuna” Radio Program, the “Sanhida” electronics magazine and by the construction of Compact Discs.

### Research and Planning

- The research report on the new curricula amendments for grade nine was released.
- The launching of the 8<sup>th</sup> volume of the SAARC research journal. The Dr. C.W.W Kannangara Commemoration Lectures were incorporated in one issue.
- Including the above, several other activities were carried out in 2011 for training for the promotion of research.

### Key programs proposed for 2012.

- Preparation of curriculum targets for Grades 1 to 13 and curricular for Grades 1, 2, 6 and 10.
- Conducting policy research general education and teacher education curricula.
- Professional development for teacher educators in the 18 National Colleges of Education
- Programs for capacity building for principals of 1000 secondary schools
- Programs for children with special education needs, for their parents and teachers
- Changes to training courses in Education management.

## 4.2 Department of Examinations Sri Lanka

**Vision:** Through instruments and methodologies of evaluation prepared to answer national requirements and so as to safeguard their validity, carry the activities related to education performance and to levels of excellence.

**Mission:** The main mission of the Department of Examination is to take all steps necessary to conduct the 5<sup>th</sup> Grade Scholarship Examination, the GCE (O/L and A/L) Examinations and various other promotional and Efficiency Bar Examinations.

- Special reference may be made to the manner in which evaluations were done in respect of the G.C.E (A/L) and 5<sup>th</sup> Grade Scholarship Examination and the results expeditiously released.
- Examination results were analyzed and the resulting information was made available to those who prepare question papers and to other stakeholders.
- A manual of instructors was prepared for the G.C.E (A/L) Examination.
- Making use of the data bank pre-examinations were held for G.C.E (A/L) and for data analysis; to prepare model question papers for conference for G.C.E (O/L) and (A/L) Examinations. These were made available to the provinces through CDs.
- To commemorate the 60<sup>th</sup> Anniversary of the Department of Examinations the official website and the computer network were opened. In addition an academic compendium and a commemorative stamp were issued in 2011.
- A conference has been arranged at national level on the results of the 5<sup>th</sup> Grade Scholarship Examination.
- Arrangements have been made to issue a certificate to those who have scored 70% of the marks or more at the 5<sup>th</sup> Grade Examination.

### 4.3 Department of Education Publications

**Vision:** Ensuring education to all by the production of textbooks of high quality which is in keeping with the requirements of International Educational Development.

The objective is to contribute to the production of a set of quality intelligent citizens useful to the country through enhancing the quality of education by implementing the National policy of providing free textbooks as also other books, work books, translations, glossaries, supplementary readers work books, audio – visual equipment and other aids.

- In 2011, for the government schools, Pirivenas and College of Education with a student population of 40 Lakhs, 37 millions of 433 categories of textbooks were produced and distributed before the December year end vacation.
- To ensure the development of textbook quality 15 workshops were held with the participation of resource persons. The construction work of the second stage of the stores complex planned to be constructed at Pitipana in Homagama is in progress. It has been planned to start construction



work on the 3<sup>rd</sup> stage which will involve an expenditure of Rs. 33 million.

- Training was provided at the AIT in Thailand to 7 officers engaged in textbook production, on e-textbook production. In order to encourage use of ICT in the learning – teaching process, and to direct children towards self-study, steps have been taken to prepare textbooks with the help of CDs.
- Action was taken to give training in textbook production to 5 officers at the IBP institute India.
- Steps were taken by awarding prizes to good users of textbook to improve the attitude towards using textbooks. Towards the same end media programs and students competitions were held.

The following activities are expected to be done in 2012.

- The production and distribution of 488 Teachers guidance manuals. To re-write and print or to reprint textbooks with defects.
- Production and sale at reasonable price supplementary readers needed at the GCE A/L and for other courses.
- To obtain publication rights for books of international standard and to translate them into Sinhala and Tamil.
- To prepare and sell for a reasonable price the question papers and answers and comments thereon at 5<sup>th</sup> Standard Scholarship Examination, G.C.E O/L and A/L.
- Various researches that could help in the improvement of textbook quality are due to be implemented.

#### **4.4 National Library and Documentation Services Board**

**Vision:** To act as the country's premier National institution in the library and documentation field and as the center in relation to the country's library network.

**Among the activities carried out in 2011 may be mentioned;**

- The organization of book exhibitions
- Creating an awareness on the resources and services of the National Library
- Publication of the list of National books
- Work in relation to the preservation of manuscripts
- Implementation of the project for assistance to publication
- Publication of classics
- Training of librarians
- Implementation of programs relating to the National Reading Month and the development of rural libraries

#### 4.5 Sri Lanka National Book Development Council

**Vision:** To make a contribution to the publication of books rich in contents of quality with the objective of building up the country's book culture so that Sri Lanka will emerge as a morally advanced reading society.

- Under the Assistance to Writers Project, funds have been provided to assist in the printing of books to the value of Rs. 1,475,000/= to 246 writers.
- A sum of Rs.100, 000/= has been set apart to assist 27 writers to be selected under the project for assisting the printing of manuscripts of children's books.
- Books valued at Rs.1, 421,191/= have been presented to 213 libraries including 160 school libraries.
- Workshops were conducted for child and amateur writers at which 150 students from 36 schools participated.
- 465 students were selected from 155 schools for making proper use of the library and were given 'Advanced Readers' awards.
- For 300 schools selected from the Anuradhapura District paralalled to the Deyata – Kirula Program, a collection of books to the value of Rs.10, 000 will be presented.
- Plans have been prepared to select 100 schools from each of the Districts of Kandy and Trincomalee for the presentation of books to the value of Rs.10, 000 for each school.
- In addition to these programs in 1212, 30 writers will be given awards of Rs.50, 000/- each for the printing of children's books in the Sinhala/Tamil and English media.
- Assistance will also be given to translate and print 03 Tamil books to Sinhala and vice versa.
- Five rare books will be re-printed.

#### 4.6. Sri Lanka National Commission for UNESCO

**Vision:** Making a contribution to the Peace, Security, Liberty, and welfare of mankind through participation in UNESCO Programs devoted to the promotion of Human Rights and basic freedoms of law justice and proper administration irrespective of ethnic, religious, language or sex differences as envisaged in the covenant of the United Nations.

- In 2011, the Evaluation and Appreciation of the skills of 4000 school children through the 20<sup>th</sup> Environmental Child Art Competition.
- The program for the introduction of teaching the subject Astronomy to teachers was implemented in 100 schools.
- The program for the promotion of a culture of peace was implemented in all the schools.
- Studies were conducted to gain an understanding the issues surrounding poverty in collaboration with the Research and University Poverty Studies Centre.
- Centre guardians were trained under the pre-childhood development program.

- Program for the identification of places of world heritage in the Northern and Eastern Provinces was implemented.
- The program for funding the Science Olympiad and for the evaluation of skills of school children was completed.
- As awareness was created among teachers and school children through guidance on disaster management.
- Steps have been taken to modernize four libraries in four provinces affected by floods in 2011 and to launch the teachers guide book "Direct the hands of youth to protect World Heritage Sites."
- Plans have been made for the following in 2012 Asian Region teacher development centres.
- To host the Global Conference for Sri Lankan Scientists.
- The establishment of Nano Science Parks.
- The launching of the plan for Education towards sustainable development.

## Appendix

### Basic Statistics of General Education

Source of all the statistics here is the Annual School Census of Ministry of Education.

*\*\* Note : All government schools in Killinochchi and Mulativu Districts and some government schools in Mannar and Vavuniya Districts had been closed at the census date 01 June 2009.*

**Table A.1: No. of Government Schools by Province 2006 - 2010**

Province	No. of Schools by year				
	Year 2006	Year 2007	Year 2008	Year 2009	Year 2010
Western	1353	1351	1340	1340	1338
Central	1467	1464	1459	1460	1466
Southern	1093	1096	1094	1098	1099
Northern	892	890	877	597	840
Eastern	971	948	969	985	1003
North Western	1221	1220	1218	1219	1218
North Central	782	776	774	776	780
Uva	831	831	832	831	839
Sabaragamuwa	1104	1102	1099	1104	1102
Total	9714	9678	9662	9410	9685 **

\*Provisional

**Table A.2 – No. of Private schools and Pirivenas 2006-2010**

Year	No.of Private schools	No.of Pirivenas
2006	91	654
2007	94	658
2008	92	691
2009	98	697
2010 *	98	719

\*Provisional

**Table A.3: No.of teachers in government schools 2006-2010**

Province	No.of teachers by year				
	Year 2006	Year 2007	Year 2008	Year 2009**	Year 2010*
Western	41,410	42,033	41,349	40,559	40,460
Central	29,760	32,095	32,035	31,027	30,629
Southern	28,408	29,137	29,565	29,557	29,357
Northern	13,363	12,195	12,387	10,787	13,417
Eastern	17,530	17,233	17,565	19,932	20,301
North Western	26,323	26,808	26,978	27,677	27,219
North Central	12,570	12,491	14,138	14,484	14,720
Uva	15,646	16,453	17,339	18,596	18,243
Sabaragamuwa	20,819	21,756	21,856	21,688	21,726
Total	205,829	210,201	213,212	214,307	216,072

\*Provisional



**Table A. 4: No. of teachers in private schools and Pirivenas 2005-2009**

Year	No. of teachers in Private schools	No. of teachers in Pirivenas
2006	5266	5528
2007	5414	5593
2008	5454	5744
2009	5485	5701
2010 *	5994	6090

\*Provisional

**Table A.5: No. of Students in government schools 2006-2010**

	Year 2006	Year 2007	Year 2008	Year 2009**	Year 2010*
Western	857,985	894,752	898,299	906,240	915,872
Central	504,392	519,123	517,680	520,484	522,293
Southern	494,554	508,293	506,471	506,012	504,171
Northern	264,926	267,856	261,499	177,463	239,633
Eastern	372,523	379,072	378,317	384,137	385,506
North Western	456,325	468,778	469,084	471,354	472,836
North Central	248,610	253,132	252,482	253,594	254,464
Uva	277,330	282,232	280,261	279,291	277,116
Sabaragamuwa	360,903	368,947	366,358	366,249	368,181
Total	3,837,548	3,942,185	3,930,451	3,864,824	3,940,072

\*Provisional

**Table A.6: No. of students in Private Schools and Pirivenas 2006-2010**

Institute	Year 2006	Year 2007	Year 2008	Year 2009**	Year 2010*
Private Schools	106,126	113,884	115,070	114,974	117,362
Pirivenas	55,292	54,935	56,065	58,067	62,091

\*Provisional

