Education For All

National Action Plan

Sri Lanka

` Preface `

After consideration of the directives from UNESCO this final report was prepared with necessary amendments to the first draft copy on the same subject. Revision of the first draft of the report has been done according to the guidelines provided by the UNESCO. Therefore this is the outcome of the agreement signed by the Director (EFA) of this ministry with UNESCO – New Delhi. As the fulfillment of the agreement I forward this final report of the country case study on formal and non-formal education in Sri Lanka.

This country case study covers the main components of EFA in the country, viz. early childhood care and education, primary education, formal education (lower secondary) and non-formal education. In complying with the "Dakar Framework for Action" it reveals the current situation in relation to four major areas of education in Sri Lanka. UNESCO involvement in the development of major components of education in Sri Lanka is also discussed in this report.

I would like to appreciate the performance of EFA Branch and the four-member committee who undertook this task and completed it within the specified timeframe. I hope this case study report will also give some light in the process of achieving EFA goals in our country.

D. Indrani Kariyawasam.
Addl. Secretary
Education Quality Development
Ministry of Human Resource Development,
Education & Cultural Affairs.
Sri Lanka.

Acknowledgement

It is with much pleasure that I submit this final report of country case study on formal and non-formal education in Sri Lanka. This is the final stage of the fulfillment of the agreement signed with UNESCO, and I hope it satisfies the terms of reference put forward by UNESCO.

In this exercise we followed the guidelines provided by UNESCO in every stage of this study and it was not an easy task due to various constraints such as non – availability of reliable data and coordination with provincial authorities. Gathering information from non-governmental organizations and private sector was also a difficult task. The four member committee of the EFA branch who took up the responsibility of carrying out of this project tried their best to complete this study. I would like to thank them all and others who contributed at various levels of the study.

J.J. Kandamby
The Director of Education (EFA)
Ministry of Human Resource Development,
Education & Cultural Affairs.
Sri Lanka.

Contents

Chapter   - 02

Early Childhood Care and Education   21-48

Chapter   - 03

Primary Education   49-80

Chapter   - 06

UNESCO Involvement

Chapter   - 07

Gender Education

Chapter   - 08

Conclusion

7.1   Responsibilities and Functions of Education for All
7.2   Achievement of Education for All goals through our Collective commitment

Appendix

1.   Questioners

2.   Circular – Implementation of EFA programme

3.   List of references

4.   Participants at the work shop

5.   Work shop on final discussion for drafting

6.   Panel of writers

1

Introduction

1.1 Historical overview of Education System in Sri Lanka

Sri Lanka has clear evidence of flourishing civilization over 2000 years. The remains of ancient art and sculpture show evidence of civilization in a Buddhist environment and the great reservoirs and canal system, which flourished the Agro-economics mode of living bears testimony to the existence of a highly developed civilization.

In the ancient society, education was associated with Buddhist temples. At a time when printing was not known knowledge was transmitted through generations, verbally and was memorized by pupils. Later, texts were written on Ola leaf and these manuscripts were collected in libraries of Buddhist Temples. There were seats of learning, which, can be compared to present day universities, which were run by Buddhist Clergy where subject like Religion Philosophy and Literature were taught. These institutions were called Privenas (Buddhist Monastic Colleges), which were primarily intended to teach clergy, but gave the opportunity for male lay students also to receive education.

There are many literacy works written during this period which show a high quality of literary excellence.

1.2 Western Influence

1.2.1 Period Under The Portuguese.

Portuguese conquered the coastal areas of Sri Lanka in 1505 and remained there for 150 years. Under Portuguese, the system of education was in the hands of the missionaries who established missionary schools with the sole intention of propagating Roman Catholic religion.

1.2.2 Period Under The Dutch

Dutch who succeeded the Portuguese, on realization that the establishment of schools assisted the civil administration and trade, took steps to expand the opportunity of education by increasing the number of schools; their system of education was based on promoting religion through The Dutch Reformed Church.

But the difference to Portuguese is, that the Dutch did not leave education in the lands of the clergy but exercised government control to a fair degree over managing schools.

1.2.3 Period Under The British

The British who succeeded the Dutch in early 19th century started mass education. The government assisted the church to establish schools. A dual system of schools was started during this period where government assisted English medium schools, which were patronized by the elite and a system of schools administered by the state in the vernacular for common people.

Parallel to this education system under foreign influence, the Buddhist religious schools (Pirivenas) also existed.

In the year 1869 the Department of Public Instruction was established to manage the government schools and to regulate the management of assisted schools.

With the dawn of 20th century Buddhists & Hindus together formed the nationalist movement and demanded self-government. With the inception of this movement the religious organizations moved to established their own schools.

1.3 The New Era in Education

With the implementation of recommendations of The Donoughmore Commission in 1931 a system of semi-autonomous government was established in the country.

The empowerment of people was ensured by election of representatives to the State Council by popular vote. Executive committees were set up to be in charge of various subjects of the government and the elected chairman of each executive committee became the Minster in charge of the particular subject that come under the preview of the committee.

The executive committee on Education was placed under the chairmanship of Dr. C.W.W. Kanangara, who became the first minister of education in Sri Lanka. The country stepped forward with a wealth of achievements during the period of 15 years (1931-1947) during which, Dr. Kannangara held office as the Minister of Education.

He enacted a comprehensive ordinance covering all aspects of education to lay the foundation for a national system of education. The draft bill was sent to the legal draftsman in 1932 which took seven years to be finalized in 1939.

The Education ordinance No. 31 of 1939 which was enacted after a long deliberation, still remains the basic law of Education in Sri Lanka.

If Dr. Kannangara had his own way this would have been a much more progressive piece of legislation.

Some of the important achievements that could be credited to Dr. Kannangara are :

1.3.1 Democratization of Education

Dr. Kannangara saw the injustices in the existing system of education where only those who could pay received the benefits of a quality education. English education was the passport to a good job and Social advancement. Dr. Kannangara saw the importance of providing access to English education to the common people. The opening up of Central schools and providing free English education through Assisted schools paved the way for this goal.

1.3.2 Establishment of a Network of Central Schools.

Central Schools were established with the objective of expanding educational provision to the provinces and provide a relevant curriculum in education to meet the needs of the country. The curriculum provided opportunities for practical skills development and aesthetic education as an integral component. This was expected to contribute to all round development of the child.

The Central School was also a new concept in school organization. These schools accommodated the bright students from primary schools who were selected on a public competitive examination so that they could be provided with a "quality education" in the English Medium.

This scheme has contributed greatly to social mobility in this country.

1.3.3   The Free Education Scheme.

The free education scheme opened the door to English education for all children. Up to that time vernacular education was provided free of charge but all English Medium schools run by the denominational bodies except the Royal College charged fees. Free education from the Kindergarten to the university has been described as the greatest achievement of the Nation The impact of this policy is one of the main contributory factors which contributed to bringing about a high quality of life that this country enjoys to-day in spite of a low per capita income.

1.3.4   Diversification of the Curriculum.

Dr. Kannangara believed that, education should train the future generation of youth that could contribute to the economic development of the country. He encouraged the promotion of this concept through the 'Handessa Scheme', where children would learn by practical experience through exploring the environment. The present concern for environment was reflected in these efforts of Dr. Kannangara. **The special Committee recommended that a curriculum should develop a child's "Head Heart and Hand"** This concept emphasized the development of the 3 aspects of personality development. They are -

✫   Development of **academic knowledge**

✫   Development of **aesthetic values**

✩   Development of **practical skills**

Therefore subjects like Agriculture, Home Science, Handicraft, Art, Music, and Dancing were introduced to the curricular reforms.

The other aspect that was emphasized by , Dr. Kannangara are -

1.3.5 School Midday Meal

1.3.6   Improvement of the Status of Teachers

1.3.7 Establishment of the University of Ceylon.

1.3 8   Period After Independence (Education Policy Reforms 1948 – 1997)

Sri Lanka gained independence in 1948 but remained a dominion in the British Commonwealth of Nations until 1972. In the year 1972 the country was declared a Democratic Socialist Republic and there was an improvement in access to education with the expansion of the school network throughout the country.

The Education Policies that were Implemented during this period were as follows
- Free Education was made available to all children after Sri Lanka gained independence in 1948
- The mid-day meal programme was expanded to cover all schools in 1950.
- A scholarship programme was started in 1952 for the benefit of talented students from poor families
- Establishment of a Curriculum Development Center in 1960 to develop curricula to suite the future needs of the country
- The majority of State assisted privately managed schools were taken over by the Government in 1962, with a view to rationalizing the school system.

- The reforms in the early 1970s changed the curriculum and structure of general education.

   * The age limit for school admission was raised to 6 years.

   * The schooling period was reduced from 12 to 11 years, replacing the existing system with 9 years of general education and 2 years of higher secondary education.

   * Two National examinations namely the National Certificate of General Education (NCGE) and Higher National Certificate of General Education replaced the GCE Ordinary Level (O/L) and Advanced Level (A/L) Examinations

- Free provision of school text books started in 1980.

- The early 1970 reforms were short lived. Further reforms were introduced in 1981.

   * The fee mid-day meal facility was suspended.

   * The previous system of schooling of 12 years was re-established.

   * The previous system of examinations (G.C.E O/L and G.C.E. A/L was re-established.

   * School clusters were formed for better management of schools and to improve utilization of resources.

   * The National Institute of Education was established to undertake educational research, curriculum development and training of teachers and educational administrative personnel and the provision of post graduate education for the same clientele.

- In 1987, Colleges of Education were established to provide pre-service education for new recruits to the teaching profession in order to establish an all graduate teaching profession.

- The concept of "National Schools" was introduced in 1987 in order to better facilities for bright students throughout the country.

- The free mid-day meal facility was restored in 1989.

- Provision of free uniforms was started in 1993.

- Decentralization of education administration was started in 1993 by creating Divisional Educational Offices. As this system did not produce the desired results, the Divisional Offices were transformed in to l Educational Zones 1995.

- The Free Mid-day meal facility was abolished in 1996.

- The need for a well established education system, which would respond to the changing needs of the economy was strongly felt in the 1990s.

However with the expansion of educational opportunities and facilities and establishment of National system of Education the government had to spend 15% of the annual budget on education. There is no doubt that Sri Lanka has creditable achievements in the education sector, with regard to enrolment, participation, literacy and gender equity when compared to other countries in South East Asia.

1.4   Need for New Education Reforms

Over three decades between 1970, & 1990 the country was faced with problems of unemployment, youth unrest, ethnic violence, which contributed to perpetuate poverty. Had the education played its role in molding a generation of youth with necessary knowledge, skills and values to face the challenge of the new millennium successfully was to be given serious thought. Total personality development characterized by creativity, initiative, discipline, team spirit, respect and tolerance for others and other cultural values were the aspects that were identified as lacking in the existing system of education. Therefore restructuring and reform in the education system was identified, as an urgent need.

In 1991 The National Education Commission was established to advice the government on an overall Policy covering all aspects of Education in the country. As an initial step The Commission conducted an in depth study on various aspects of education, by collecting information through interviews from the general public, student and educationists. The recommendations of the 1st Report of the Commission was published in ……. A Presidential Task Force headed by the Minister of Education was appointed in 1996 to implement the recommendations and the year 1997 was declared The Year of Education Reforms. (The New Education Reforms of 1997)

The Presidential Task Force worked through 12 Technical committees and submitted the new proposal to the President in March 1997. The reforms addressed not only the formal education from Grade 1 to Grade 13 but-also it addresses the Early Childhood Education Pre School Education Adult and Continuing Education as well as Special Education. This

was a true realization of the concept of Education for all. Actions are taken to reform every aspect of education process.

The two main goals of the reforms were –

1.   To provide a system of education which would empower students with necessary knowledge, skills and attitudes, to make them productive citizens of Sri Lanka.
2.   To create a future generation with correct values, compassion and care towards fellow citizens to live with tolerance towards each other.

The reforms aimed at achieving complete personality development of a child. Therefor the reform proposal was formulated based on 5 major areas, which are inseparable aspects of education.

They are:
1.   Improving Quality of Education
2.   Providing Education opportunities for All
3.   Developing practical and technical skills
4.   Provision of Education and Training opportunities for all teachers
5.   Improving Management & Provision of resources.

Improvement of general education cannot take place in isolation. It needs expansion and create opportunities for Higher Education, Technical education & Vocational training and also improvement of quality of Teaching Learning Process, Administration, Management and other services.

The Education Reforms addressed the following educational processes.
1.   Early Childhood Care and Development
2.   Pre-school Education
3.   Compulsory Education
4.   Primary Education
5.   Junior secondary stage of Education
6.   Senior secondary stage of Education

7. Collegiate level (Advance level)

8. Development of Technical & Practical skills

9. Co-curricular activities

10. Sports and physical Education

11. Special Education

12. Teacher Education

13. Strengthening Management of Education

14. Quality Assurance.

1.5   New Initiative

The implementation of Educational Reforms commenced in 1998. After reviewing the strengths and weakness of implementation The Ministry of Human Resources Development, Education and Cultural Affairs has realized that certain new concepts have to be introduced to gain full momentum of the process.

Accordingly the following new initiatives were introduced in the year 2001.

1.5.1   School based Assessment

The learning achievements of students are assessed by a process of school based continuous assessment which was started as a pilot programme, initially and currently being implemented throughout the Island.

1.5.2   Quality Inputs

Material and facilities needed for Teaching and Learning is provided as Quality Inputs to schools.

1.5.3 Development of Schools on a Fast Track

Provision of equal access to Education is an accepted concept by all rations. The reform proposal recognized this fact and proposed the development of school at divisional level.

Accordingly, it has been decided that:

- ☆ While completing the development of 134 selected schools in this year the balance of other schools also to be developed on a fast track.
- ☆ The 54 central schools established originally in 1945-47 would be revitalized by upgrading the infrastructure facilities and improving the teaching learning process through staff development and better supervision.
- ☆ A primary schools improvement programme to be implemented in the main urban cities to relieve the pressure on admission to popular schools.
- ☆ In order to promote national harmony "Amity Schools" where children of different communities study together to be established in areas where there are multiethnic groups.
- ☆ Rehabilitation of schools in North and Eastern Provinces which were affected by the ethnic conflict.
- ☆ About 115 schools in the plantation sector, which had not been covered by the earlier projects, to be taken up for development during the current year.

These interventional programmes are mea nt to ease out some of the disparities that are persisting in the Education system.

1.5.4 Student Welfare Services

The Ministry of Education at present funds a wide- range of student welfare measures. This include free textbooks, free uniforms, subsidized transport and medical services. There is also a scheme of scholarships offered at Grade 5. The Ministry will take action to provide additional services and funding described below

- ☆ Under the presidential scholarship programme, scholarships will also be awarded to those who obtain excellent result at the GCE (O/L) examination and those who display special talents in sport and extra curricular activities.
- ☆ A supplementary Nutrition Intervention programme will be implemented in all the districts in the country for all primary level children.
- ☆ An effective programme to combat child abuse will be carried out in collaboration with The Child Protection Authority through an awareness

campaign as well as strictly enforcing the legal provisions with the help of law-enforcement agencies.

1.5.5   Education for Peace & Social Harmony

Learning to live together is one of the basic aims that has been detailed in the UNESCO Report. Sri Lanka being a multi –cultural society, and after experiencing the trauma of an ethnic conflict, peace and harmony should be an essential outcome of Education. Peace Education, conflict resolution, respect for others viewpoint are encouraged through the curricula as well as co- urricular programmes.

Values and morals cannot be taught as separate subjects. They should be learned continuously as cohesive trend that runs through all subjects, through all the years of schooling. The teaching of religion, which begins in the primary grades and continues through the rest of the general education years, contributes greatly to building up of correct values and morals.

1.5.6   Counseling and Career Guidance

The General Education system dose not provides Counseling and Career Guidance at present. However, this is a very important aspect, especially under circumstances where jobs are not easily available. Guidance is necessary in selection of subjects and   course streams and finding appropriate job placements. In addition, because of stresses that the child has to undergo both in the home environment, school and in the community, guidance in relation to personal problems is also necessary.

* ☆   Selected teachers in schools will be given special training in career guidance and counseling and assigned these duties in their schools, as part of their work on the time table.
* ☆   Schools will build up databases on available vocational and technical training courses in their areas and also on possible job opportunities. Career guidance officers will use the databases to help children select appropriate courses of study, which will help them to fit in to available opportunities.

☆ Career guidance officers will meet students at regular intervals or as necessary to advice them on personal problems and will also interact with parents when need arises.

1.5.7 Teaching of English and Foreign Languages

Proficiency in foreign language is an advantage in the job market in the private sector and for employment abroad, English is the gateway to access to modern knowledge, which can be accessed through information technology. Therefore it has been decided that the English Language teaching in Schools should be further strengthened.

At the same time teaching other language such as French, German and Japanese in schools will be encouraged.

A decision has also been taken to introduce the English medium in G.C.E. (A/L) Science class from May 2000. It will be extended to the other streams gradually, and also to Grade 6 in 2002.

1.5.8 Information Technology

A National Policy on introduction of information technology to the school curriculum has been formulated. According to this policy:

☆ IT will be taught as a subject
☆ IT will be used as a tool of learning in the classroom

It is expected that around 2000 schools will have computer facilities within 2002 and 2003. This will be funded by Foreign Funded Projects. Eight provincial computer-training centers will be established in the eight provinces. Al teachers who wish to acquire computer literacy will be trained in these centers.

1.5.9 Teacher Performance Appraisal

Success of the entire reforms programme depends, on how the teacher performs in the classroom and interacts with the pupils. The best-laid plans will fail if the fullest cooperation of the teacher is not given that all times. The Education System will incur much time, effort and expense in order to build up the quality and efficiency of the teaching learning process. However, in order to achieve desired results a well-planned monitoring programme is essential. The presidential task force has decided to take the following steps.

☆ A system of teacher performance appraisal (TPA) will be introduced to schools.

☆ Under this teacher will enter to a contract with the principal/sectional head in respect on an agreed range of activities to be carried out by the teacher. Performance will be recorded by the principal.

1.5.10   Strengthening the Management of Education

The Management of the Education system and the implementation of the Reform process is the responsibility of the MOE and also of the Provincial Education Authority. It is essential that MOE should restructure its administrative and functional framework and build up the required Human Resources capacity in order to fulfill the demands placed upon it by the Education Reforms. The following steps have to be taken.

☆ Each major sector that comes under the reform process must be assigned a responsible officer at the level of a Director, with delegated authority to take necessary action for implementation. This should be supported by a sufficient number of qualified officers forming a cohesive unit.

☆ Similarly, units should be set up to implement school based Management and teacher performance appraisal, Library Services, Laboratory Services, Backward area schools etc.

☆ Efficient coordination and logistical support should be established between MOE, NIE, NEC and Provincial administration.

☆ Consensus should be reached between the center and the provinces on modalities for efficient and rapid implementation of the various changes. There should be no delays in communication between the Ministry and the provinces and

between Provincial administration and the Zonal Administration and the school system.

☆ New monitoring and supervision system should be developed, involving the center and provincial systems, whereby school based Management can operate efficiently, with official system caring out monitoring and facilitating role rather than one of control.

1.6 Partnerships in Education Sector

1.6.1 Private sector Partnership in Education

- Approved private schools, approved certified schools, international schools and tutories have entered the education sector which are totally managed by private organizations. Due to high competition for School Admissions most parents in the urban areas seek admissions of their children .to private schools.

- All pre-schools are managed by them private sector or welfare organizations.

1.6.2 State Sector Participation in Education

The following Ministries have undertaken partnerships in education in the following sub sectors.

Ministry	Sub Sector
Ministry of Social of Services	Vocational Education
	Special Education
	Non formal Education
	Adult literacy Programmes
	Pre-school Education
Ministry of Woman's Affairs	Vocational Education for women
	Health and Nutrition Education
Provincial Authorities	Non formal Education through community Based Rehabilitation programs
	Health and Nutrition Education
	Adult Education
	Vocational Education
	Non formal Education
	Special Education
Samurdhi Authority	Adult Literacy program
	Vocational Education
Ministry of Industries	Technical Education
Ministry of Tertiary Education	Technical Education
	Vocational Education
Ministry of Health	Health & Nutrition Education

1.6.3   Partnerships of Foreign Funding Agencies.

Foreign funding agencies act as partners through Educational Projects funded by them

General Education Project 2   Funded by IDA / World Bank

Project Period   :   1998 – 2004
Financial investment   :   US Dollars 83.4 Million

The project is implemented through the following Components.

- Curriculum Development
- Publishing School Text Books and other Publications
- Rationalization of School Facilities
- Supply of Quality Inputs
- School Library Development
- Education Management Development
- Educational Financing
- Studies and Research

**Teacher Education and Teacher Deployment Project   Funded by
IDA / World Bank**

Project Period   : 1997 - 2004
Financial Investment   : US Dollars 79.3 Million.

The project is implemented through the following Components
- Rationalization of Teacher Deployment
- Rationalization of Structure and Organization of Teacher Education
- Upgrading Teacher Training Programmes
- Staff Development for Teacher Education
- Strengthening and Upgrading of Teacher Training Institutes
- Strengthening of Management & Administration of Teacher Education Institutes
- Studies and Research

Secondary Education Modernization Project Funded by

Asian Development Bank

```
 Project  Period            :  2001  -2005
 Financial  investment      :   US Dollars   76.00 Million
```

 The Project is implemented through the following activities with a view to promote Qualitative improvement of education by modernizing and   strengthening the Teaching – Learning process

- Construction of Computer Learning Centers in schools
- Construction of Multi-Media Units in Schools
- Establishment of Environment Study Centers
- Refurbishing of Hostels and Building in Central Colleges
- Construction of Science Laboratories in schools
- Introduction of School Based Management Programme and work in co-ordination with the National Institute of Education
- Assisting the Department of Examination in implementing the School based assessment
- Provision of " Sisu Saviya " Student allowance
- Initiate modernization of Secondary Education Curriculum in co-ordination with National Institute of Education

Primary Mathematics Project Funded by D.F.I.D - United Kingdom

```
Project Period           :  1998 – 2003
Financial  Investment :   Rs.  4.9 Million  D.F.I.D and  Rs. 1,2 Million by General
Education Project Funds
```

The project is implemented under the following main functions

Curriculum Development
In-service Teacher Training
Pre-service Teacher Training
Monitoring , Evaluation and Research
Provide Understanding Relating to Significance of the Mathematics

Primary English Language Project (Funded by D.F.I.D.UnitedKingdom).

Project period: September 1996 to August 2002
The Project was functioned under the themes, of
- Curriculum Development
- Teacher Development

Basic Education Sector Programme (Funded by GTZ/ German Technical Coooporation))

 Project Period   2001 to 2003

Financial Investment: Local Funding Rupees 26.3 million/
           Foreign Aid Rupees 98 million

This project is implemented with the objective of promoting a quality development of the learning – teaching process for reading the basic competencies of the primary stage.

Junior School Improvement Project (JHICA – JAPAN Funded)

Project period: From March 1999 To March 2009 (Several Phases)
This project is implemented with the two main objectives of

- Supply of infrastructure facilities and
- Improve the quality in schools through teacher training.

Under the First Phase improvements were made in 4 schools in Gampaha District, 2 schools in Kegalle District and in 10 schools in Ratnapura District by an investment of Rupees 1500 million.

Under the Second Phase improvements will be made in 56 schools selected from Galle, Hambantota and Monaragala Districts
At a cost of Rupees 2.2 Billion provide by Japanese Government.

Sexual and Reproductive Health Education Project Funded by UNFPA

Project is implemented through The National Institute of Education to give awareness about the reproductive health to the Adolescents.

1.7 New trends based on E.F.A. vision

In the light of "World Declaration on Education" Sri Lankan education system also promulgated new trends based on EFA vision. National Education Commission put forward nine national goals of education targeting a learning society in future. These goals are to be achieved through comprehensive reforms in formal and non-formal education. The nine goals are :-

1. Achievement of national cohesion, national integrity, and national amity.
2. The establishment of pervasive patterns of social justice.
3. The evolution of a sustainable pattern of living
4. The preparation for work opportunities that are dignified satisfying and self – fulfilling.

5. The institution of a Varity of possibilities for all to participate in Human Resources Development.
6. The generation of a   continuous sense of deep and abiding concern for are another.
7. Learning to learn and adapt to changing situations.
8. The capacity to cope with the complex and the unforeseen.
9. The development of competencies, which will help, secure honorable place in the international community.

When the "Dakar Frame Work for action" was declared in 2000, Sri Lanka had already started new changes in education system with the help of international organization. In the formal system five basic competencies had been introduced with the intention of improving the quality of life. Following are the five basic competencies expected   to be inculcated within the clientele of education system.

1. Competencies in communication
2. Competencies relating to the natural, social and artificial environment.
3. Competencies in ethics and religion.
4. Competencies relating to the use of leisure enjoyment and recreation.
5. Competencies in learning to learn.

Among other things introduced with the education reforms a separate branch for EFA activities was established in the Ministry of Education. In May 2001, this special branch started its work involving EFA planning, monitoring and researches. Since then, it has been functioning as EFA coordinating body of the country and a number of programmes have been implemented.

1.7.1 Details of programmes implemented by the Education for all branch.

1. Dispatch of reports to the UNESCO office in the Delhi as follows.
   a. Eight (8) Provincial EFA Plans
   b. Ten (10) Case Study Reports
   c. Activity Financing contract preparation of Provincial Plans and case studies final report – 2001
2. Preparation of Circular relating to Education for All.

3. Taking action in co-ordination with the relevant Ministries and Institutions in the collection of information related to E.C.C.E. preparation of National Policy.

4. Obtaining approval for a sum of Rs. 100 million from the UNESCO Head Quarters for the plan submitted by Sri Lanka for the FMFH (Feeding Minds Fighting Hunger) Programme held in Hydrabad India from 2 August 2002 and the Ministry of Human Resources Development, Education and Cultural Affairs Functioning in coordination with the Ministries of Women's Affairs, Agriculture and Health.

5. Conducting the conference on Non-discriminative Education with the assistance from non-government organizations. Relating to activities in complete education.

6. Conducting a workshop with the participation of Mrs. Linda Panels specialist in the relevant subjects with assistance from UNESCO in Bangkok to prepare an Action Plan for non-governmental organizations and to create awareness on Gender disparity in Education.

7. Covering the National Forum on E.F.A.

8. Providing awareness for Zonal Directors of Education/ Deputy Directors of Educational Development / Non formal Division relating to implementation of circular on E.F.A.

9. Starting a project for children in the North and East who were deprived of opportunities on E.F.A.

10. Preparation of a concept paper and an action on Gender disparity in education.

11. Implementation of a Nutrition Project for children's in 750 selected schools who study in the Primary Section in disadvantaged are as and providing a sum of R 50 million for that purpose.

Accordingly the EFA branch is performing activities in coordination with UNESCO (New Delhi) and UNESCO (Sri Lanka).

This case study was based on the four objectives directed by the UNESCO. They are as follows:

1. Examine the post Dakar National Policies, programme thrusts and methods, resources allocated, implementation approaches and processes, progress achieved and the current position on E.F.A.
2. Analyses the extent of reflection of E.F.A. in development and antipoverty strategies in respect of formal and non-formal basic education.
3. Survey the level of government civil society partnership in the different areas of E.F.A., especially in respect of different equity concerns, and

4. Appraise UNESCO regarding the areas and lines of its intervention based on assessment of National Governments follow up in E.F.A. in pursuance of "Dakar Frame Work for Action".

1.8   Scope and the Methodology of the Case Study

In complying with the guidelines given by the UNESCO, EFA branch of the Ministry of Human Resources Development, Education And Cultural Affairs took up the responsibility of carrying out of this country case study in November 2002. The following officers were assigned for the task and they started the preliminary work at the end of November 2002.

1. Mr. J.J. kandamby   -Director of Education EFA Branch
2. Mr. K.L. Premachandra   -   -Deputy Director of Education
3. Mrs. Malini Vithange   -Assistant Director of Education
4. Mrs. H.M. Wataliyadda   -   -Deputy Director of Education

The Proposal for the case study was prepared and submitted to UNESCO during the specified period of time. A brief outline of the methodology was included in the study proposal and it suggested the following.

Four-member committee would be appointed to handle this case study and they would deal with respective Educational dimensions set out in Dakar Framework for Action. Representative sample from each province would be taken and data would be collected from them. For the collection of data some questionnaires would be administered and relevant reports and other documents would be consulted.

Accordingly four questionnaires were prepared and handed over to all eight provinces at the preliminary work session and provincial level EFA coordinators attended to this task. They gathered all the data pertaining to the respective areas of Education relevant to their own provinces. Four-member committee visited all the provinces and instructed the relevant authority how to respond to these questionnaires. Data gathering was the difficult part of this study due to lack of the availability of reliable information with regard to some areas of Education. There fore the verification of facts and figures had to be done at the interviews with officers who are dealing with respective branches of Education.

Eight Provincial level EFA coordinators and other officers responsible for Primary Education, ECCD, Non- Formal Education and Formal Education were called to the second work session where all the questionnaires were collected and analyzed. Several participants from NGOs and other organizations also participated in this session and contributed with some statically data. Four areas namely, ECCE, Primary Education, Non-Formal Education and Formal Education were given to separate groups, which were comprised of the specialists in those respective areas of Education. Within these groups all the data gathered from eight provinces were analyzed. Data collected form other sources were also taken in the final analysis of data. The output of this work session was the rough draft of the report of case study.

A panel of writers including the four-member committee to whom this task was assigned did writing of the first draft of the country case study. All the literary resources pertaining to the respective areas of Education were consulted at this level and final verification on some of the information were also involved. The final outcome of this writing session is this draft report of country case study.

2

Early Childhood Care and Education

2.1 Vision Statement

Children are considered as the greatest national resource of any country. They are the future human resource who build the future of the Nation. Today the world is adjusting itself as a Global Village, It is marching forward with new inventions and victories based on future thinking, wisdom and vision. Therefore we consider children as the most precious asset of a Nation. As childhood is treated as the most decisive stage of life, society should help to minimize complexities concerning early childhood. It is the responsibility as well as the duty of the adult society to inculcate the cultural values of the country and meet the National aspirations.

2.1.1 Interpretation

Early Child Hood Care is the basis through which Education could promote the development of a balanced personality. Every child born to the society is entitled to certain human rights, such as the right to live right to be protected, right to be healthy and the right to participate as a social being. It is the view of all international organizations including the UNESCO that safeguards of children's rights should be ensured during the period from birth up to 8 years, which is refereed to as the period of Early Childhood. With the completion of 5 years of age the child begins formal education. The Ministry of Education in addition to the parents undertakes the protection, well being and education of every child when he /she reaches age five. This period is comprised of the five year period before children enter formal education. In the same manner it is revealed that the pre-natal period of children is also extremely significant with regard to a persons life. The period starting from the pre-natal

level up to the end of a 5 year period, when children start entering formal education is considered as the period of "Early Childhood."

2.1.2.   Special Significance of Early Childhood

Early Childhood can be considered as the basis or the foundation in human life. It is at this stage that the foundation to adult life is laid where the personality and character of a child gets moulded. Research finds that, about 80% of the personality characteristics observable in men or women develop during the Early Childhood years. According to the brain cells, which affect the whole life of a man or woman, are developed before the end of five years during Early Childhood. It has also been revealed that quality development of at about 60% of his intelligence is developed during these years. At the end of Early Childhood, a child will acquire language skills and also skills such as walking, jumping, playing and to live "alone" doing his work by himself. Accordingly the Early Childhood is significant as a critical stage, which cannot be compared to any other stage in life as it lays the foundation for aspects of human life. According to new research in the fields of Education and Psychology mal-nutrition, under-development and poor health contributes to backwardness in learning and low intelligence during formal schooling. It is therefore necessary to provide a child in the Early Childhood years not only the required nutrition and adequate health facilities but also care, love, protection, enthusiasm, pleasant-ness and a favorable social environment. Educational psychologists have indicated that the child who does not receive these basic requirements will not have opportunity to develop their personality and at a later stage in their life will be subjected to various mental ailments, in addition to grade repetition, and backwardness in learning which would be difficult to avoid.

At the International Conference on "Education for All" held in 1990 the meaning of the two words "Basic Education" was broadened to include the educational needs in the Early Childhood years and as such, according to the Work Plan adopted at this Conference, the pre conditions of Quality Development, equality, and efficiency have been accepted. This will provide opportunities for the child to develop the dedication and competence required to be a useful adult. A basic objective stressed at the Dakar Universal Education Conference in year 2000 was the necessity of extending programmes for providing protection and education

for in the Early Childhood year to those who have been subjected to harassment and neglect.

Developed countries in the world have paid lot of attention to Early Childhood protection and development activities and programmes have been implemented concurrently. However Sri Lanka has not paid much attention to ECCE. We admit the child after 5 years of age to a school after facing lot of competition, as other developing countries. Some people, with the sole purpose of accelerating formal education, provide pre school education for their children. This habit should be done away with and the whole country should adopt an ECCD policy to achieve highest level of quality in child development.

The Government of Sri Lanka has approved the UNESCO Universal Convention on the rights of the child in year 1990 and the Universal Plan for the presentation of the right of the child (CRC) was adopted in 1991. Accordingly, the Universal Plan on the rights of the child mentioned above should be a basic requirement of a National Policy prepared for children. While our country has already undertaken a responsibility relating to children, it is essential to adopt an intensive Early Childhood.
Care programme on a National scale.

2.2 Review of the Current Position Relating to Early Childhood Care in Education

During the embryonic stage the strength and development of the child will depend on the health of the mother. It has been found that the joyful, light and pleasing behavior of the pregnant mother will help to develop and stabilize the mental capacity of the growing child. Maternal mal-nutrition is found to be very common in our country. Children born to a malnourished mothers would bring about harmful effects on the unborn child. The state of mal-nutrition among pregnant mothers is at a high level and the rate of maternal deaths is about 13 per every 100,000 births. The Ministry of Health has already implemented a remedial and protective plan to improve the health condition of pregnant mothers. However it is essential to provide necessary guidance and support services to the poor in a continuous and in a systematic manner.

Only 89% are born in Health Institutions, annually. Therefore the balance births take place out side these Institutions. As such the risks are in a optimum level. However the birth of under-weight and pre mature children is a matter for which special attention has to be made. It is reported that 17 % of the total births are under weight. The rate of infant deaths is reported to be 19 per 1000.

Among the children below 5 years the percentage of under weight, blind and dwarf children is 34%, 14% and 18% respectively. The course of this is considered to be foetal mal-nutrition. Action should also be taken to counteract diseases. The service rendered by the Ministry of Health to save and protect the lives of these infants in the Early Childhood period should be appreciated. The progress of certain programmes launched by the Ministry on Early Childhood Care are indicated below :

☆ Pregnant mothers who were subjected to immunization against Tetanus   91%
☆ One year olds who were subjected to immunization against Tuberclos is   97%
☆ The number who were subjected to immunization against Dyptheria,
   Whooping Cough and Tetanus   `
      99%
☆ Immunization against Polio   99%
☆ Immunization against Measles   95%

Nearly 4% of the children below 5 years have been subjected to visual or hearing dis-abilities, physical and mental dis-abilities. Health Services have already identified these dis-abilities and have launched a programme to provide remedial measures.

Although we have a short history relating to Early Childhood Care and Development, we have a long history of pre school education. The External Service Board of the Sri Lanka University has made the first pre school survey at a National Level in 1979. Subsequently, an Island wide survey on Pre Schools had been done by the, secretary of the Ministry of Transport, Environment and Woman's Affairs (1996 Wickremarathne) and a Directory of 6592 pre schools (which had been registered) had been compiled by the Children' Secretariat Office. (This had been compiled for 18 districts representing 8 provinces excluding the North Eastern Province) Details of the Registered Pre Schools in Sri Lanka by the end of 2000 collected by the Children's' Secretariat in 2001 are indicated below.

List of Pre Schools at the end of 2000

	District	No. of Pre Schools	No. of Pre School Teachers	No. of Students
1	Colombo	612	1101	22016
2	Gampaha	730	996	19267
3	Kaluthara	515	628	14348
4	Gall	505	723	14284
5	Matara	137	725	12908
6	Hambantota	269	423	7142
7	Mahanuwara	343	414	7814
8	Nuwaraeliya			
9	Matale	303	415	7991
10	Ratnapura	593	812	11145
11	Kegall	426	573	9418
12	Badulla	556	809	13729
13	Monaragala	312	467	8773
14	Kurunegala	893	1285	20973
15	Puttalama	33	38	890
16	Anuradapura	490	779	12146
17	Polonnaruwa	70	124	2113
18	Trinco	145	231	4727
19	Ampara	329	690	11272
20	Madakalapuwa			
21	Mannarama			
22	Mulathive			
23	Wauniyawa	86	133	3742
24	Yapanaya			
	Total	**7725**	**11366**	**204695**

Source - Child Secretariat Office

The number of pre schools in the 19 districts except Northern and Nuwara Eliya is 7725. The number of Matrons is 11366 and the student population is 204695. By now these figures would have increased owing to the increase to the number of teachers who have had pre school training, the parent's awareness of the need of pre school education and the expansion of the Day Care Centers opened under the ECCD programmes.

The statistics of the Sirisubhoda Training and Resources Centre that conducteds Professional Teacher training for pre schools is predominantly in the Sinhala medium. Their interpretation is as follows "Services are supplied at various levels to about 200000 children in the Early Childhood years in about 12000 centres by employing a number of matrons a little above this figure. Research shows that the percentage of children who have joined an Early Childhood Programme, is less than 30%. The former Secretary of the Ministry of Education (Wijemanne 1984) has mentioned Teachers handbook that the number of Pre School children is 25 %. As such 30 % seems to be too high. However the figures we give is quite different to the findings of the research cited above. For the question of "How many students in your class had attended the pre school" the teachers teaching in Grade One of Government Schools mentioned "Very popular schools in Colombo 98% to 100% - other leading schools in Colombo 96%, Semi urban areas such as Kalutara, Gampaha, Kurunegala reported over 90% Anuradhapura/ Polonnaruwa Urban 70% Difficult 0% - 10% Ampara 50% Lahugala 0% Panama 10%. "In conclusion it is noted in the schools numbering about 1000 in Sri Lanka the rate of receiving pre-school education is varies between of 0 % to 100%. It is a wonderful situation but it is true. Minimizing these disparities is a major challenge faced by the MOE in implementing ECCE Programmes. The establishment of a National Policy on ECCE would contribute to minimizing the existing disparities in the long run.

2.2.1 The Current Position Relating to Early Childhood Care and Education Centers:

2.2.2. Intervention by the government sector

2.2.2.1. Ministry of Health

Several steps have been taken by the Ministry of Health with regard to the child development and minimizing low weight at birth. In an attempt to lower the number of maternity deaths, the Ministry has launched a nutrition projects to overcome mal-nutrition. Under this project steps have been taken to supplement   vitamin deficiencies of pregnant mothers and the timely provision of vaccines for prevention of diseases.

The Ministry of social service and other relevant Ministries are jointly revising the National Policy on Early Childhood Care and Education.

2.2.2.2   Ministry of Social Service and welfare:

The National Education Commission has drawn special attention to Early Childhood Care and Education with the New Education Reforms. Accordingly, a series of programmes have been prepared for the purpose of obtaining pre-learning experiences related to Early Childhood jointly with the Children's Secretariat. The National Institute of Education had conducted training programmes for matrons who are in charge of Early Childhood Care and Development Centers.

2.2.2.3.   Provincial Ministry:

Functions relating to Early Childhood Care and Education Centers have also been included the functions assigned to the Provincial Councils under the 13th Amendment of the Constitution. Accordingly every Provincial Council performs a major role regarding Early Childhood Care and Education Centers under their provinces by allocating the required financial allocations.

In the above process it is a significant feature to note that the Provincial Director of Education is taking steps to issue a Registration certificate and a number by registering every Early Childhood Care and Education Centers.

2.2.2.4.   Ministry of Human Resource Development, Education & Cultural Affairs

In year 2001 the Primary Education Section of the Ministry of Education prepared the National Policy on "Early Childhood Care and Education". At present the Ministry of

Health, Ministry of social service and Welfare (Children Secretariat office) Human Resources, Education and Cultural Affairs and other Ministries are in the process of revising this policy jointly.

In addition to this, "Early Childhood Care and Education" has been treated as the first objective in the Dakar Frame Work Action Plan which has been adopted internationally in year 2000 relating to "Education for All". Accordingly the "Education for All" branch of the Ministry of Education expects the following position regarding Early Childhood Centers.

☆ Increasing the percentage of children who have been admitted to the Early Childhood Care and Education Centers out of the total number of children who are in their early childhood years.

☆ Increasing the percentage of children who have been admitted to Grade one of the Primary Section after participating in Early Childhood Care and Education Centers or in other organized programmes.

☆ Increasing the quality of the Early Childhood Care and Education Centers, which are functioning at present.

It should be noted the above information has been based on the International indicators, which have been pertaining to "Education for All".

2.2.3 Early Childhood Care and Education Centers conducted by public institutions.

2.2.4 Early Childhood Care and Education Centers conducted by non Government Organizations

☆ UNICEF which provides assistance attain International level for Early Childhood Care and Education.

☆ Providing awareness programme for mothers relating to female children in Sri Lanka for necessary guidance for the female children for better mental, physical develo0emt through the care and education, woman's Affairs and Women's bureau.

☆ Women's and Children bureau of Ministry of labour.

☆ The Women's and Children section of the Police department and the Foreign Employment Bureau have launched a programme relating to Early Childhood Care and Education. The attempts made by the Open University of Sri Lanka

in training the Matrons of the Centers under the said programme are commendable.

2.3   Children in the Early Childhood Age Belonging to Various Categories.

1.   Children living in their homes with parents and guardians.

2.   Children in Early childhood and Education Centers.

3.   Children in Day Care Centers.

4.   Children who are in the Children's Parks in the Estate sector

5.   Children in children's homes

6.   Street children

7.   Children having special needs (Disabled or mentally retarded)

8.   Children deprived of any other protection

Identification of national objectives with a view to providing Early Childhood Care and Education for all these groups is very important.

2.4   National objective of the Early Childhood Care and Education

1.   To create a qualitative and quantitative improvement in the programmes with the assistance of Non Governmental Organizations under the leadership of the Government through a National Policy on Early Childhood Care and Education.

2.   To provide Early Childhood Care and Education to every child so that the skills required at the admission to Grade One are acquired in a systematic manner and the foundation necessary for the balanced personality developed, could be fulfilled.

2.5   Indicators for Early Childhood Care and Education

For the achievement of the above objective, it is important to identify the two (2) indicators forwarded relating to the Early Childhood Care and Education through the Dakar Work Plan in year 2000.

☆   The number who have been admitted for the development of the children in the Early Childhood, children as a percentage of the age group of 3 to

5 years as recognized by the government. (Including all government private sector community programmes)

☆ Percentage of the children to be admitted to grade one in the primary section after participation in any (Development) programme for Early Childhood age children

2.6   Early Childhood Care and Development

The most suitable place for bringing up children is their home. Most of the psychological requirements of children are fulfilled within their home environment in the company of parents. As such, it is necessary to implement a programme to increases the awareness of the members of family including the mother and the father relating to childcare, health and nutritional development. This service is required mostly by parents and families of the less privileged or deprived groups such as laborers, in the estate sector and rural areas and illiterate and depressed groups in urban areas.. The extended family concept, which existed in the villages in the past, no longer exists now. Under the extended family system the child had, companions other than the child's parents like the grand father, grand mother, step mother, uncle, aunt, step father and the children of those parties as they all lived together. Thereby the child had the opportunity to gain the necessary affection, care, paying opportunities, and conversation etc. being requirements of a appropriate environment to build up his personality. However owing to urbanization, open economy, job market, and other reason the extended families have disintegrated and have been replaced by micro families., The small family of husband and wife living in an annex, a one room, flat, an apartment in a housing scheme or in a small house will not be able to provide all the requirements of their child. In addition to this when the wife is also employed the situation will be aggravated still more. In certain instances housemaids have to take care of the children in the absence of mother. Father is not a suitable child minder. On the other hand even in the privileged class without having any housing or other problems may find that their child has been deprived of an appropriate development environment essential for the child owing to lack of guidance in brining up children. As a result of this situation, the poor community deprived of privileges as well as the privileged class of people have failed to provide learning environments for their children contributing to very high degree

of deficiencies in the development of their children. The need to educate the parents in this regard have been felt and modalities are under consideration.

2.7   Objectives of Early Childhood Care and Development Centers.

1. Provision of an environment, which is favorable, fruitful and safe for obtaining sensory experiences.
2. Provision of opportunities to develop a good, courteous behavioral pattern through day-to-day activities.
3. Guidance to get used to good health habits
4. Provision of a favorable environment for development of good habits.
5. Provision of opportunities for physical development and skills development
6. Development of intellectual and creative abilities
7. Development of skills to attend to routine work and to complete them.
8. Guidance to love, to appreciate, evaluate and to safeguard the environment
9. Provision of abilities to face challenging situations
10. Build up a favorable atmosphere for getting used to work with co-habitation.
11. Make arrangements to the child to live a happy a joyous life.

2.8   Proposed programmes for Early Childhood Care and Development Centre.

1. Based on Homes
2. Day Care Centers and
3. ECCE Programmes

2.8.1   Home based programme

The period spent by the child in the company of his/her family members is very important. During this period he/she should get health, nutrition as well as protection and care. Love and affection from his family members and adults is very essential for children. While being funding among mother, father, elder brother, elder sister, aunt, uncle, grandmother, grandfather etc,

the child will get developed among various characters. As such regarding the child's development it is more important that the adult understand him. A more subtle system adapted in maternity clinics starting from the conception up to the childbirth. Along with the birth to the child, the father will also have knowledge of building up a child. As such the building up of the child is the responsibility for the only it shared by the father too. It is a joint effort. Regarding this aspect we have to adopt some arrangement in our country. In addition to the awareness on the part of the parents it is also important to introduce the resources in the homes and in the adjacent environment. For lack of proper understanding there will be unfavorable impacts on the development of child and for his personality development during the time spent in the child's home. Awareness programmes for parents would be very fruitful as due to ignorance of the pre-school system has led to a decline in pre-school attendance. Many pre school education specialists believe that a child's physical and mental requirements and also his psychological requirements will be fulfilled in his family and home environment. Therefor child development programmes based on home should be implemented for the welfare of the growing child. In this regard, appropriate caring and protection requirements for fulfilling the requirements of the child's development should be established. This home based programme should be implemented in the form of community programmes to create is awareness of family responsibilities through Family Health, Samurdhi and Grama Niladhari and Volunteer Service as well as at rural level, of parents, mother, woman, societies and community centers etc.

2.8.2 Day Care Centers

A child's heaven will be created in his family, home, based existence of an environment favorable to him and on the awareness of his members of the family. But both these resources are not available in most of the families. In a nucleus family where they are only the husband and the wife the child will be deprived of the favorable atmosphere funded in extend family. Also where husband and wife will be deprived of a favorable atmosphere. In such instances, the child will be left alone in his home. The child is not an adult.

The children's world is different from that of adult's. A child who is cared for by an adult, who has no knowledge of the child's world, will be spending an unhappy distasteful life. As a result he/she will be distressful, violent or mentally depressed, shy and will be subjected to fear and mental retardation. This is because the child will be a victim of behavior controls by the adults directly or indirectly. In order to prevent these it is more appropriate to retain him in a specific center. Day Care Centers can be defined as an alternative to a home with an environment not favorable for the development of the child. These are the places where children ranging from 4 month to 3 years are well cared for by teachers and employers who have undergone training in child care.

Day Care Centers should be prepared according to the needs and demand of the parents of the area who have to be away from their homes because of employment. For instance, the programmes in the Day Care Centers should be flexible enough to meet the requirements of parents, teachers, farmers, estates laborer, estate, factory, flat and housing scheme groups.

2.8.3 Early Childhood Care and Development Centers

These Institutions are varied and known to us as Pre Schools, Infant Schools, and Children's Parks, Montessori etc. In will be more meaningful to define them as "Early Childhood Development Centres". These institutions should not be places where something is taught to the child but as a centres with multiple activities for the overall development of personality including child's education. These institutions are ECCD centres which pre school programmes conducted by Matrons trained in child development of children between 3-5 years of age. "Pre Schools" conducted in the above Day Care Centers also fall into this category of ECCD Centers. Although it is possible to conduct both a Day Care Centre and an ECCD centre in the same premises they should be treated as two different programmes. A child of 3-5 years of age is naturally active, unsatisfied and inquisitive with questions of why? Who? Where? What? How? etc. The parents will not be in a position to create an environment or a "Children's World" within their homes to live

freely and to run, jump, play, question and shout. Therefore, as an alternative the ECCD centre should be a place away from the "adult's world" and meet needs of the child. They should develop pleasing language abilities, promote intellectual experiences and provide independence and personality development. The furniture, sports materiel, and books should be those suitable for children only. Association with pre groups, maintaining and friend ships, playing with friends is essential for a child social and mental development. The ECCD centres should be converted to be places, giving a new start to the life of children of the parents of various disparities such as rural, undeveloped, farmer, laborer, urban, slum and hut dwelling, estate, poor dispersed etc, living as a community in this country. These centers should keep to over come the cultural and language deficiencies of children from unfavorable environments. In the same manner these centres should setup a foundation to buildup a better personality by providing a series of more pleas and tasteful and meaningful experiences to the children not available in their disadvantaged environments. There should be also suitable programmes to enhance the nutrition and health of these groups. Finally, the child who leave the centre and who enters formal education will be systematically adaptable to the learning process on the instructions of the teacher for spending 3 to 4 hours in a school, spending the interval, behaving in the class room obedient, disciplined, socially adaptable, taking meals together, and have appropriate health habits etc.

2.9   Professional Development of the Employees Engaged in E.C.C.E.

It is very essential that the employees engaged in ECCE activities have a comprehensive training. Any person working closely, with children shall understand children. It is important to provide an understanding of to ECCE to every are body as the child will be spending more time in association with the family, and as a home based programme is implemented under ECCE and also as the mother, father adults in the family and bothers and sisters are closely contributing for his care. It is very essential to provide professional development to through a systematic training on ECCE for those who are defined as the official care takers

of the child namely, matrons of these centres, pre school teachers, their assistants, as well as the family health officers and child care officers, employees etc. In reviving the unique position relating to ECCE education and professional training the open university of Sri Lanka is in the forefront. It conducts a national level pre school teacher-training course and has a separate faculty for E.C.C.E.

Pre School Education and ECCE are implemented as two separate subjects in the Faculty of Education in the university of Colombo too. It appears that in the other universities certain courses or subjects have been combined to ECCE. An example is the course on "Importance of Breast feeding" conducted for nurses in the Ruhunu University can be cited. However ECCE has not been yet been included in the national colleges of education, which is the main institute handling teacher in education in the government sector. The entire course conducted by the national institute of social development relating to this subject is very important. The home economics course conducted by the Dehiwala poly technique is also significant. With regard to privet sector contribution, a important contribution is level media by the processional courses conducted by the Sri Lanka sarvodaya organization. Valuable service has been rendered by the courses conducted by Lanka Mahila Samiti, social service institutes, Yoshida infant education institute, and other privet institutions under various business names. It is heartening to note that in the absence of any government policy relating to ECCE Education or professional development, various organization and private entrepreneurs are conducting training and providing teachers and matrons with some training, of such training, is carried out in an improper or incorrect manner, cause a mismatch in the process of ECCE. As such the above institution should be encouraged to case training and syllabus or standards. ECCE professional training should be developed as short term, long term, in service and as courses, certificates, diploms, Degree and up to post graduate level. These courses should include, pre-natal stage, child development, child psychology, Nutrition, Health, needs of children, child care, children's sport's, activities, aesthetic and creative activities, communication and language development, children's learning patterns, children's rights, community co-operation and development.

2.10 Organizing Structure

The subject of early childhood Care and Education is a diversified subject. It is a unified collection of a complicated subject system such as child's nutrition and health, protection and care, children rights, probation and child care, legal coverage, providing Educational experiences, rights and rituals and religious precepts. Therefore it is not a simple set of functions witch could be handle by one Ministry or Department. Based on the public administration structure they are separate responsibilities and services assigned to each Ministry or Department. In the implementation of ECCE policy an organization structure is necessary for management proposes by combining these institution and services. The organization structure should be expanded from the secretary to the Minister to Grama Niladhari at village level, Family Health Officers, Samurdhi Niladhari including organizations officers and employees at three levels.

2.11. Analysis of Provincial Level Data on Early Childhood Care and Education

This section analyzes the data collected through eight questionnaires, to the Directors of Education of the eight administrative provinces in Sri Lanka.(see annex)

The data structure is tabled below

Question No – 1

Provincial Level E.C.C.E. Policy

Table – 1

WP	SP	CP	UP	NCP	NEP	SAP	NWP
X ✓	X	X		X	-	✓	✓

Yes - ✓   No – X

Students of Pre School in Sri Lanka

Table – 2

	Government		Private Sector		NGO's		Volunteer S.O		Grand
	No	%	No	%	No	%	No	%	Total
Less than 50 Pupils	3868	86%	2557	73%	845	70%	407	63.29%	7677
50-100	437	9.7%	789	23%	345	28%	232	36%	1803
Over 100	198	4.4%	140	4%	19	1.97%	4	0.6%	361
Total	4503	100%	3486	100%	1209	100%	643	99.99%	9841

Question No – 4

Table – 3

Pupils in Pre Schools	2282231
Pre School Directors	10360
Pre School Assistants	9964
Trainee Teachers	5543

The Government Sector is the most active sector in Early Childhood Care and Education, maintaining 4503 pre schools while the private sector maintains 3486 schools. 1209 pre schools function under non-government organizations while voluntary organizations maintain only 643. The total number of pupils in these schools is 2282331. This does not present a true picture as the survey in certain provinces were not completed at the time of collection of data. Responsible officers have been appointed so far at Divisional and Zonal levels. Consequently the amount spent on various programmes carried out is not available in certain province.

2.12   Expenditure of provincial Education Department

Part of the eleven programmes have been carried out in various special programmes (Table 4)

Question No – 3 & 5

	2001	2002
1. Training programmes		
1.1 Pre School teachers	3700050.00	2185728.00
1.2 Mathematical		209300.00
1.3 Nutrition Concepts programme	68000.00	38961.00
1.4 Assistant Directors of Day Care Centers	59000.00	416100.00
1.5 Children parks		
2. Awareness Programme for parents	1900000.00	1000000.00
3. Provision of pre school equipment		
4. Provision of nutritious diet		
5.Publication of Teacher guides for pre ...school teachers		250000.00
6. Aesthetics programmes		50000.00
7. Other programmes		

Students of Pre School in Sri Lanka
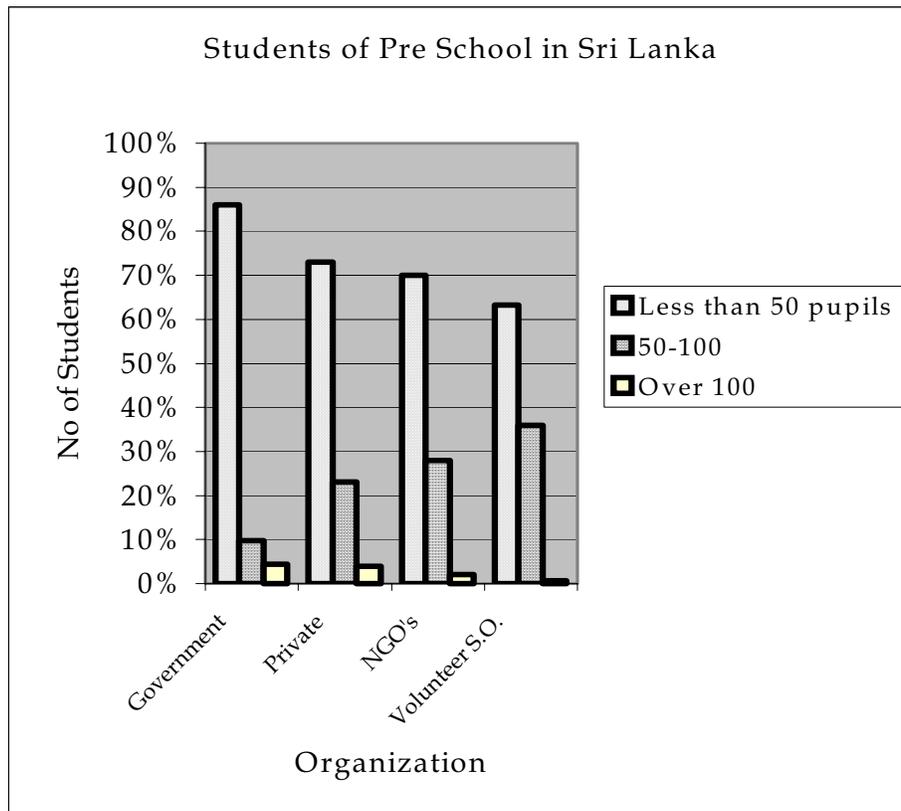
Question No – 2

Question No – 6

The expenditure incurred through the children's secretariat of the Ministry of Social Service by the UNICEF for ECCE excluding provincial education departments.

Functions Pre Schools in Sri Lanka
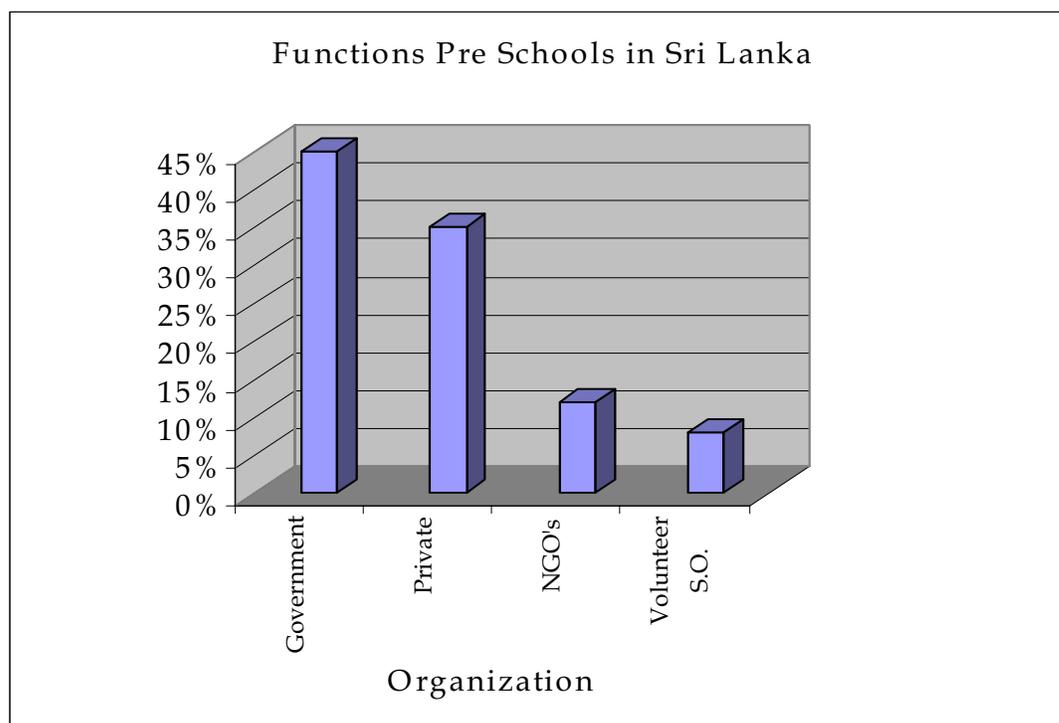
2.13 Expenditure - Ministry of Social Welfare on E.C.C.E.

The estimate expenditure for each programme is as follows.

No	Programme	Estimated Amount
01	Home Based Early childhood Development Programme	1,700,000.00
02	Early Childhood Development Centers	800,000.00
03	Day Care Centers	1,000,000.00
04	Prevention of Child Abuse	600,000.00
05	Universal Children's Day	300,000.00
	Total	4,400,000.00

☆ **Home Based Early Childhood Development Programme**

The period of early childhood extends from conception to about the age of 5 years. Brain development during this period is very rapid. The child begins to learn through sensory experiences and activities within the environment. This programme was developed to create parental awareness regarding the importance of early stimulation using routine daily activities in the home as the resources. Family health workers function as the mediators in carrying this message to target the groups. Resource personnel from the children's secretariat train family health workers. They are given a three day initial training followed by two day follow up training after the lapse of a few months during which they engage in field work.

✰ **Basic Training**

	MHO Division	**Participation Amount**	**Date**
01	Welimada	29	2002/02/13,14,15
	40,000.00		
02	Panudara	36	2002/02 /28 - 03 – 01
	36,680.00		
03.	Warakapola	34	2002/03/13,14,15
	39,750.00		
04.	Polgahawela	39	2002/03/13,14,15
	39,460.00		
05	Bowatta	26	2002/03/23,24,25
	35,600.00		
06	Madampe	42	2002/03/23,24,25
	45,330.00		
07	Marawila	41	2002/04/01,02,03
	51,210.00		
08	Negombo	37	2002/04/01,02,03
	40,450.00		
09	Bandaragama	37	2002/04/04,05,06
	40,175.00		

10	Piliyandala	37	2002/05/31 – 06,01
	41,900.00		
11	Jaffna	32	2002/06/13,14,15
	54,000.00		
12	Wenappuwa	44	2002/07/18,19.20
	44,700.00		
13	Arachchikattuwa Mu.	37	2002/07/25,26,27
	53,900.00		
14	Trincomale – Sin.Medi.	42	2002/07/25,26,27
	74,700.00		
15	Trincomale – Tamil Medi.	24	2002/08/15,16,17
	91,825.00		
16	Hakmana	32	2002/08/23,24,25
	40,739.00		
17	Ja- Ela	22	2002/08/29,30,31
	62,350.00		
18	Uwa Paranagama	41	2002/08/29,30,31
	56,620.00		
19	Polpithigama	45	2002/10/13,14,15
	55,070.00		
20	Ibbagamuwa	38	2002/10/13,14,15
	53,230.00		
21	Kuliyapitiya	54	2002/10/18,19,20
	85,900.00		
22	Laggala	25	2002/11/14,15,16
	40,644.00		

$$\overline{\quad\quad\quad}$$

802

$$\overline{\overline{1,124,233.00}}$$

☆   **Basic Training**

	MHO Division	Participation	Date	Amount
01	Polgahawela	35	2002/08/08,09	34,097.00
02	Warakapola	34	2002/08/08,09	35,400.00
03	Ehaliyagoda	35	2002/05/20,21	26,900.00
04	Welgama	16	2002/07/11,12	31,660.00
05	marawila	32	2002/07/19,20	31,950.00
06	Madampe	42	2002/07/19,20	38,850.00
07	Negombo	21	2002/08/23,24	22,592.00
08	Welimada	29	2002/08/29,30,31	27,081.00
09	Kuruwita	28	2002/06/28,29	27,050.00
10	Ayagama	25	2002/06/17,18	17,800.00
11	Tangalla	36	2002/09/07,08	30,400.00
12	Panadura	36	2002/07/30,31	23,745.00
13	Bandaragama	33	2002/06/28,29	27,550.00
14	Attanagalla	46	2002/05/16,17	21,674.00
15	Gampaha	41	2002/06/28,29	26,385.00
16	Piliyandala	32	2002/10/21,22	39,150.00
17	Diyatalawa	27	2002/11/08,09	31,842.00
		548		504,126.00

☆ Programme of Early Childhood Development Centres

The child spends one to two years in an Early childhood Development Center also called a pre school. The purpose of pre school exposure is to provide the child with adequate experience for total and optimum development. So that he/she could enter formal school adequately equipped with skills to benefit from it.

The different aspects of total development can be outlined as follows.

❖ Physical Development

❖ Emotional Development

❖ Cognitive Development

❖ Social Development

❖ Psychomotor Development

❖ Language Development

❖ Acquisition of good habits and manners

❖ Environmental awareness and aesthetic development

The aim of Pre School is not to teach reading, writing and number but to prepare the child for learning to read and write and provide experiences that would promote total development. The training programmes for pre school teachers carried out by the Children's Secretariat give them necessary knowledge skills and attitudes to accomplish their tasks.

Pre School Teacher Training Programmes Conducted in 2002

	DS Division	Participant	Date	Amount
01	Kandakatiya	40	2002/04/27	27,500.00
02	Passara	35	2002/04/28	7,500.00
03	Bandarawela	101	2002/05/13	19,000.00
04	Jaffna	55	2002/06/01,02	31,000.00
05.	Mirigama	63	2002/06/07,08,09	58,550.00
06.	Diwulapitiya	52	2002/06/07,08.09	58,550.00
07.	Hali- Eala	56	2002/06/22	17,700.00
08.	Meegahakiwula	36	2002/06/23	16,400.00
09.	Welgama	80	2002/07/11,12,13	67,950.00
10.	Wennappuwa	42	2002/07/18,19,20	40,316.00
11.	Hakmana	39	2002/08/15,106,17	40,940.00
12.	Wellawaya	115	2002/09/09,10	61,250.00
13.	Tanamalwila	82	2002/09/09,10	57,350.00
14.	Malimbada	88	2002/09/14	15,920.00
15.	Galnewa	50	2002/10/01	10,400.00

16.	Kuliyapitiya	30	2002/10/18,19,20	40,230.00
17.	Diyatalawa	40	2002/11/08,09	31,860.00
18.	Lagagla	49	2002/11/14,15,16	46,770.00
		1053		649,186.00

☆ Day Care Centres

The establishment of day care centers has become a greatly felt social need today in both urban and rural areas. However the operation of day care centers is nor all that satisfactory. Most are congested, and ill-equipped. Understanding care givers is an acute problem. Such care can have adverse effects on children's health and development.

The children's Secretariat conducts a programme aimed at improving the conditions in daycare centers. Financial assistance was provided to establish 14- day care centers as follows.

No	Centre	Amount Provided
01	Kataragama	43,350.00
02	Welimada	50,000.00
03	Nochchiyagama	50,000.00
04	Udabaddawa	50,000.00
05	Gampaha	50,000.00
06	Jaffna	3,750.00
07	Dehiwala	50,000.00
08	Mihintale	50,000.00
09	Polgahawela	50,000.00
		397,100.00

2.14 Programme for Prevention of Child Abuse

Child abuse is a burning problem that Sri Lanka Faces. Even the failure to do what needs to be done in the interest of the children is a form of child abuse.

The children's secretariat conducts awareness programmes for adults aiming at the prevention of child abuse. In addition to parents, officers serving in the education, police, health and probation and childcare sectors have been the target groups for these training programmes.

	Place	Participants	Date
		Amount	
01	Wenapuwa	50	2002/07/09
			16,700.00
02	Ethiliwewa	54	2002/09/10
			8,450.00
03.	Mawanella	50	
			9,375.00
04	Welimada	50	
		7,500.00	
05.	Galle	250	
			13,750.00
06.	Ratnapura	250	
			13,750.00
07.	Matara	250	
			13,750.00
08.	Hambantota	250	
			13,750.00
09.	Colombo	250	
			13,750.00
		1454	
			110,775.00

☆   **Trainers Training Programme for the Prevention of Child Abuse**

	Place	Participants	Date	Amount
01	Bataramulla	22	2002/09/16	
	14,101.00			
02	Galle	30	2002/10/14	
	29,950.00			
		52		
	44,051.00			

Programmes for the Training of Child rights Promotion Officers.

The children's secretariat obtains the services of child rights promotion officers attached to divisional secretariats. These officers serving under the department of probation and child care were given a one-day training at the Ministry of school welfare

Details are given below

	Place	Participants	Date	Amount
01	Battramulla	33	2002/03/05	
	21,023.00			

Training Programme for Supervision and Monitoring of the Home based Early Childhood Development Programme

Family Health workers who have to be systematically supervised and monitored implement this programme at the level of divisional medical officers of health.

A large some of money is spent by the save the children fund and other NGOs for purposes of ECCE and records relating to those have not been received.

2.15   National Survey of Pre Schools

There has not been a systematic survey of pre schools in Sri Lanka for over three decades. Children's Secretariat is now conducting a national survey of all pre schools registered with the provincial councils and others that are not registered. The total number so far included in the survey is around 11500.

This UNICEF sponsored survey is being carried out by

    Prof. Swarna Wijetunga –   Dean of the faculty of education University of Colombo

    Dr. V. Wickramarathna –   Head of the Department of the Education, Open University of Sri Lanka.

Under Question 07 UNESCO relating to assistance for ECCE but no responses has been received has made inquiries from the provinces.

Question No – 8

Table 5

Participation in Pre School Programmes (2002)

	W	S	C	U	NC	NE	Sa	NW
No of Students	40500	36848	No response	18732	No response	76900	32000	40000
Pre School Teachers (Trained)	998	685	300	No response	No response	1205	1550	1052

2.16   Obstacles Faced in Reaching the Targets.

Question No – 9

Under Question No 9 a summary of the problems and disparities in the implementation of ECCE programme are indicated below:

- ❖ Lack of systematic training and lack of facilities in the institutions for that train matrons in the Early Childhood Care and Education centres maintained at present.

- ❖ Evan the minimum standards not available in the Early Childhood Care and Education centres at present.

- ❖ Lack of coordination the centers engaged in training matrons of the Early Childhood Care and Education Center and the relevant government institution.

- ❖ Programmes in these centres are very often competitive and Non- Flexible manner.

- ❖ No definite group of officers has been assigned to monitor Early Childhood Care Centres. Administrative problems leading to.

- ❖ Although there is a prescribed programme the Children's bureau for Early Child Care and Education Centers. There are disparities between them.

- ❖ Most of the children in the in the Early hood age were not able to obtain the benefits of Early Childhood Care and Education Centres owing to the ignorance of parents.

- ❖ Children who do not receive Education in Early Childhood Care and Education Centers are not provided with the benefits of Home Based Education owing to lack of funds and resource persons.

- ❖ Lack of coordination among the various Government and Non -Government organizations engaged in monitoring the Early Childhood programmes.

- ❖ Government and semi Government plans relating to Early Childhood Care do not receive due recognition.

2.17. Procedure to be Adopted for the Achievement of Objectives in the Early Childhood Care and Education Centres.

Question No – 10

Under Question No 10 a summary of the proposals for the development of ECCE programmes is given below.

1. Maintaining cooperation and coordination between the various organizations in the Ministry of Health, Ministry of Social and Welfare, Children's Secretariat

Provincial Ministry, Ministry of Education and other Government institution, Non Government Institution such as UNISEF and the institutions providing training for metros in Early Childhood Care and Education Centers.

2. Increasing the facilities in the Training Institutions for conducting continuous short term training courses and systematic training for matrons in Early Childhood Care and Education.

3. Registration of all Early Childhood Care and Education Centres in the relevant Provincial Ministry.

4. Maintain continuous coordination between the institutions providing training for matrons of Early Childhood Development Centres and the relevant Government institutions and thereby uplift the standard of Early Childhood Development Centres.

5. Convert the Early Childhood Care and Education Centres to be places providing more flexible and creative experiences for children.

6. Appoint a defined group of officers for Early Childhood Care and Education Centres to provide training.

7. Prepare a programme for monitoring Early Childhood Care and Education Centers.

8. Take steps to minimize the disparities existing in Early Childhood Care Centres and Day Care Centres functioning in various spheres.

9. Provide benefits obtainable from Early Childhood Care and Education by providing awareness to parents.

10. Deploy suitable resource persons to awareness and provide benefits expended from Home Based Programmes.

11. Coordination the activities between government and Non Government Organizations where possible and thereby take action reach the indicators of "Education for All" by achieving the objectives of the National Policy on "Early Childhood Care"

12. Supply activity sets for Early Childhood Care and Education Centres.

2.18 Conclusion

It is clearly evident from the facts indicated in above that a major part of work relating to ECCE Sri Lanka with the mediation of Government and Non Governmental Organizations. Therefor maintaining coordinating with all the relevant sectors relating to ECCE is of vital importance. Especially amasser assistance is provided for the education of children in the families in less privileged areas by instruction like the UNICEF through the Ministry of Health and Social Service. Accordingly especial attention should be drawn in to the following factors for the improvement of Early Childhood Care and Education in Sri Lanka.

1. Implement a suitable programme for the development of the child as the foundation of the child's life is laid through the Early Childhood Care and Education Centres.

2. Identify children with special Education needs to having social, mental or physical disabilities and prepare programmes to suit such children in Early Childhood Care and Education Centre

3. Intervention of the Early Childhood Care and Education Center for the purpose of providing awareness to parents of such children, and to provide instruction and guidance continuously to set a sustainable are to disadvantage of children.

4. Take action to enhance the quality in these centers by maintaining continuous relationships with the officers of the Health Medical Officers, Zonal Education Office and Divisional Secretary office from where they can receive instructions constantly.

There are several main factors for which our special attention should be drawn in the implementation of such pilot plan.

1. The plan prepared by the "Education for All" Branch for Early Childhood Care and Education to be revised and to be at a National Level.

2. The relevant institutions to launch a short-term pilot programme jointly along with the monitoring of activities in Early Childhood Care and Education centres with are functioning at present.

3. Preparation of a plan for attending to pilot activities with long term targets in order to achieve the functioning position and objectives in the Early Childhood Care Centres according to the plans.

4. Provide awareness to the relevant officers and a short term training relating to monitoring work for the relevant persons under Zonal Level.

5. Collection of the relevant information through monitoring
(An information leaflet prepared by the Ministry of Education at present is sent herewith)

6. Review of the progress achieved through monitoring

7. Remedial measures for the identified short- comings

8. Preparation of sets of equipment suitable for use in Early Childhood Care and Education Centres

9. Preparation of estimates for provisions of resources to be used for monitoring and to obtain them

10. Training of matrons in Early Childhood Care and Education Centers and to take necessary action for the quality improvement of the centers by providing understanding relating to self assessment and external assessment in the centers through training centers and training courses.

3

Primary Education

3.1   By way of a definition

Primary Education, in its national context refers to a child's education during the first five years in school and is essentially the important and initial phase of a child's formal education. Since the minimum approved age for admission to formal education in school, in Sri Lanka is 5 years, the majority of the Primary pupil population in schools will be within the age range between 5 to 9 years. The grade span in school is from 1 to 5.

3.1.1   Historical with reference to EFA

Sri Lanka's efforts towards "Education-for-All" dates back to more than half a century. "Free Education Act" had been passed in Sri Lanka by the state council in 1945 while the "Universal Declaration of Human Rights" asserted "that Every one has a right to Education". three years later in 1948.

3.2.2   Growth of Literacy Rate in Sri Lanka during the Twentieth Century.

Table 2 presents the nature of over-all growth in literacy rates in the national context.

Year	Literacy Rate
Turn of the Century	26%
1921	40%
1946	58%
1991	87 (Estimated)
2000	91.8 (Estimated)

Table 2

3.1.3 The last decade

Although universal education was "The practice" in the country, the outcomes of formal education system of the country were in dispute by 1990. The youth unrest in 1970's and 1980's demanded a careful scrutiny into the content and adopted processes of education in the country, which finally resulted in the formulation of the National Education Commission act (No 19) of 1991. The initial report of the commission was released in 1992. In response to the observations and proposals presented in the report which may have had a bearing on 1990 Jomtien Goals towards EFA, a Presidential Task Force (PTF) has been appointed to address the different critical aspects and problems evident in the existing education system. It consisted of 12 technical committees. The PTF in 1997 March, forwarded its proposals under 19 sections. And these provided the basis for current reforms in General Education.

3.2   The Present

3.2.1 Schools With Primary Classes

The change in the number of schools with primary classes, within the years 2001 and 2002 is very marginal Table 3 shows the variation of school numbers on a provincial basis. Total national decrease is about 0.31%

Table 3

Province	Schools with Primary Classes		Percentage Change %
	2001	**2002**	
Western	1335	1333	-0.15%
Central	1496	1492	-0.13%
Southern	1145	1168	0.61%
North East	1768	1760	-0.45%
North Western	1225	1221	-0.33%
North Central	762	759	-0.39%
Uva	824	824	0.00%
Sabaragamuwa	1074	1072	-0.19%
Total	9629	9599	-0.31%

Source – Provincial Returns

(Total no of schools 1998 = 9717) Average Annual Decrease 0.3% (1998 – 2001)

3.2.2 Pupil Population in Grade 1-5

A nation wide decrease in (1-5) pupil population is observable from table 4 below (Except Western Province) Average Annual drop in (1-5) pupil population is about 1.4%.

Table 4

Province	Schools with Primary Classes		Change %
	2001	**2002**	
Western	326312	331388	+1.56%
Central	227060	226159	+0.40%
Southern	228255	226709	-0.68%
North East	317395	317499	0.63%
North Western	207315	204733	-1.25%
North Central	115170	114265	-0.79%
Uva	131871	131871	0.00%
Sabaragamuwa	170225	168112	-1.24%
Total	1723603	1720736	0.17%

Source – Provincial Returns

(Total 1998 = 1799387) Average Annual Decrease 1.4% (1998 – 2001)

3.2.3 Primary Teachers teaching in Grade 1-5

The primary teacher population in general show an increase. The percentage of increase is about –0.18 % except in the Western Province, which shows a decrease. Other provinces experience increases. Table 5 presents the provincial distribution.

Table 5

Province	No of Primary Teachers		Change %
	2001	**2002**	
Western	19829	19753	-0.38%

Central	9179	9185	+0.07%
Southern	8163	8198	+0.43%
North East	7560	7567	+0.01%
North Western	7002	7114	+1.61%
North Central	4170	4185	+0.36%
Uva	4700	4704	+0.08%
Sabaragamuwa	6725	6742	+0.25%
Total	67328	67448	+0.18%

Source – Provincial Returns

(Total 1998 = 55712) Average Annual Increase 1.03% (1998 – 2001)

3.3   Towards Universalization of Education Through School Rationalization

As a major change in the school system of the entire country, is the exercise of school rationalization carried-out on a phased-out basis from year 2000. This embraced another facet of the education reforms activities.

The main objective of the exercise was to narrow-down the disparities that existed between the under-privileged schools and the well-to-do schools. This also aimed at minimizing wastage of resources both human and other. Where there were small schools within a 2 kilometers radius from a larger school, the children of the smaller school were absorbed into the large school, there by broadening their schooling vistas.

Wherever it was felt fitting the existing class range in identified schools was allowed to adjust so that the change would promote better utilization of resources on one hand and broaden utility to the community as a whole on the other hand.

The result of the school rationalization exercise could be observed factually by the careful analysis of the changes that have taken place in the characteristics of the school system. These changes are observable mainly in the following characteristics.

- ☆   Nature of Control
- ☆   Medium of instruction
- ☆   Ethnicity

☆   Gender and

☆   Locality of school

Table 6

Charges in the Control of School System (1998 - 2001)

		Year	1-5	%	1-8	%	1-11	%	1-13	%	Total
Control	National	1998		0.00	1	0.55	1	0.55	179	98.90	181
	Schools	2001		0.00		0.00	3	1.38	215	98.62	218
	Provincial	1998	2805	29.41	1123	11.78	3808	39.93	1800	18.88	9536
	Schools	2001	2644	28.16	797	8.49	4135	44.05	1812	19.30	9388
	Total	1998	2805	28.87	1124	11.57	3809	39.20	1979	20.37	9717
		2001	2644	27.52	797	8.30	4138	43.08	2027	21.10	9606

Source: Schools Census – 2001 MOE

Table 6 shows the nature of change in the Control of schools at National or Provincial Level within the period 1998 and 2001. According to this table, by 2001

1.   Total number of schools has decreased by about 111 (Utilizing teachers and other resources better)

2.   The total number of National Schools has increased by 37. (Making schools newly absorbed to National Level control better facilitated)

3.   The number of small schools (1-5) and (1-8) has decreased while the number of 1-11 schools has increased by 329 making the entire general (secondary) education more accessible to poor and disadvantaged masses. (Preventing dropping out at the end of grade 5 of the small school.)

Table 7

Changes in the Medium of Instruction in Schools (1998 - 2001)

		Year	1-5	%	1-8	%	1-11	%	1-13	%	Total
Medium	Sinhala	1998	1667	24.21	671	9.74	3044	44.21	1504	21.84	6886
		2001	1584	23.41	439	6.49	3238	47.86	1504	22.23	6765
	Tamil	1998	1135	41.03	450	16.27	747	27.01	434	15.69	2766
		2001	1055	38.03	356	12.83	878	31.65	485	17.48	2774
	Bimedia	1998	3	4.62	3	4.62	18	27.69	41	63.08	65
		2001	5	7.46	2	2.99	22	32.84	38	56.72	67

Total	1998	2805	28.87	1124	11.57	3809	39.20	1979	20.37	9717
	2001	2644	27.52	797	8.30	4138	43.08	2027	21.10	9606

Source : School Census 2001 - MOE

Table 7 shows the nature of change that occurred in media of instruction in schools. Within 1998 to 2001, following observations could be made in this table.

1. The number of 1-11 schools in both Sinhala and Tamil media has significantly increased (Sinhala by 194 and Tamil by 71) making secondary education more accessible to masses.
2. The number of 1-13 Tamil medium schools has increased by 51 (providing broader opportunities for minority populations)
3. The number of 1-11 bi-media schools has increased by 4 (22%) (Targeting at better communal coexistence)

Table 8

Changes in Number of Schools in Relation to Ethnicity (1998 -2001)

		Year	1-5	%	1-8	%	1-11	%	1-13	%	Total
Ethnicity	Sinhala	1998	1668	24.09	671	9.69	3061	44.21	1524	22.01	6924
		2001	1587	23.36	439	6.46	3244	47.75	1524	22.43	6794
	Tamil	1998	973	47.00	339	16.38	502	24.25	256	12.37	2070
		2001	898	43.38	294	14.20	594	28.70	284	13.72	2070
	Muslim	1998	164	22.37	114	15.55	256	34.92	199	27.15	733
		2001	159	21.43	64	8.63	300	40.43	219	29.51	742
	Total	1998	2805	28.84	1124	11.56	3819	39.26	1979	20.35	9727
		2001	2644	27.52	797	8.30	4138	43.08	2027	21.10	9606

Source : School Census 2001 - MOE

Table 8 reveals the changes in the school system within, the period 1998 - 2001 in relation to the ethnicity of pupils (Sinhala, Tamil & Muslim). This table indicates that

1. The number of small schools (1 – 5 &1 – 8) has decreased and the number of schools with a broader grade span (1 – 11 and 1 – 13) has increased. (Making accessibility to secondary education better for children of all ethnic groups – Sinhala, Tamil and Muslim)

Table 9

Changes in schools in relation to Gender (1998 - 2001)

Gender	Year	Grades 1-5	%	Grades 1-8	%	Grades 1-11	%	Grades 1-13	%	Total
Boys' Schools	1998	11	9.48	4	3.45	28	24.14	73	62.93	116
	2001	12	9.92	2	1.65	28	23.14	79	65.29	121
Girls' Schools	1998	17	10.43	7	4.29	27	16.56	112	68.71	163
	2001	17	10.24	4	2.41	29	17.47	116	69.88	166
Mixed' Schools	1998	2777	29.42	1113	11.79	3754	39.78	1794	19.01	9438
	2001	2615	28.06	791	8.49	4081	43.79	1832	19.66	9319
Total No. Of Schools	1998	2805	28.87	1124	11.57	3809	39.20	1979	20.37	9717
	2001	2644	27.52	797	8.30	4138	43.08	2027	21.10	9606

Source : School Census 2001 - MOE

Table 9 is a gender based analysis of the country's school system between 1998 and 2001. Following are the major observations that could be made;

1. The number of (1-5) and (1-8) smaller schools has decreased significantly while the number of (1-11) and (1-13) large schools has increased.

   (Again making secondary education prospects better in schools whether they be boys, girls or mixed without gender based disparities)

Table 10

Changes in Schools in relation to their Locating (1998 - 2001)

		Year	1-5	%	1-8	%	1-11	%	1-13	%	Total
Location	Municip. C.	1998	60	12.88	18	3.86	195	41.85	193	41.42	466
		2001	57	12.26	8	1.72	197	42.37	203	43.66	465
	Urban C.	1998	44	15.88	9	3.25	89	32.13	135	48.74	277
		2001	60	17.24	12	3.45	114	32.76	162	46.55	348
	Prades. Sab.	1998	2701	30.10	1097	12.22	3525	39.28	1651	18.40	8974
		2001	2527	28.74	777	8.84	3827	43.52	1662	18.90	8793

Total	1998	2805	28.87	1124	11.57	3809	39.20	1979	20.37	9717
	2001	2644	27.52	797	8.30	4138	43.08	2027	21.10	9606

Source : School Census 2001 - MOE

Table 10 shows the distribution of schools with varying grade spans against their respective local government authorities during the period 1998 and 2001. This table shows that.

1. The number of schools of all grade spans in Urban Council areas have increased. And the decrease in corresponding numbers in Pradeshiya Saba areas is almost reciprocal especially with regard to small schools. (Indicating increased contribution of facilities from local community to previously rural schools)

2. The number of 1-11 and 1-13 schools in Pradeshiya Saba areas has increased. (Providing broader access to secondary education to rural populations)

The conclusion arrived at above are evidence of efforts made through school rationalization to bring about equity in primary education opportunities. The ultimate targets of school rationalization, EQUAL and JUST Education for All and optimizing the utilization of related resources.

It is very important here to note that the school rationalization exercise has paved the way for the ailing small primary schools to fade away into the past, while opening up better facilitated opportunities for the remote rural child and urban deprived children in slum areas to receive their primary education in a more satisfying wholesome, educational environment.

3.4   Primary Education Reforms

Basic strategies identified under Primary the Education Reforms were

1. The extension of education opportunities
2. Quality Improvement of Primary Education
3. Professionalization of Teachers and
4. Management of Education and Provision of Resources.

These strategies exhibited a high degree of congruence with the goals of Dakar Framework for Action under EFA.

3.4.1 The launch of Reforms in Primary Education

The pilot phase of implementation from Grade I commenced in 1998 in Gampaha District followed by the National Level implementation in 1999 and successively in every following year

in the next grade level. Thus at National Level, the implementation timetable adopted is shown below.

1999	-	Grade 1
2000	-	Grade 2
2001	-	Grade 3
2002	-	Grade 4
2003	-	Grade 5

This indicates that Sri Lanka has already been involved in achieving the major tasks envisaged in the year 2000 Dakar Framework for EFA, even from 1999. It is important here to note that the enactment of the "Compulsory Education Act" in 1998 immediately prior to the implementation of Reforms in Primary Education, which targeted at making schooling compulsory for all children of school going age – 5 to 14 years.

3.4.2 The Five-Year Plan for Primary Education (FYPPE) (2000-2004)

The launch of initial reforms was guided by short –term action plans developed by PTF in 1997. These strategies gave considerable force to the initiation of reforms. The Ministry of Education, realizing the need for long-term plans to ensure the sustained implementation and institutionalization of the reforms, has taken timely action to develop a National Level Five Year Plan for Primary Education with the involvement of all major stake-holders in primary education both at National and at Provincial Level. The programme was sponsored by the Department for Intentional Development (D.F.I.D.) U.K.

3.5   The Relevance of FYPPE to EFA

Table 11 shows how the FYPPE falls in line with Dakar Framework for Action 2000.

Here again, it is worth noting the fact that although FYPPE falls very much in congruence with EFA proposals the initial planning activities towards formulating provincial FYPPE practically began as far back as in 1997, about 3 years ahead of the conference at which DFA was formulated. The following study discloses the close relationship between the two.

Figure 1

EFA SUGGESTIONS AND FYPPE FORMULATION

	The DARKAR Framework For Action	Sri Lanka Five Year Plan for Primary Education (2000-2004)
1	Develop National Plans with Government	Derived from National Policy on

	Leadership in direct and systematic consultation with national civil society.	Education, which, in turn had been developed in consultation with members of National Civil Society.
2	National Plans should attract coordinated support of all development partners.	The plans of all major development partners have been incorporated within the structure of FYPPE (eg:- Zones, Provinces, NIE, Foreign Funded Projects)
3	Plans should specify reforms addressing all EFA goals.	Addresses four of the EFA goals (Goals 2,3 excluding adults) 4 and 6
4	Plans establish a sustainable financial framework.	Present a costed plan over five years, identifies resource gaps and ways of meeting those gaps from both domestic and foreign sources
5	Plans are to be time bound and action oriented.	Presents an implementation schedule over 5 years and is activity based.
6	Plans should include mid-term performance indicators.	Presents a detailed framework for monitoring of the FYPPE goals from school to National Level.
7	Plans achieve a synergy of all human development efforts, through its inclusion in the national development planning framework and process.	Consistent with the National multi-sector development plan.

Source : 1. The Darker Frame work for Action – UNESCO 2000,

2. Sri Lanka Five year Plan for Primary Education 2000 - 2004

3.5.1 Towards E.F.A

Goals & Targets of Sri Lanka Five-Year Plan for Primary Education

Figure : 2

Goal	Targets	
Goal 1 **Extending Educational Opportunity** To ensure the initial enrolment of all boys and girls at the official primary education entry age	1.1	Increase the Net initial intake rate (NIIR) from 96.7% in 1998 to 100% by 2004
	1.2	Ensure the maximum distance to the closest available school from the

of 5+ by 2004, to lay the base for their completion of the Primary Stage of Education.	residence of a Grade 1 child is 2 km by 2004 1.3 Increase 5-9 years old NER from 96.5% in 1998 to 100 by 2004. 1.4 Increase the completion rate for primary education from 94.4% in 1997 to 98% by 2004.
Goal 2 **Improving the Quality of Primary Education** To increase the level of learning achievement of all pupils in the 3 key stages of primary education.	2.1 Pupils mastering essential leaning competencies in all identified areas will reach at least 80% in key stages 1,2 and 3 of primary education by 2004. 2.2 The percentage of teachers qualified in primary education methods and teaching in grades 1-5 will increase from 68% in 1998 to 100% by 2004. 2.3 Each in-service advisor should make 100 school visits in 100 days per annum by 2001.
Goal 3 **Improving the Quality of Management of Primary Education** To improve primary education management at school, divisional, zonal, provincial and national level by 2004	1.1 All new appointments to principal and primary section head positions in schools having 1-5 to be trained in Primary by 2004. 1.2 Principals and primary section needs with training in primary education management to be increased to 100% by 2004. 1.3 Appoint primary trained I.S.A.s competent in the relevant medium of instruction to achieve an ISA Primary ratio of 1:70 for both media and 1:50 for areas of low population density by 2001. 1.4 The maximum number of schools with grades 1-5 to be supported by a Primary Education specialist Officer (PESO) to be 60 by 2001

	1.5 All divisional field unit officers, primary education officers, zonal and provincial primary education officers to be trained in primary education management by 2004. 1.6 Establish an organizational structure for primary education with clear job description, responsibilities and lines of authority by 2002. 1.7 Establish a primary education planning and EMIS system from national to school level by 2002.
Goal 4 **Ensuring Equitable Allocations of Human and Financial Resources** To promote the equitable allocation of human and financial resources to primary education by 2003.	1.1 Improve TPR in the Sinhala medium from 1:28 in 1998 to 1:27 in 2001 improve the TPR in the Tamil medium from 1:41 in 1998 to 1:27 in 2003. 1.2 Formulate and implement a norm based, unite cost resource allocation mechanism for the supply of quality inputs by 2001. 1.3 In addition to the normal allocation, 10% of the allocation of funds for consumables to be set aside for disadvantaged schools by 2001. 1.4 Separate budget programmes for primary stage at the National Provincial, Zonal and School levels by 2001

Source FYPPE 2000-2004

3.6   Towards Better Productivity in Primary Education

With the implementation of Education Reforms from year 1999 at National Level, several noteworthy features have changed the processes of old curriculum categorically. Some unique features are cited below. Figure 4 Graphically presents the structure of newly evolved primary curriculum.

☆   **New structure of the Primary Stage of Education.**

Figure 3

Key stage	1	-	Grades 1 and 2
Key stage	2	-	Grades 3 and 4
Key stage	3	-	Grade 5

PRIMARY CURRICULUM FRAMEWORK -

Learn to Learn

ENSURE ATTAINMENT OF MASTERY IN ESSENTIAL COMPETENCIES

KEY STAGE 3 | GRADE 5 | ※ FIRST LANGUAGE — English ※ | ※ MATHEMATICS | ※ RELIGION | ENVIRONMENT RELATED / ACTIVITY BASED ORAL | OPTIONAL CURRICULUM TO | CO-CURRICULUM

ENSURE ATTAINMENT OF MASTERY IN ESSENTIAL COMPETENCIES

KEY STAGE 2 | GRADE / GRADE | ※ FIRST LANGUAGE — English ※ | ※ MATHEMATICS | ※ RELIGION | ENVIRONMENT RELATED / ACTIVITY BASED ORAL | CO-CURRICULUM

ENSURE ATTAINMENT OF MASTERY IN ESSENTIAL COMPETENCIES

KEY STAGE 1 | GRADE / GRADE | ※ FIRST LANGUAGE | ※ MATHEMATICS | ※ RELIGION | ENVIRONMENT RELATED / ACTIVITY BASED ORAL | INTERACTION WITH OLDER | CO-CURRICULUM

IDENTIFICATION OF CHILDREN

| Communication | Ethics & Religion | Environment |
| | | PLAY & LEISURE |

GRADE / Activity / PLAY

MODE OF INSTRUCTION

☆ **Identification of children**

Through guided play items and activities Grade 1 teachers are made to identify newly admitted children to grade I. The teacher will identify the nature of assistance and skills needed by individual children. Teachers also collect relevant personal information of the children.

☆ **Competency – based curriculum**

The new curriculum is designed focusing on 5 major competency categories namely.

1. Communication
2. The Environment
3. Ethics and Religion
4. Play and Leisure
5. Learn to Learn

☆ **Oral English**

This is to provide opportunities to all children to use simple English for conversation. Basic training and teacher's guides are provided. Usually oral English is emphasized in environment related activities.

☆ **Co curricular activities**

The principal and class teachers are expected to identify and implement suitable co curricular activities for 30 minute a week. These are aimed at nurturing good attitudes, physical growth and enhancing aesthetic capacities.

☆ **Learning – Teaching activities**

Three major processes are recommended

2. Guided Play
3. Actives Activities
4. Desk Work

The mix of these three categories varies across the three stages as depicted below.

Guided Play

Activities

Desk Work

```
        ┌──────┬──────┬──────┬──────┐
        ↓      ↓      ↓      ↓      ↓
```
Grade 1 Grade 2 Grade 3 Grade 4 Grade 5
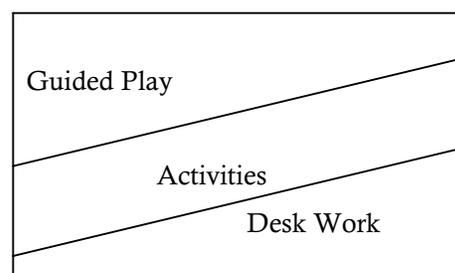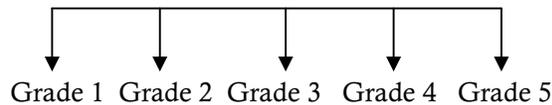
✫ **Essential Learning Competencies**

These competencies are considered to be fundamental for the further development of learning and will help children lead a meaningful life as a citizen. These are in line very much with EFA Goals.

✫ **Assessment**

Teachers are trained to record children's progress individually in every learning activity and individual assistance and guidance is provided as and where necessary. This also assist teachers to improve their teaching methods if felt needed by considering the whole class. Teachers are discouraged to compare children across their achievement levels.

✫ **One Teacher for each key stage**

Strict instructions are given to observe this requirement to principals. This requirement is to be fulfilled to the best possible level to which the individual school staff allows.

✫ **Group Work with older children**

The children are allowed to work 1 period per week with grade 6 children. The objective being providing opportunities to develop skills of working cooperatively in groups with members of significant age difference. A broad E.F.A. goal.

✫ **Infrastructure and Physical Resources**

Grade 1 classrooms were improved initially and the process was repeated every successive level. Major concerns in the renovations are

1. 10 sq. ft per child
2. Partitioned classroom
3. Enclosing outer walls with iron grills and fixing doors and locks.
4. Wall blackboards to suit he height of children and facility for displaying creative activities.
5. Providing   Book corners (Small libraries)

    Sand Corner

    Work Table

Sink and Tap

Water & Electricity where available (5 amp plug base)

6. Children's Park area, Toilets, Drinking Water, First aid box
7. Teacher guides pupils' text books and work books

☆ Guidelines

Publication and distribution of a comprehensive Guidelines Book for implementation of the primary education reforms has made every party responsible for implementation, well aware of what he or she has to do. (role identification) This booklet provides guidelines to principals, teachers, In service advisors, Divisional and Zonal officers, Zonal and Provincial Primary Coordinators, Provincial Directors of Education up to Additional Secretaries of Education.

3.7   Implementation of Primary Education Reforms

Dawn of the new millennium for Sri Lanka ushered in a great momentum towards the development of primary education sector of the country.

The magnitudes of the tasks at hand were massive.

☆   Preparing a new curriculum

☆   Publishing and distributing Teachers' Guides

☆   Training of Teachers Trainers

☆   Training of Primary Teachers

　　　i.   In the new curriculum

　　　ii.   In Primary Mathematics

　　　iii. In Primary English

　　　iv.   In Essential Learning Competencies.

☆   Training principals and sectional heads in planning

☆   Publishing and distributing students text books and work books

All in large numbers and in time to suit smooth change over. This needed nation wide coordination and cooperation. Above all the necessary funding.

General Education Project 2 (World Bank) was in operation to provide the necessary financial assistance.

Teacher Training component was the most critical and complicated. Many grade levels, many subject areas, to be trained separately for any single teacher. There had to be very close coordination at the Central Level as well as the peripheral level out in the Provinces. The Primary Education Branch of the Ministry and the Primary Education Division of the National Institute of Education and the Primary Education Coordinators in the provinces and the Zones, all had to operate within very right time frames and targets. The outcome was admirable. Every stakeholder did his or her best as a group to achieve satisfactory success.

The tables 10 presents the magnitude of financial contribution made by G.E.P. II in achieving the goal in training teachers for primary teaching during the years 2000, 2001 and 2002 – The period of concern under the Dakar Frame Work for E.F.A.

Table 20

Recent Programmes/Projects Conducted under Primary Education Reforms Proposals in the Provinces

Province	Teacher Training										Infrastructure		Special Projects				
	Grades 1,2&3 Training in new Curriculum	Grades 4&5 Training in new Curriculum	Primary Maths Training	Primary English Training	Essential Learning Competencies Training	Training of Inservice Advisors(Pri,Maths,Eng	Training in Aesthetic/Technical Skills	Quality Circles for Teachers	Training in Preparing Primary Teaching aids	G.T.Z. Teacher Training	Renovation of Primary Classrooms	Establishing Children's Play Areas in schools	Primary Education Exhibitions	School Family Programmes	Principals and Sectional Heads Training	Inter Schools Study Tours for Teachers	Publication of Primary Education Journal
Western Province	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
Central Province	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
Southern Province	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
Northern/Eastern Pro	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
North Western Province	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
North Central Province	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
Uva Province	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓
Sabaragamuwa Province	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓

Sourse : Provincial Returns 2002

3.11   Major Donors' Supporting Primary Education.

As mentioned else where, the developments in Primary Education in Sri Lanka are supported by a number of foreign agencies. Some major assistance programmes that contributed recently to wards the overall betterment of Sri Lankan Primary Education are as follows.

1. **Department for International Development (U.K.) – D.F.I.D.**
    * ☆ Primary Education Planning Project
    * ☆ Primary Mathematics Project
    * ☆ Primary English Language Project

2. **World Bank**
    * ☆ Second General Education Project (GEP II)
    * ☆ Training of primary teachers in new curriculum
    * ☆ Quality Inputs (Partial contribution)

3. **G.T.Z. (German Technical Assistance)**
    * ☆ Teacher training and development of additional curriculum materials for teachers (in selected province)
    * ☆ Training of principals

4. **JICA (Japan International Corporation Agency)**
    * ☆ Provision of infrastructure facilities in selected schools to primary and junior secondary sectors.

5.   **UNICEF - Programme on child protection in a few provinces.**

Contribution of UNESCO towards recent Primary Education Developments in Sri Lanka

1.   Printing and distribution of 5000 copies of the book titled
      "Good teacher, God Child and Good Parents" – (Sinhala)

2.   Sponsoring participation at international conferences and work shops on primary and non-formal education held in

       Islamabad   -   1 person   –   Learning achievement

       New Delhi   -   3 persons   -   EFA

       Tokyo   -   1 person   -   Special Education

3.   Sponsoring workshop at National Level
     on EFA (1 day)

4.   Awarding scholarships for disabled and displaced children

3.12   The involvement of NGOs in the Development of Primary Education.

Of the eight provinces Central, North Central and Uva Provinces receive assistance and guidance in Primary Education Developmental activities from G.T.Z. The main areas of concern of G.T.Z. programmes are;

     i.   Training of leader teachers

     ii.   Preparation of specific teachers guides

     iii.   Training of school family groups

     iv.   School based education development activities.

UNICEF conducted an education project in North Western Province, for child protection through education.

Several Local religious institutions and organizations assist some provinces to organize religious activities associated with the primary school curriculum.

Figure 5

Problem areas that demand attention for further Development of Primary Education as identified by provincial Primary Education authorities.

	Category	Aspect	Western	Central	Southern	North East	North Western	North Central	Uva	Sabaragamuwa
1	Teacher Training	1.1 Lack of Resources and knowledge in New Technological Developments among teachers.						✓		
		1.2 Slow development of language skills among primary pupils.				✓				
		1.3 Delays in teacher training time tables (Delays in provision of funds centrally).								✓
		1.4 Teachers of small schools need systematic training in Multi Grade, Multi Level teaching	✓							✓
		1.5 Primary Teachers need organized training in Aesthetics and in basic technical skills for handling tools	✓							
2	Renovation of Infrastructure	2.1 Renovation of primary classrooms leads to reduction of usable classroom space for other classes								✓
		2.2 Shortage of physical resources (buildings, furniture etc.)						✓		
		2.3 Difficulties in organizing classrooms as recommended due to lack of facilities				✓				
		2.4 Delay in completing renevotions		✓						✓
		2.5 Need for additional classroom space in certain schools					✓			
3	Achievement Level of Pupils	3.1 Some pupils do not reach anticipated competency level.								✓
		3.2 Derth of sufficient guidance for conducting pupils centered learning activities		✓						
		3.3 Need for a better classroom environment which in conducive to the free and creative development of the child's mind		✓						
4	Text Books	4.1 Delays in distribution of some text books and workbooks to schools			✓		✓			✓
5	Teacher's Guides	5.1 Delays in distribution of teacher's guilds								✓
6	Supervision	6.1 Lack of follow-up activities to monitor implementation of key tasks at Provincial, Zonal, Divisional Level			✓				✓	
7	Curriculum	7.1 Matching Grade 6 curriculum to pupils achievement at grade 5 level							✓	
		7.2 Problems in curriculum management at school level in National Schools			✓					✓
8	Administration	8.1 Teacher deficiency (of qualified, trained teachers- in remote area)				✓	✓	✓		✓

No	Category		C1	C2	C3	C4	C5	C6	C7	C8
		8.2 Transfer of teacher-especially those that have been trained for a particular grade to another grade in another school					✓			✓
		8.3 Not all teachers teaching in primary classes are primary trained (or graduates)	✓							
		8.4 Concentration of In service training programmes at the end of financial year (just to spend allocations, without proper spacing and advancing these to the begining of the year	✓					✓		
		8.5 Not adhering to circulars governing new primary education reforms and lack of action against violation of regulations.			✓				✓	
		8.6 Need for better attention by divisional, Zonal officers to remote rural schools					✓			✓
9	Teaching materials	9.1 Shortage of resources						✓		
10	Funding	10.1 Shortage of funds for training teachers in all grades (1-5) due to insufficient allocation by provincial ministries.					✓			
11	Mass Media	11.1 Lack of attention towards values and attitudes favourable to children in programmes			✓					✓
		11.2 Need for public awareness on matters related to primary Education (Specially in rural - areas)		✓	✓		✓	✓		✓

Source : Provincial Returns - 2002

Proposals for Further Development in National Primary Education Activities..........

The following is an analysis of proposals by provincial primary authorities aimed at smoothing out existing difficulties and short coms in the national primary education system

	Aspect	Proposal	Province							
			WP	CP	SP	NE	NW	NC	UP	Sab
1	Teachers Qualifications	1.1 Take positive measures to appoint primary trained teachers or graduates to primary classes	✓							
		1.2 Appoint qualified English teachers to small schools			✓					✓
2	Teacher Proficiency	2.1 Draw Special attention to the teaching of mother tongue in Primary Teacher Training programme	✓							
		2.2 Introduce an organized training programme to train teachers of small schools, in multi-grade and multi-level teaching	✓					✓		✓
		2.3 Provide special training programmes to enhance the teacher competancies in teaching aesthetics and in using basic tools and simple materials for making low-cost teaching material								✓
		2.4 Ensure that all teachers teaching in primary classes receive proper training in relevant new syllabus before starting to teach in a particular grade				✓				✓
3	Infrastructure	3.1 Renovate grade 3-4 and 5 classrooms in schools where this has been neglected	✓				✓			✓
		3.2 Improve the design of primary class room to enhance more liberal creative and active learning by creating a free and open mental atmosphere for young children		✓						
		3.3 Provide additional classroom space to schools which lack sufficient space					✓			✓
		3.4 Supply basic furniture needs to needy schools specially located in rural areas that are often neglected due to difficulties in accessibility								
4	Curriculum	4.1 Make better adjustments between grade 5 and grade 6 curricula				✓				
5	Administration	5.1 Distribute text books and work books in time without SHORTAGES or DELAYS				✓				✓
		5.2 Take positive action against violation of critical regulations governing pupils admission and primary education in general				✓				✓
		5.3 Provide better facilities for primary coordinators to obtain and process relevant data from schools						✓		
		5.4 Programme teacher training sessions so that teachers are not kept out of their classrooms extensive during school working days						✓		✓
		5.5 Make productive assessments of primary teachers who are committed and devoted to profession							✓	✓

#	Category	No.	Description								
		5.6	Minimize teacher deficiency specially in rural schools by proper teacher deployment								✓
		5.7	Provide necessary financial allocations to promote school family activities and teacher quality circles programme	✓			✓				✓
6	Mass Media	6.1	Execute necessary controls to cultural programmes and news publications that would lead to degradation of social values in young children. Promote programmes that are contributive towards sound character development during childhood			✓					✓
		6.2	Organize systematic public awareness programmes for rural parents and general public aimed at furtherance of public cooperation in school development activities						✓		✓
7	Extra Curricular Activities	7.1	Organize provincial and zonal level primary children's sports meets							✓	

Source : Provincial Returns - 2002

3.14 Conclusion

The primary education in Sri Lanka has gained a very high distinction in many spheres during the recent years. It has made its identity felt in all sectors of education in the country.

The primary education projects implemented recently have had a significant impact on an official policy shift giving more recognition to primary education. This has led to several policy decisions that were taken to meet a long felt need to give primary education its due place in the education system. Some of these decisions include allocating separate budgetary provisions both at provincial and national level, providing senior level posts for Primary education both in the Ministry of Education and in provinces and zonal offices. Restructuring of school system, making primary education more autonomous, introducing more equitable resource allocation mechanisms to ensure provision of adequate resources to primary schools and training all primary teachers and principals in new curriculum. All the above features functioning simultaneously and nurtured by the compulsory education act has evolved into a national system striving steadfastly towards the major goals of "(Primary) Education for All" global endeavor.

Yet there are aspects that deserve intensive attention. Need for common understanding between the donors; and the recipients, which is vital in replacing dichotomous relationships that emerge and result in overlap, duplication, dearth of competent manpower, budgetary contributions, is clearly felt.

The value of a plan connot be estimated until it yields expected outcomes. The five-year plan for Primary Education in no exception. As it usually occurs there are certain key factors that silently go into oblivion. As thing are, in quite a number of province some of the vital activities of FYPPE are getting little or no attention from those responsible. Strengthening of the monitoring and evaluation of the reforms programmes is an immediate must. Provincial Council Education Authorities, Provincial Directors and Zonal and Divisional Directors must devise ways and means to get directly involved practically in this exercise of monitoring and getting necessary changes in the system and providing leadership in guiding the total process to full gear, productively (and not counter productively) Viable agreement on a common agenda by all relevant stake holders to ensure the successful attainment of principal goals of five year plan for Primary Education, basically at Provincial level is a very high – priority requirement.

An urgent need exists to educate the national and provincial political decision makers especially with regard to recent trends in education and their relevance to long term educational reforms and programmes in Sri Lanka.

It is felt that UNESCO can intervene in this broad developmental process more productively by assisting at the provincial level by involving more closely in the establishment of working towards monitoring and feedback mechanisms, by providing low-cost transport facilities for local supervision officers, and in service – advisors to reach remote schools, and by sponsoring events in promoting both community participation in primary education and community awareness on fundamentals of infant and child care, preschool education and new directions in primary education. UNESCO as an independent global organization may initiate, organize and sponsor programmes to political decision makers.

Head of schools were instructed to admit children whose parents were not able to provide birth certificates or affidavits letters from Grama Niladari were accepted as proof of a child's' age. Continuing supply 8 incentives such as free textbooks free uniform materials were ensured and NGOs were encouraged to participate in these programmes.

Compulsory education extends from grade 1 to 9 and after primary cycle children have to enters Junior Secondary stage which include grade vi – ix. In the primary stage children are taught through an integrated curriculum, in grade vi-ix children have to learn through a subject-based curriculum.

Annex - (Primary Education)

Some basic statistics relevant to Primary Education

Table A-1   Corrected Population Projections
-Children 5-9 years of age

Year	Male	Female	Total
1998 (1989-1993)	898,158.00	863,740.00	1,761,898.00
1999 (1990-1994)	894,195.00	860,447.00	1,754,642.00
2000 (1991-1995)	896,046.00	863,591.00	1,759,637.00
2001 (1992-1998)	887,978.00	855,750.00	1,743,728.00
2002 (1993-1997)	877,717.00	841,845.00	1,719,562.00
2003 (1994-1998)	866,122.00	826,716.00	1,692,838.00
2004 (1995-1999)	852,265.00	813,488.00	1,665,753.00

Source - FYPPE 2000-2004

Table A-1

Table - A3   Trend Based Enrolment Projections for Grades 1-5
(1999-2004)

Medium	Year					
	1999	2000	2001	2002	2003	2004
Sinhala	1,310,334	1,302,847	1,295,410	1,288,021	1,280,681	1,263,389
Tamil	501,997	510,679	519,568	528,671	537,993	547,540
Total	1,812,331	1,813,526	1,814,978	1,816,692	1,818,674	1,810,929

Source - FYPPE (1998-2004)

Table - A3

Table - A4   **Targeted T.P.R.**
(1999-2004)

Medium	Year / TPR						
	1998	1999	2000	2001	2002	2003	2004
Sinhala	1:28	1:28	1:275	1:27	1:27	1:27	1:27
Tamil	1:41	1:40	1:36	1:32	1:29	1:27	1:27
Overall	1:31	1:30	1:29	1:28	1:28	1:27	1:27

Source - FYPPE (1998-2004)

Table - A4

Table A-2

Protections of Primary Pupils Enrolments -(1998-2004)

Projection	Year						
	1998	1999	2000	2001	2002	2003	2004
NER	96.50	96.60	97.50	98.50	99.00	99.5	100.00
Population 5-9 year old (All Island)	1761898	1754642	1759637	1743728	1719563	1692839	1665753
Total Pupils Population 5-9 Years old	1700908	1695811	1715646	1717572	1702367	1684375	1665753
Overage Primary Pupils Population	153855	141308	126180	109582	92088	74886	57826
Total Primary Population (All Island)	854763	1837119	1841826	1827154	1744455	1759261	1723579

Note : Pupil populations include Government Schools Private Special, Non Formal Education, International Schools

Source - FYPPE (1998-2004)

Table A-2

Table - A5

Pupil Enrolment and Teacher Requirement
(1998-2004) (Govt. Schools)

	Year						
	1998	1999	2000	2001	2002	2003	2004
Primary Enrolment	1801387	1783743	1788450	1773778	1741079	1705785	1670203
Primary Teachers (Ava/Req)	58678	58575	(60913)	(62940)	(63290)	(63177)	(61859)

Source - FYPPE (1998-2004)

Table - A5

Table - A6

Promotion Rates & Repetition Rates

	Promotion Rates	Repetition Rates
Grade 1 - 2	96.32 *	3.83
Grade 2 - 3	94.38	5.40
Grade 3 - 4	93.04	5.76
Grade 4 - 5	92.45	5.50
Grade 5 - 6	92.82	5.06

Source - FYPPE (1998-2004)

* Note : Adjusted promotion rate in 96.17

Table - A6

Table - A8

Expenditure on Education as a Percentage of Government Expenditure
(Trends)

	1994	1995	1996	1997	1998	1999
Recurrent	10.9	11.1	10.7	11	12.2	11.5
Capital	7.1	7.3	9.5	8.4	7.6	9.4
Total	9.90%	10.20%	10.40%	10.50%	11.10%	10.90%

Source - FYPPE (1998-2004)

Table - A8

Table - A7

Protected Total Expenditure on Primary Education
(2000-2004)
(in Rs. 1000)

Expenditure Head	2000	2001	2002	2003	2004
Recruitment	8,575,669	9,057,880	9,082,434	9,054,482	8,893,800
Capital	1,437,000	1,396,075	1,417,385	1,149,560	1,197,085
Total	10,012,669	10,453,955	10,499,819	10,204,042	10,090,885

Source - Finance Commission Estimates

Table - A7

4

Formal Education in Sri Lanka (Junior Secondary)

4.1   Introduction

Sri Lanka is a developing country which has a very high level of performance regarding education in comparison to her neighbors in South Asia. She had provided educational opportunities to a very large portion of the population. She had in fact adopted a policy of free education from kindergarten to university even before gained independence. She was able to produce a substantial number of scientists, administrators and other professional who were capable enough to guide the destinies of the Nation. However the majority of the educational out puts were not of very high quality despite the opportunities provided to all irrespective of any sectarian consideration.

4.2   Secondary Education.

Secondary education is considered broadly as the period of formal and non-formal education following primary education or education at first level. (Gunawardana G.B-1988)

The Proposals for Reforms in 1981 describes the period of secondary education in Sri Lanka as having three segments.

1. Junior Secondary   -   years from 6-8
2. Senior Secondary   -   years from 9-11
3. Collegiate level   -   years from 12-13

The Proposals for Reforms in Education in 1997 made some minor changes to these segments. The current position regarding these segments is as follows.

1. Junior Secondary   -   grades from 6-9
2. Senior Secondary   -   grades from 10-11
3. Collegiate level   -   grades from 12-13

4.2.1 History

During the past five decades after independence the state has provided universal. As a result the literacy rate has risen to 90 % which is much higher than most countries in South Asia. The South Asian average is 49 %.

4.2.2 Literacy Rate

Figure I
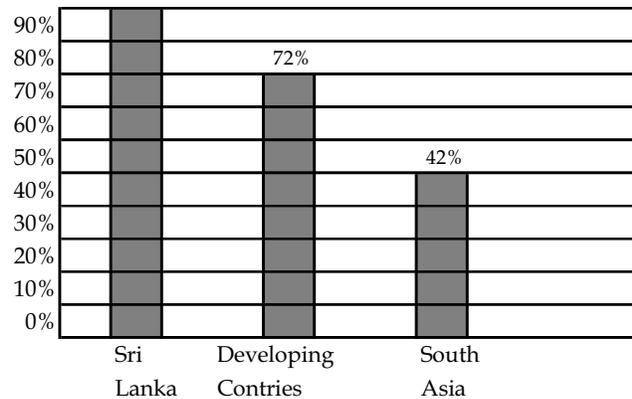
As a result of the introduction of universal franchise in 1931 , extending equal opportunities to all became a National goal. Later in 1943, special committee on education recommended an education system, which provided equal opportunities for all. The following is an extract from the Order in Council 1943.

"Every individual must have equal opportunities so that provided he has the necessary innate ability, he can lift himself in the social and political life of the nation" (Sessional papers xxiv of 1943). This idea was the basis of all the Reforms of Education during the ensuing decades.

The special committee also proposed that education in a democratic society should be at all stages from primary to the university. In 1945 this was accepted by the legislature and it became a fundamental human right. This happened even before we gained independence.

During post independence era equality of opportunity was not given prominence in spite of the extension of free education. The authorities were of the opinion that at least primary education should be given in the Mother Tongue.

Another step towards extending equal opportunities was the taking over of private denominational schools by the government in 1961. Only 63 schools out of over 9000 schools remained functioning as private schools. After the take over, national languages became the medium of instruction in secondary schools.

Provision of adequate facilities to schools and expanding the school network were key tasks in extending equal opportunities. The number of schools increased from 4537 in 1945 to 7470 in 1978 and 1083 in 1998.

Mother tongue became the medium of instruction in secondary schools from 1953 onwards. During the 1940 s a network of schools known as "Central Colleges" were started, extending educational opportunities to the rural areas. Free Education was infact was taken to the doorsteps of every child in the country.

Along with the expansion of the number schools the teacher population too was increased to cope up with the increasing demand for education. The number of teachers increased from 45470 in 1953 to over 100000 in 1977. Increasing the as they were not properly deployed. Most teachers found congenial urban areas creating urban surpluses leaving the rural areas with acute shortages in remote areas.

Successive Governments after independence took various measures to extend educational opportunities to all.

In the year 1980, action was taken by the government to issue free textbooks for school going children from grade 1 to 11. Although it was a heavy burden on the National Budget, it was a great consolation for the low-income groups and it was an instant in motivating factor for the school going population.

Provision of a free mid day meal to students was another important step in this regard. Although there were many critics who were of the opinion that it was wastage of money, it nevertheless acted as a motivating factor for children of low-income groups to attend school daily.

The government was generous enough to provide students with free-uniform materials from 1991, adding on to its myriad efforts to ensure universal access to education.

In addition to the provision of free text-books free mid-day meal free uniform materials with a view to extend educational opportunities some changes were made in administration of school system too. In 1987 a system of "school clusters" was introduced. A Cluster comprised of 10-15 schools in a geographical area and was treated as an administrative entity. Although it was not successful, the objective of cluster schools system was to share the physical and human resources more efficiently among schools.

After establishing the central schools system, a scholarship programme at grade 5 was introduced. This programme opened the doors of central collages to sons and daughters of low-income rural folk. In addition, students were offered subsidized bus fares for travel to schools.

In the 1970s the teaching of Science was extended to all secondary schools in the Island. Science education was limited exclusively to few privileged urban schools. With the introduction of Universal Science Education a large number of science and mathematics teachers had to be recruited to meet the newly created demand. These teachers were deployed country wide ensuring equity.

The provision of extending educati0nal opportunity was built in to the 1978 Constitution. Article 27 (2) says "The complete eradication of illiteracy and assurance to all persons of the right to universal and equal access to education at all levels." This demonstrates the intention of the Government in no uncertain terms.

In consequence to the steps taken towards extending educational opportunity, secondary schools enrolment kept rising steadily. The number on roll in 1970 was 360000 and it reached half a million in 1975. By 1980, there were 1.2 million students in secondary schools in Sri Lanka and in 1988 the figure rose up to 1.9 million" (Secondary education in Sri Lanka –1991 NIE)

Although many steps were taken to extend educational opportunities, expected numbers of children were still not in schools. Asian Development Bank report said that significant section of the children between the age ranges of 5-14 years was still out of school. At the senior secondary level nearly 1/3 of the children were not in school.

In spite of all the efforts taken by the schools there was a considerable number in certain sections of the populationwho do not make use of the opportunities provided due to many socio economic reasons. Grade repetition and drop outs were other problems the successive

governments had to grapple with. Figure II and III shows the situation graphically. However it could be seen that the rate of repetition and drop outs over the years have been on the decline.

Figure II

Repetitions Rates
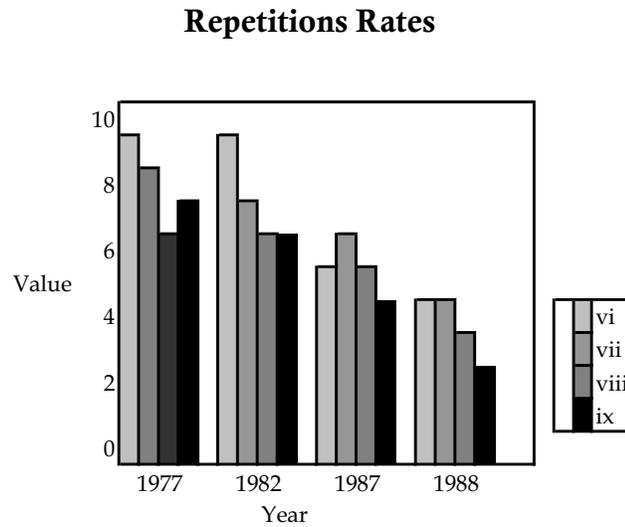
Table III
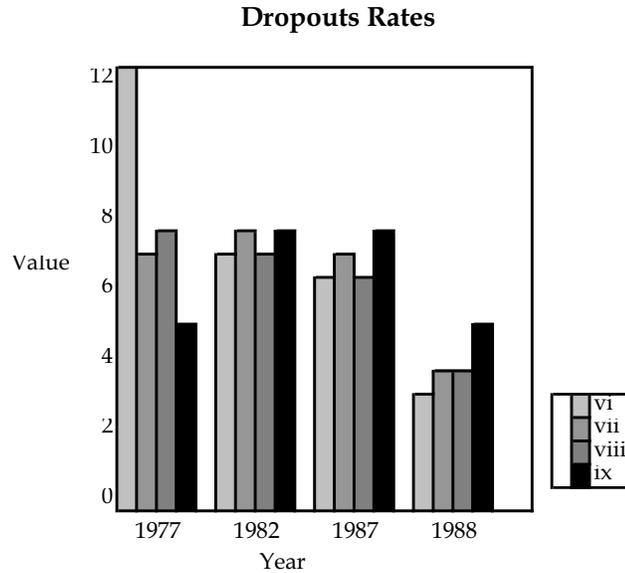
Dropouts Rates

Tables given above indicate that the dropout and repetition rates have been fairly high at the junior secondary level.

After the completion of the primary cycle the students sit for the grade five scholarship examination. This scholarship was originally introduced to support the bright students coming from the disadvantaged sector of the population. However later this was extended to all grade five students including those who did not qualify for financial support but they were accorded the opportunity of changing over from rural disadvantaged schools to urban reputed schools. The results of the 1992 year five scholarship examination is given in table V.

Figure v

Year Five Scholarship Examination –1992Performance Levels

Class Interval	Sinhala	Language	Mathematics	
	Frequency	Cumulative Percentage	Frequency	Cumulative Percentage
00 – 04	11148	6.12	18971	10.41
05 – 09	8804	10.95	22071	22.52
10 – 14	10001	16.43	21840	34.50
15 – 19	14597	23.35	18801	44.62
20 – 24	14946	31.55	15839	53.51
25 – 29	16388	40.54	12964	60.62
30 – 34	16543	49.61	10621	66.45
35 – 39	15977	58.38	8703	71.22
40 – 44	15141	66.69	7545	75.36
45 – 49	12940	73.79	6418	78.88
50 – 54	11954	80.35	5999	82.17
55 – 59	9839	85.77	5634	85.27
60 – 64	8451	90.38	5073	88.05
65 – 69	6260	93.81	4942	90.76
70 – 74	5002	96.56	4358	93.15
75 – 79	3096	98.26	3829	95.25
80 – 84	2064	99.39	3297	97.06
85 – 89	873	99.87	2639	98.51
90 – 94	215	99.99	1781	99.49
95 – 100	21	100.00	937	100.00

Source – Research on the year five Scholarship Examination – NIE – 1994.

The table shows that 60 % of the students failed to reach the minimum performance level in mathematics and 42 % in the mother tongue, after completing the primary five year cycle.

Some basic Performance indicators in Government Schools 2000

	Number	%
1. Functioning Schools		
Total	9,972	100.0
1AB Schools	586	5.9
1C Schools	1,863	18.7
Type 2 Schools	3,910	39.2
Type 3 Schools	3,613	36.2
2. Student by Gender		
Total	4,190,657	100.0
Boys	2,092,153	49.9
Girls	2,098,504	50.1
3.Student by type of Schools		
Total	4,190	100.0
1AB Schools	1,163,068	27.8
1C Schools	1,386,281	33.1
Type 2 Schools	1,160,401	27.7
Type 3 Schools	480,907	11.5
4. Grade 1 Admission by Gender		
Total	331,643	100.0
Boys	168,748	50.9
Girls	162,895	49.1
5. Grade 1 Admission by type of School		
Total	331,643	100.0
1AB Schools	51,747	15.6
1C Schools	96,253	29.0
Type 2 Schools	102,793	31.0
Type 3 Schools	80,850	24.4

6. Disabled Students by Gender

Total	84,545	100.0
Boys	50,125	59.3
Girls	34,420	40.7

7. Disabled Students by type of school

Total	4,190	100.0
1AB Schools	12,645	15.0
1C Schools	24,666	29.2

8. Teachers by Major Qualification

Total	191,322	100.0
Graduate Teachers	50,775	26.5
Trained Teachers	114,180	59.7
Certificated Teachers	3,516	1.8
Uncertificated Teachers	14,063	7.4
Volunteer Teachers & others	8,788	4.6

9. Teachers by type of School

Total	191,322	100.0
1AB Schools	43,013	22.5
1C Schools	61,601	32.2
Type 2 Schools	61,748	32.3
Type 3 Schools	24,960	13.0

Figure VI

Annex 10 – G.C.E. (O.L) Examination 1994 – 1998 Performances of All Candidates

	1994		1995		1996		1997		1998	
	Number	PER %	Number	PER %	Number	PER %	Number	PER %	Number	PER %
Number Sat	484380		499754		492422		501505		509499	
Qualified for A.L.	85345	17.62	75746	15.16	106662	21.66	119383	23.8	132255	26
Passed in 6 or more Subjects with 1st Language and Maths	99038	20.42	85454	17.1	109885	22.32	125831	25.09	145918	28.6
Obtained 8 D's	594	0.12	828	0.17	1235	0.25	1261	0.25	2331	0.5
Passed in 8 Subjects or more	48173	9.95	43783	8.76	43870	8.91	46003	9.17	57799	11.3
Passed in 7 Subjects	41101	8.49	37785	7.56	45442	9.23	50048	9.98	62458	12.3
Passed in 6 Subjects	46623	9.63	44321	8.87	51226	10.4	50854	10.14	55370	10.9
Passed in 5 Subjects	51329	10.6	46477	9.3	65684	13.34	56747	11.32	50541	9.9
Passed in 4 Subjects	48889	10.09	44748	8.95	59769	12.14	52281	10.42	42915	8.4
Passed in 3 Subjects	44857	9.26	43135	8.63	47110	9.57	43871	8.75	37842	7.4
Passed in 2 Subjects	54611	11.27	51705	10.35	46533	9.45	48776	9.73	48684	9.6
Passed in 1 Subjects	94546	19.52	89037	17.82	79076	16.06	89810	17.91	97332	19.1
Failed in all Subjects	42908	8.86	49696	9.94	38503	7.82	45033	8.98	39137	7.7

* Source: Department of Examinations

The number of students who could not obtain passes in 6 subjects and those who could not pass in a single subject from 1994- 1998 are give in table VII

Table VII

Student Performance at the G.C.E. Ordinary Level Examination
From 1994-1998

Year	1994	1995	1996	1997	1998
Percentage of students who Could not obtain passes in Six subjects	69.87 %	64.99 %	68.38 %	67.11 %	62.1 %
Failures in all 8 subjects	8.86 %	9.94 %	7.82 %	8.98 %	7.7 %

The table VI reveals that the number of students who could not complete 6 subjects in GCE (O/L) examination ranges from around 62 % to 69 %. Total failures in all 8 subjects for the above years reveal appalling figures which says that nearly 40.000 students have not learnt anything after spending 6 years in the secondary cycle These figures give an indication that in spite of many steps taken for extending educational opportunities the objectives have not yet been fully achieved.

Sri Lanka could be proud of her literacy rate of 90% in comparison to other countries in the South Asian Region. But with this high literacy rate and substantial human capital she has not been able to emerge as another industrial country in the region.

Despite the efforts taken by the Government at several levels the qualituy of education has not the required levels. A survey in 1994 reveals that only 21% of primary school students had attained required skills. Only 9% could solve numerical problems and only 20% displayed any understanding of health and hygiene.

The number of students who could not obtain passes in 6 subjects and those who could not pass in a single subject from 1994- 1998 are give in table VII

Table VII

Student Performance at the G.C.E. Ordinary Level Examination

From 1994-1998

Year	1994	1995	1996	1997	1998
Percentage of students who Could not obtain passes in Six subjects	69.87 %	64.99 %	68.38 %	67.11 %	62.1 %
Failures in all 8 subjects	8.86 %	9.94 %	7.82 %	8.98 %	7.7 %

The table VI reveals that the number of students who could not complete 6 subjects in GCE (O/L) examination ranges from around 62 % to 69 %. Total failures in all 8 subjects for the above years reveal appalling figures which says that nearly 40.000 students have not learnt anything after spending 6 years in the secondary cycle These figures give an indication that in spite of many steps taken for extending educational opportunities the objectives have not yet been fully achieved.

Sri Lanka could be proud of her literacy rate of 90% in comparison to other countries in the South Asian Region. But with this high literacy rate and substantial human capital she has not been able to emerge as another industrial country in the region.

Despite the efforts taken by the Government at several levels the qualituy of education has not the required levels. A survey in 1994 reveals that only 21% of primary school students had attained required skills. Only 9% could solve numerical problems and only 20% displayed any understanding of health and hygiene.

Figure VIII.

Quality of Primary Education in Sri Lanka (NIE, 1994)

Percentage of students who achieved the required skills

Literacy	%	Numeracy	%	Life skills	%
Vocabulary	33	Problem Solving	9	Health	20
Comprehension	27	Knowledge of procedures	13	Elementary Science	9
Writing	21	Understanding concepts	32	Environmental skills	13
				Duties / Child rights	43

4.3   Current Situation

As illustrated in this article 14% of the age group of 5 to 14 years do not attend school. This is in fact the compulsory schools going age and the percentage is a national average. In some geographical areas, the percentage of non-attendance is very much higher. A study conducted by the Ministry of Education in certain slum areas of Colombo revealed that 20 % children of 8 year children have not attended any school. Another survey conducted in Anuradhapura area shows that 20 % of the age group of 9-14 did not attend school. About 50 % - 70 % children stay at home to help their parents in their agricultural activities during the sowing and harvesting season. (NEC Report 1992) These are some of the reasons for this acute non-schooling.

Taking these into consideration, The Parliament of Sri Lanka made education compulsory for children in the age group 5 to 14 and it come into effect in January 1998. These

regulations required all parents to send their children to schools and be responsible for their continued attendance during the compulsory period education. Provincial Secretary and Grama Niladaris too required to help them in this task.

In the year 1997, an Island wide survey was conducted to determine the reasons for non-attendance of children. After the survey, attempts were made to persuade non-school going children to attend schools.

Heads of schools were instructed by the Ministry of Education to admit children whose parents were not able to provide birth certificates or affidavits. Letters from Grama Niladaris were accepted as proof of a child's' age. Continuing to supply several incentives such as free textbooks free uniform materials encouraged the people to participate in these programmes. Some N G Os too participated in implementing these programmes.

Compulsory education extends from grade 1 to 9 and after primary cycle children have to enters Junior Secondary stage which include grade vi – ix. In the primary stage children are taught through an integrated curriculum, while in grade vi-ix children have to learn through a subject-based curriculum. Which includes the First Language, English, Mathematics, Science, and Social Studies life competencies, Religion, Aesthetics, Health and Physical Education.

As strategy for social integration teaching Sinhala language for Tamil speaking students and Tamil Language to Sinhala speaking students was introduced at the junior secondary level depending on the availability of teachers. Methodology have been devised to teaching either language through project work or other practical work modes..

As a new concept, "Activity Rooms" were established to initiate students to engage in practical work. In these activity rooms pupils encouraged to learn by doing things by themselves using simple tools and learning simple techniques. Facilities were provided to junior and secondary schools wherever necessary.

Traditional methods of assessment have been replaced with school based assessment Its main aim is the improvement of quality in education through an understanding of the student's performance level by teachers and parents within the classroom.

At the end of grade 9, a certificate of competence is awarded to students. Assessment grades obtained in the School Based Assessment from grades 6 to 9 and the grades obtained at the performance test will be taken in to account when in awarding this certificate. During the period between 2001-2002 Zonal Monitoring Boards were set up to monitor this programme.

Free school uniform materials were supplied to 4,449,419 students in government schools and pirivena or (Temple Schools) at a cost of 999 million rupees. Under this new policy uniform materials were supplied to the students in government schools and in pirivenas only at their request. Action has already been taken to supply uniform materials through cooperative societies with the assistance of divisional secretaries. The main objective of this policy is to save a large sum of money spent on distribution procedures of uniform materials and utilize such savings for quality development in education.

In addition to this, free text books for students in government schools and pirivenas were supplied at a cost of Rs. 950 million.

Recent reforms in Education emphasizes activity based learning. Hence students' needs materials and facilities in classrooms to engage in activities for learning by doing. There is a need to provide schools with resources to procure these needs. All schools were provided with a grant to purchase equipments and materials improvement of class room teaching.

New free textbooks were provided in four colors to make them more attractive. These textbooks were of better quality so that they could be re-used at least for a period of three years.

In order to develop quality of teaching a new concept was introduced "Teachers' Quality Circles" is the new concept introduced during the period between 2001-2002. Quality Circles is a platform for teachers to identify and solve problems, exchange resources and experience, and improve the subject knowledge. This strategy has encouraged the teachers to pool their knowledge and device more resourceful methods.

4.4   Innovations.

Numbers of new educational programmes have been implemented during the period of 2001 and 2002 to improve quality of education. Following are some of the important activities that were initiated in this respect.

1. Provision of free school textbooks to all students.
2. Supply of school uniform material to all students in Government Schools and Pirivenas.
3. Central Colleges Refurbishment Programme
4. Navodaya Schools Project .
5. Development of school libraries.
6. School based assessment programme
7. Teacher quality circles.
8. Curriculum development of grade 6 to 9 (all subjects)
9. Introduction of small learning projects for students.
10. Establishment of activity rooms in secondary schools
11. School physical fitness programme.
12. Starting of English medium classes from grade 6.
13. Professional Development of teacher through in-service training programmes.
14. Establishment of teacher education centers in all districts.
15. Island- wide programme for the sustainable development of the school.
16. Mobile service programme for solving the problems related to the Teachers profession and schools.
17. Programmes to minimize the teacher shortages in the difficult areas.
18. Fulfillment of staff requirement of schools.
19. Implementing the Nutrition Projects in 750 selected schools for the children studying in the primary section in disadvantaged areas.
20. A National Policy was declared to include Information Technology in the school curriculum.
21.

4.5   Education Cost – Secondary Education

EDUCATION SYSTEM IN SRI LANKA

| 17 + | **Universities** | | **Professional College** | | **Open University** |

Programme	Capital Expenditure		Recurrent Expenditure	
	Estimated Amount 2002	**Expenditure Actual 2002**	**Estimated Amount 2002**	**Expenditure Actual 2002**
1. Secondary Education	514.19	137.34	3395.90	2426.60
2. Teachers colleges and teachers centres.	12.68	4.02	107.80	61.20
3. General Education Project (World Bank funded)	1679.42	807.86		
4. Secondary Education Modernization Project (ADB funded)	899.63	134.72		
5. Equipment for primary and secondary schools SDD Project.	31.40	0.62	8.20	3.72
	100.00	0.46	2.70	0.50

Technical College &
Similar Institutions

Vocational Technical
Courses

15 + Collegiate
(Grades 12 – 13)

13 + Senior Secondary
(Grades 10 – 11)

10 + Junior Secondary
(Grade 6 – 9)

Non Formal
Education
Programmes

5 + Primary
(Grades 1 – 5)

0 ECCD

Foreign Projects

❖ **General Education Project – 2 (Funded by World Bank)**

Project Period   : 1998 to 2003

Financial Investment   : US Dollars

This project in implemented through the following components, by each c\divition and institution of Ministry.

❖ Curriculum Development
❖ Publishing of Text Books and other publications
❖ Rationalization of school facilities
❖ Supply of quality inputs
❖ School Library Development
❖ Education Management Development
❖ Education Financing
❖ Studies

The Present Financial Progress of this Project is 65'05% of the Financial Investment of the project. Is 65.05% of the financial investment of the project.

❖ Teacher Education and Teacher Deployment Project (Funded by IDA/ World Bank)

Project Period   1997 to 2002

Financial Investment   US Dollars 79.3 million

Present Financial Progress   90.1%

- Rationalization of teacher Deployment
- Structuring and systematization of Teacher Education
- Strengthen Staff and Management
- Supply of physical facilities for rationalized teacher education.
- Studies

This Project was implemented under the above components

The following above main function were performed among the activities carried out during the past year.

- Supply of math's and science q equipment to jaffna, Vavuniyawa, Adalachchanai Sri Pada and Veyangoda National Colleges of Education.
- Supply of computer and Audio Visual equipment for 84 Teacher Centers, 14 National Colleges of Education. 03 Teacher Education Institution and Jaffna University.
- Supply of Technology Education equipment to 14 National Colleges Education.
- Commencement of the construction work of 15 new Teacher Centers and Batticaloa National College of Education.

❖ **Secondary Education Modernization Project (Funded by Asian Development Bank)**

Project Period: 2001 – 2005

Financial Investment :   US Dollars 76 Million

Present Expenditure as a percentage of the project investment 88%

The following activities are being performed with a view to promote a qualitative improvement in education by modernizing the curriculum and by strengthening the learning – teaching process.

- Construction for computer Learning Centres in 210 schools of 1AB and 1 C type
- Construction of Multi Media Units in 210 schools of IAB and 1c type and supply of Media equipment Schools.
- Establishment of 05 Environment study centres.

- Construction of 48 G.C.E. (A/L) Laboratories

- Refurbishment of the Hostels and building of the 54 Central colleges established in 1943 – 1947

- Introduction of the School Based Management Programme in coordination with the National Institute of Education in the implementation of the Teacher Training Programme.

- Assisting Department of Examination in the implementation of the school based assessment programme.

- Assisting Department of Education publications in the printing and supply of Text Books for the G.C.E. (A/L) classes.

- Provision of "Sisu saviya" student allowances to 5307 students in Grades 10 & 12 who are very skillful but having financial difficulties.

- Initiate modernization activities of the secondary curriculum in coordination with the National Institute of Education.

❖ Primary Maths Project (Funded by D.F.I.D – United Kingdom)

Project Period: April 1998 to March 2003

Financial Investment: A sum of Rupees 4.9 Million by the D.F.I.D and Rupees 1.2 Million by the General Education Project have been allocated.

It is implemented under the following 5 main functions.

- Curriculum Development
- In-service Teacher Training
- Pre – Service Teacher Training
- Monitoring, evaluation and research
- Provide understanding relating to the significance of the Maths subject

❖ **Primary English Language Project (Funded by D.F.I.D.- United Kingdom)**

Project Period: 2001 to 2003

Financial Investment: Local Funding Rupees 26.3 million/ Foreign Aid
                                                  Rupees 98 million

This Project is implemented with the objective of promoting a quality development of the learning – teaching process for reading the basic competencies of the primary stage.

❖ **Junior School Improvement Project (JICA – JAPAN Funded)**

Project Period: From March 1999 to March 2009 (Several
                                                  Phases)

This project is implemented with the tow main objectives of

- Supply of infrastructure facilities and
- Improve the qulity in schools through teacher training

Under the First phase improvements were made in 4 schools in Gampaha Distric, 2 schools in Kegalle District and in 10 schools in Rathnapura District an investment of Rupees 1500 million.

Under the second phase improvements will be made in 56 school selected from gall, Hambantota and Monaragala Districts at a cost of Rupees 2.2. Bbillion provided by government..

4.6   Data Analysis of the Case Study

In this case study a questionnaire was sent out to all 8 provinces for collecting data. Responses from Western, Southern, Central, North Central, North Eastern, North Western, Uva and Sabaragamuwa provinces have been received by the researchers..

First question was asked to find out the number of schools with grades 6 to 9. When the data was analyzed it showed that there was an increase in the number of schools in 3 provinces. eighteen schools in the Central Province, 59 in Southern Province, ten schools in North Central Province and seven in Uva Province have been added to the list of schools. The total number of new schools is 94. But one school in western province and 40 in North Western Province have been closed down subsequently. Altogether 41 schools have closed down during the period. Data from Sabaragamuwa Province were not available for record.

Case Study on Formal Education

Number of Schools and Students.

	Western Province	Southern Province	Central Province	North Central Province	North Eastern Province	Uva Province	North Western Province
Number of Schools Having Grade 6-9 2001 2002	1134 1133	850 909	837 875	556 566	1006	628 635	1037 997
Number of students 2001 2002	283326 286839	178656 178263	184991	91468 90661	193108	98430 99743	159199 130750

Altogether 41 schools have been closed. Data of Sabaragamuwa Province were not available for record..

Second question was designed to reveal the number of students in grade 6 – 9, when analyzed it shows that there is a decrease of students in numbers except in Western Province. A sharp decrease could be identified in North Western Province. It shows a

decrease of 20136 students. There was a trend towards decrease in enrollment in the N W P but there is an an increase of 3813 students in the Western Province.

Question Number 3 was intended to reveal the amount of money allocated for quality inputs. When compared year 2001 with year 2002 there was a drop in the amount of money allocated by Rs. 13375000 in Western Province, Rs. 2480125 in Southern Province and Rs. 3414340 in North Western Province. The amount of money allocated for Central Province and North Central Province has been increased. The reliability of the data form the Central Province is questionable. There is an increase in the amount allocated for quality inputs by 11 million in North Central Province.

Fourth question was designed to reveal the amount spent for learning achievement programme out of allocated money for quality inputs. There is no difference in the amount of money spent in 2001 and in 2002. Analysis of data shows an increase of Rs. 1033831/= in Southern Province. The data provided by the North Central Province and Uva Province too show descepancies.

Question 4.1 was about maintenance expenditure. Only the Western Province has responded to it. Western Province has spent 10 million in 2001 and 15.9 millions in year 2002. It shows 5.9 million increase in the maintenance expenditure.

Question 4.2 was designed to reveal the amount of money spent on procuring equipment. Western Province has spent 24.1 million in 2001 and 4.8 million showing a decrease in year 2002.

Other 7 Provinces have not responded to question 4.1 and 4.2.

Fifth question was intended to find out the amount of money spent by School Development Societies for learning achievement under new reforms in education. Only Southern Province has responded to this question. The others seven provinces have not responded to it.

Southern Province has spent Rs. 27000000/= in 2001 and Rs. 2827850/= for purchasing library books with school development funds. Year 2002 shows and increase of Rs. 127850 than that of year 2001.

Rs. 50567/= in 2001 and Rs. 61229/= in 2002 have been spent for conducting education seminars with SDS funds. It shows an increase of Rs. 10362/= in 2002 than in 2001.

School development societies have spent Rs. 218,7627/= in 2001 and Rs. 2284268 in 2002 for co-curricular activities and there is an increase of Rs. 96141/= in 2002 than that of 2001.

Rs. 3407869 in 2001 and Rs. 3181673 in 2002 have been spent on sports and Aesthetic Activities by school development societies in Southern Province. The amount of money spent has gone down by Rs. 226196/= in 2002 than the amount spent on 2001.

Particulars of other 7 provinces are not given here, as they have not responded to question number 6.

Question number 6.1 has been designed to get particulars of contribution by N G Os and private organizations. There are no such N G Os and private organizations in Western and North Western Provinces. Except Southern Province other provinces have not responded to this question. In The Southern province one N G O called "SHIYA" has contributed for several educational programmes. "SHIYA" contributions for education in the Southern Province are given in the table below.

Contribution by .SHIYA Organization
For Education in the Southern Province

Project	Funds Donated
Teacher Training Workshops in Special Education	Rs. 1297450
Helping students of special needs	Rs. 238900
Awareness programme for Principals on Special Education,	Rs. 315600
Training camps for school prefects	Rs. 185480
Wheel chairs, Eye Lenses for students	Rs. 947430
Total	Rs.2484860

Question number 7.0 was deigned to obtain particulars of contribution by the National Institute of Education for formal education. In the Western province, the NIE has provided every school having grade 6 – 9 with syllabuses and Teachers Guides. Teaching equipments for grade 6 – 9 have been supplied to every school. Teachers have been trained by NIE trained resource persons.

North Western Province has received the required number of Teacher Guides but they have not received teacher guides for grade 8-9. in Science and Music

Teachers of grade 6-9 in The Southern Province have been trained by the NIE. A sum of Rs. 370964/= have been spent on population and Family Health Programmes. The other provinces have not responded to this question.

Another question was included elicit information on School Based Assessment Programme. Western province, Southern Province, North Central Province and Central Province have trained their teachers on School Based Assessment. When compared with other provinces North Central Province has trained only a small number of teachers. The other provinces have not responded to this question.

Number of teachers participated in training sessions on School Based Assessment.

Year	Western Province	Southern Province	North Central Province	Central Province
2001	17600	10770	913	10800
2002	17537	-	558	10800

Problems faced by provinces in teacher training programmes on school Based Assessment were highlighted in the questionnaire.

Training programmes for teachers on School Based Assessment were conducted by The NIE. The department of examinations conducted several training programmes. The general opinion among clientele in the Provinces is that the training sessions conducted by the Divisional Education Officers were not of high quality. Principals and teachers have complained that they have not been informed of the recent changes that have been effected in the field of Education.

Although School Based Assessment is implemented in every school it is not aimed at achieving the objectives of S B A programme. Lack of understanding of objectives has led to a situation where assessment is done without ensuring credibility and reliability. School Based Assessment, as its name suggests is done at school level. Therefore recording of results of assessment tends to be more and more subjective than objective.

Although action was taken to make teachers aware of the basic objectives of the S B A programme negative attitudea of teachers pause a major obstacle in its proper implementation.

Although there is a surplus of teachers in the country, there is a subject wise shortage of teachers in the provinces. This is a major problem faced by schools in implementing S B A programme successfully.

Overcrowded classrooms especially in the National Schools has developed discontent among teachers on the implementation of the School Based Assessment Programme.

Proposals for development of formal education.

1. Paying a special allowance for talented teachers who serve in difficult areas.
2. Conducting continuous teachers education programmes.
3. Planning and implementing an efficient monitoring programme Nationally, Provincially and at Zonal level

4.7   Conclusion

Formal education is the foundation of process of life long education. It is during the formal education stage all basic competencies including learning to learn should be developed.

The quality of formal system of Education depends on the ability of the learner to acquire learning through the processes of implementation of the school curriculum and the co-curricular activities where he /she gains abilities to perform assigned or implied tasks in keeping with the required standards

Therefore under current education reforms the attempt and the responsibility of Ministry of Education in Sri Lanka is to provide competency-based education for all students. Curriculum content, methodology and techniques will be utilized for this purpose. Under the multiple book option funded by   the World Bank a series of text books will be introduced to the system, written for the development of five groups of basic competencies presented under education reform. In addition various kinds of physical quality inputs are provided under World Bank funded General Education Project II, to improve the quality of class- room teaching and learning

Through this effort knowledge based examination oriented traditional incomplete process of education will be converted into a competency-based process, to attain 9 national goals. Process of School-Based Assessment of student performance is expected to strengthen the school education system

An Evaluation and Quality Assurance Unit was established in the ministry with cabinet approval to provide opportunities to students to develop competencies through teaching and learning process. All teachers, principals and the all other academic personnel of the system needs to be equipped with relevant essential competencies.

The objective of the Evaluation and Quality Assurance Unit is to formulate national policy and framework to introduce competency based evaluation procedure, to the system. The unit is supported by the Secondary Education Modernization Project funded by The Asian Development Bank.

The unit with the guidance of international consultants provided by Asian Development Bank and World Bank had prepared a hand book with guidelines to energize schools for self quality improvement through self evaluation along with another hand book to provide guidance for external evaluation to support the School Improvement Programme.

Through the new comprehensive and continuous evaluation process, schools would be able to identify their strengths and weaknesses, and proceed ahead stabilizing status and minimizing weaknesses by utilizing relevant school level and external human resources development programmes. Thus the Ministry of Education has already taken essential steps to support this quality assurance project.

5

Non – Formal Education.

5.1   Definitions.

There are no universally accepted definitions in the field of social sciences. Education is also a social science, which cannot be defined precisely. Hence there is no universally agreed definition of non-formal education.

The activities that have taken place outside the formal education system and directed towards the fulfillment of the learning needs of a group of learners can be considered as non-formal education. A non-formal education facilitates a learning process that would eventually benefit the targeted learners to develop a set of knowledge skills and attitudes required to make their future lives more successful. Such knowledge skills and attitudes are developed based on their present levels of knowledge skills attitudes and wishes of the learners.

5.2 History of Non formal educations in Sri Lanka.

After 50 years of free education Sri Lanka has gained a remarkable development in education. The main thrust was in the field of formal education. During the last three decades Non Formal education programmes has been introduced to the education system.

The aim of the Non-formal education programmes was to open the doors of education to " Many" and specially those who were out of schools.

Non-formal education programmes organized by government and non-government organizations to provide youth with a technical and vocational training. At the beginning these Non formal education programmes were confined to cater to the educational needs of school leavers and adults and gradually extended its activities to serve various other groups in the community. By the end of 1980s the main programmes conducted were Technical Education Units for school leavers, adult, community education, Adult English classes and literacy classes for out of school children. These programmes addressed the needs of various adult groups, Children who have left school but are not skilled, dropouts from the formal school, children who have never been to a school. Most of the Non formal programmes have been conducted

using infrastructure facilities in formal schools. Apart from the education ministry there are other institutions and NGOs have been conducting Non Formal education programmes. Foreign donors fund some of these Non-formal programmes.

5.3   Current Status of NFE in Sri Lanka.

Although Non Formal Education has comparatively a brief history, Sri Lanka has achieved much in relation to literacy, skills development and Basic education. Our country has accepted the world declaration on "Education For All" adopted at the world conference on education at the world conference on Education at Jomtien in 1990.Under the theme of "Education For All" many new Non-formal activities has been introduced after 1990s. In many education programmes new education thinking has replaced the traditional norms. Relevance to people's needs and their attitudes existing resources has been taken granted in planning Non-formal activities. Many of the programmes has been combined with development-oriented activities and targeted to reach " Many" needy groups.

EFA Plan of action 2000-2004

Progress of the EFA plan action for year 2000 –2004 is stated below.

Activity   **progress**
   1.   Providing Educational opportunities for out of school children between 5-14 yrs
   1.1 Carrying out a survey to identify out of school children which has been already Completed
   1.2 300

5.3.1 Non-Formal Education Programmes Sri Lanka.

Ministry of Education plays the key role of implementing NFE activities in the country but many NGOs including International donor agencies and other Ministries conduct Nonformal Education programmes throughout the country mainly in the fields of Literacy and Skills Development.
Sarvodaya is one of the pioneers NGO that conducts NFE activities. Some of these activities are ECCD programmes, Vocational training for youth, Health and nutrition programmes,

and Entrepreneurship programmes for women. Nonformal Education programmes for women have been introduced by many women's organizations. Ministry of women's affairs gives a prominent place to educate women in their programmes. These Programmes lead to provide literacy and skills to needy women in rural and urban pockets.CENWOR (Center for women's Research) is another leading NGO which carries out NFE activities for women. In their programmes, priority has given to eliminate gender disparities by empowering women. They have started vocational training programmes to popularize income-generating activities among women, which were confined to males. There are many voluntary organizations other than the afore mentioned institutions involved in NFE.

In addition to this international donor agencies assist and conduct nonformal education programmes in collaboration with the MOE or other ministries and Departments such as department of Social welfare, Ministries of Health, Womens affairs etc. UNESCO, UNICEF,US Save the children, Reddbarna and ILO(IPEC) some of the international institutes that play vital role in the spear of NFE in Srilanka.

☆ **Literacy Classes**

This programme has been conducting to cater the needs of children who terminate schooling early in the primary cycle as well as those who do not enroll in schools at all. Most of these classes are in school buildings. The curricula for these literacy classes consist of language skills and vocational components

Figure 1:3:1

Number of Participated in Literacy Classes
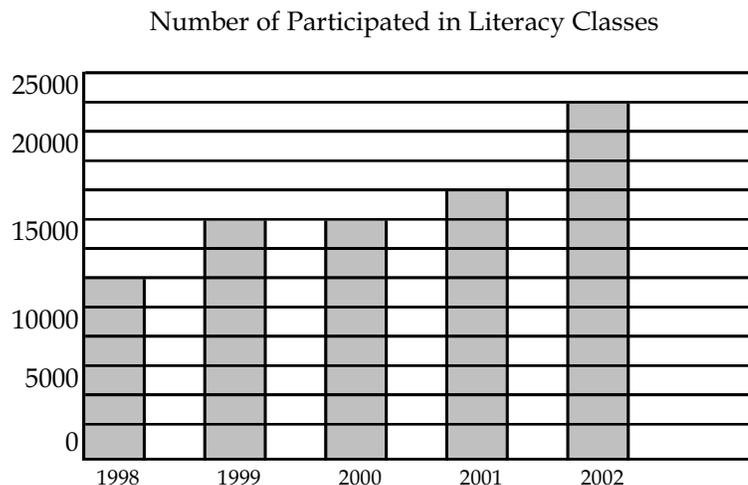
Figure 1:3:1 shows the increasing number of students enrolled to literacy classes. These literacy classes have been improved and expanded to cover all pockets where non school going children are concentrated as an alternative measure to acquire literacy.

Number of Students

☆ **Technical Centres**

Full time technical courses for school leavers and school dropouts conduct at Technical Units throughout the country. These courses are very popular among youth. Under this programme the MOE has organized part time courses too.

Figure 1:3:2

Number of Participated in Technical Courses
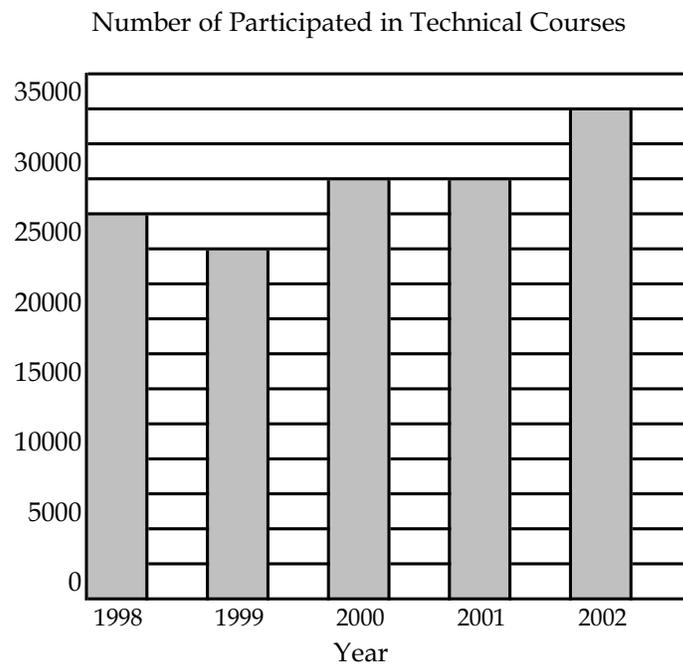
According to the figure 1:3:2 nearly 30000 children are following these Technical courses.

☆ **Community Learning Centres.**

Community learning centres (CLC) are comparatively a new concept in Non Formal Education. With the aim of uplifting the standard of living of the community and to develop the community, the CLCs were started in year 2002 and there are 55 CLCs at present. The following activities are conducting in these CLCs.

1. Programmes on Basic Literacy functional literacy and post literacy.
2. Income generating programmes.

Table 1:3:1

No of CLCs in Sri Lanka by 2002.

	Province	No. Of Community Learning Centers	No. Of Programme	Participation
1	North western	6	37	1115
2	North Central	4	38	862
3	North Eastern	11	76	1185
4	Sabaragamuwa	5	35	922
5	Uva	6	42	1540
6	Southern	7	51	1333
7	Central	8	55	1231
8	Western	7	42	1320
		55	**376**	**9548**

Source: Literacy towards education NFE Branch MoE 2000

These CLCs have been conducting with the assistance of NGOs and some international organizations.

☆ Activity Learning Centers.

This programme is a new innovation in the field of NFE. These Activity Learning Centers have been established to provide more child friendly atmosphere for out of school children living in geographically isolated areas.

☆ Literacy Programmes for migrant female workers.

This is an innovative activity started in year 2001. The MoE has initiated this programme to meet the needs of women's those who intend to go abroad for foreign employment. The aim of this programme is to give basic literacy to the above mentioned target group. This is an 18-day programme, which uses special non-formal teaching methods.

Table 1:3:2

No of groups followed the literacy programme for migrant female workers.

Date	No of groups	No of Participants		Total
		Sinhala	Tamil	
2001.11.01	1	22		22
2001.11.20				
2002.01.10	2	11	11	22
2002.01.28				
2002.02.26	2	22	17	39
2002.03.16				
2002.03.25	2	22	21	43

2002.04.12 2002.04.18 2002.05.07	2	18	24	42
2002.06.03 2002.06.21	2	27	20	47
2002.07.08 2002.07.26	2	23	17	40
2002.08.05 2002.08.23	2	26	22	48
Total	*15*	*171*	*132*	*303*

Source: Literacy towards development. NFE Branch, MoE,2000

5.4   Analysis of Data.

According to the statistics of population of the provinces, an increase of population can be seen in year 2002. The literacy rate in each province is not available. The literacy rate in Sri Lanka in 2001 is 91.4%. There is no significant change in the literacy rate in 2002 when comparing with 2001.

Table 2.1 Population

Province	2001	2002
North western	2157000	2187000
North Central	1106000	1121000
North Eastern	2457000	2492000
Sabaragamuwa	1788000	1813000
Uva	1171000	1187000

	2277000	2307000
Southern	2277000	2307000
Central	2415000	2448000
Western	5361000	5435000
Total	**18720000**	**18990000**

Source: Provincial Returns

When considering the amount of money allocated to various literacy programmes at provincial level, Rs. 14307230/= has spent in 2001 while Rs. 11083012/= in 2002. Table 2.2 shows the amount of money allocated in each province on literacy programmes.

Table 2:2 Expenditure on NFE programmes.

Province	2001 SL Rs.	2002 SL Rs
North western	1606100	1434000
North Central	579300	483457
North Eastern	1489200	Not available
Sabaragamuwa	2310880	3266805
Uva	567000	333450
Southern	297925	2250500
Central	431800	151800
Western	434370	3163000
Total	**14307230**	**11083012**

According to this table a decline of total amount of money allocated in 2002 can be seen One of the reasons for this decline can be non-availability of data in North East. When considering the provincial data most of the provinces shows a decrease in 2002. Only Sabaragamuwa Province has an increase of Rs. 955925/=.

Table 2:3 Expenditure on NFE in 2001 and 2002.

Expenditure Head	2001		2002	
	Allocation	**Expenditure**	**Allocation**	**Expenditure**
1. Adult Education (Local	4500000	4488635	4500000	5208600
Foreign Aid)	14400000	12764465	16000000	2475445
2. Sri Lanka Student Action Plan.	2700000	2400000	1900000	1916148
3. Counseling fees for		5000000		
Community Education	17100000	539325		
Organization.				
4. Contribution in Schools of	45000	46107		
Physically disabled children.		270000		
5. Special Education and	350000	332050		
Counseling.		563750		
6. Supply of Spectacles for				
students.		502400		
7. In service Training.		3547300		
8. Competitions, Exhibition,				
Function				
9. Overtime as Holiday Pay				
10. Technical courses for National		361225		
Schools		1440000		
11. Buildings Special Education				
Class room.				
12. Buildings (Braille Press)				
13. Equipment (Adult Centers)				
14. Equipment (Braille Press)]				
15. Equipment (Children Activity				
Plan)				
Total	**50,779,675**		**22,400,000**	
		20,840,582	**9,600,193**	

A special literacy project has been carried out in Sabaragamuwa Province with the assistance of UNICEF. The aim of this project is to improve the literacy rate in 98%. This special literacy project has contributed to increase the allocation in this province in 2002.

Table 2:3: Programmes introduced to improve literacy.

Activity	No. Of Provinces implementing.
1. Literacy programme under provincial allocations.	3
2. Functional Activity Centres funded by ILO.	5
3. Action plan for children in Sri Lanka.	4
4. Early Childhood care and Development (ECCD)	2
5. Community Learning Centers (CLC)	4
6. Literacy programmes for prisoners.	2
7. Adult English classes	1
8. Adult Literacy classes	4
9. Literacy programmes to implement compulsory education regulation.	2
10. Literacy classes in religious places.	4
11. UNICEF funded special literacy project.	1
12. Vocational training for school leavers' computer English and Tamil.	1

The programmes introduced to improve literacy in the provinces can be listed as above. As shown in the above table functional literacy centers funded by ILO have been implemented in 5 provinces excluding Uva, North Central and North East. There are 4 provinces conducting CLSs (Community Learning Centers) including North East province by the time of this study.

5.4.1   Expenditure on Skills Development Programmes.

When analyzing the responses given to 4.1 in the questioner, total expenditure on skill development shows a decline in Rs. 2428705.00. It is Rs. 1,909435.00 in 2001 while Rs. 16665640 in 2002.

Table 2.4 Expenditure on skill development programmes.

Province	2001	2002
North western	33,64,000.00	24,74,220.00
North Central	5,27,500.00	11,88,080.00
North Eastern	16,06,000.00	Not available
Sabaragamuwa	6,15,120.00	5,59,000.00
Uva	3,02,400.00	5,40,600.00
Southern	28,22,000.00	36,91,860.00
Central	51,12,000.00	33,09,000.00
Western	47,45,325.00	49,02,880.00
Total	**1,90,94,345.00**	**1,66,65,640.00**

It also appears an increase in expenditure at a considerable amount in North Central and Southern Provinces.

The activities implemented for skill development in the provinces are stated in table 2.5.

Table 2.5 Skills Development Programmes.

Activity	No. Of Provinces implemented the activity.
1. Technical and Vocational Courses.	7

2. Interest groups programmes.	3
3. Courses in Community learning centres.	4
4. Programmes conducted in national schools. (Computer, AC/RF, Radio, Mechanism)	3
5. Programmes to introduce Market.	1
6. Guidance and Drug preventive programmes.	1
7. Care development programmes.	
8. Training programmes for instructors and project officers.	1 2
9. Equipment for adult Education Programmes.	
	1

According to the response given, it is clear that Technical Courses for School leavers and out of school children have been conducting in every province. This includes 6 months and 8 months courses.

Table 2.6 the most successful NFE programme in the province.

Activity	No of provinces
Community Learning Centers.	7
Interests group programmes.	3
Technical & Vocational training for school leavers/youth	4
Functional Literacy Centres.	2
Adult Literacy / English Classes.	1
Literacy classes.	1

The respondents were asked to state the progress of more successful programmes in their province. The responses can be stated as above.

The majority of provinces considered the CLC programmes as their most successful programme. As mentioned in the table, these CLC are popular in 7 provinces while technical and vocational training courses are popular in 4 provinces. Although the CLS is a new

programme there are 55 CLC centers established island wide. 376 programmes have been conducting in these centres. These centres provide opportunities to meet specific learning needs of different target groups particularly in the rural areas.

5.4.2 NGO involvement in Non formal Education Programmes in provinces.

Although the provision NFE Activities in Sri Lanka are carried out by the Central Government (MoE) and Provincial Authorities. The NGOs, Service organizations and other private parties play a vital role in assisting these programmes.

The NGO involvement in NFE is stated in table 2.7.

Table 2. 7 NGOs and Private Organizations involved in NFE Programmes.

Province	Organization	Programme
North western	UNICEF, ILO	Functional literacy centers. Activity learning centers.
North Central	Samadeepa (Peace)	Community health, Protecting traditional Customs. Children's' rights war affected areas.
	Lama Rekawarane (Child Protection)	
North Eastern		Literacy programmes, Computer training.
	UNICEF	
Sabaragamuwa		Literacy classes, Activity learning centers. ECCE programmes.
	UNICEF, ILO- IPEC Save The Children	

	Norway UK	
Uva		
Southern	Not any NGO involvement in NFE activities.	Functional literacy centers. ECCE programme
Central	ILO – IPEC Save The Children	Income generating programmes.
	Women's' Development Center. Plan International Sarvodaya. Vision International	Community works. ECCE programmes. Special Education Activities.
Western	UNESCO	Literacy programmes. Vocational Training
	Sarwodaya Lions Club. FERUT ,UNESCO	Vocational Training.

According to the above table all the provinces except North and East are getting the assistance of NGOs. Respondent in North East stated that there is no NGOs involvement in the province.

The respondents were asked to state the UNESCO involvement in NFE at provincial level and their responses are shown in the table.

Table 2.8 The UNESCO involvements in NFE in 2001 – 2002.

Province	Involvement of UNESCO	Funds Allocated (Rs.)
North West	Not involved	

North Central	,	
North and East	,	
Sabaragamuwa	,	
Uva	,	
Southern	,	
Central	Provide learning materials and handbooks. Provide training abroad for NFE instructors.	
Western	Building reconstruction	100000
	Learning material	30000
	Allowances to OIC/NFE	36000
	Allowance to instructors	108000
	Traveling and supervision.	36000

According to the responses UNESCO is involved in NFE activities only in Western province and Southern province.

As discussed earlier, many Non-formal activities have been conducting through out the country. The number of students benefited by these programmes in year 2001 and 2002 is given in the questionnaire. The following table shows the numbers of students participated in NFE programmes in each province.

Table 2.9 Total numbers of students participated in NFE programmes 2001 and 2002.

Province	2001			2002		
	Male	**Female**	**Total**	**Male**	**Female**	**Total**
1. North Western	1389	5552	6941	1726	5177	6903

2. North Central	460	1183	1643	190	1960	2150
3. North East	2271	1835	4106	-	-	-
4. Sabaragamuwa	3500	9300	12800	3700	9900	13600
5. Uva	-	-	6215	-	-	6783
6. Southern	3387	5389	8776	4548	7298	11846
7. Central	800	3200	4000	700	3100	3800
8. Western	2034	3985	6019	3218	5623	8841
Total	13841	30444	50500	14082	33058	53923

When comparing the figures in the table there are no significant changes in 2002 in most provinces. But a considerable increase in number of participants in 2002 can be seen in Southern and Western provinces. It is also worth noting that a gender disparity in figures appears in every province in both years. The number of female in every province. Most of the male school leavers' drop out and those who never attended to school are get opportunity to enter the labour market as unskilled labours at their young age. The female in this category do not easily get a chance to enter the labour market as such. Thus the participation of female is higher than the male in Non-formal activities.

5.5   Problems arising when implementing NFE programmes:

The respondents were asked to state the problems they face when the programmes are implementing. The responses can be listed under 5 main categories.

1. Problems related to financial allocations.
2. Problems related to other physical facilities.
3. Problems related to human resources.
4. Problems related to the quality of programmes
5. Others.

Three provinces have given priority to problems related to financial allocations. Although the financial allocations are there the authorities do not take action to send them in time to enable for implementing NFE programme as planned.

Priority for " Lack of equipments" has given by two provinces. This equipment include course material, row material for practical work and machines as well.

The problems related to human resources are lack of trained or qualified personnel to conduct programmes, lack of opportunities for professional development. Two provinces have given priority to this matter.

Table 3:1 shows the priority numbers given to problems by each province.

Province/Problem	N.W	N.C	N.E	Sab	Uva	South	Cen	West
1.Problems related to Financial allocations 1.1 Allocations are not received in time.	3			1	1	3	1	

2. Problems related to other physical facilities.
  2.1 Lack of equipments, row material, Machines etc.
  2.2 Lack of space to conduct programmes.
	1		1		2	3
						
						2
							3	

3. Problems related to human resources.
  3.1 Lack of qualified personnel.
  3.2 Difficulty to get qualities persons because of low payments.
  3.3 Lack of opportunity for professional development.
	1				3	1		1

4. Problems related to quality of NFE programme. 4.1 Curricula are not standardized.	2						2	

5.Others.									
5.1 Lack of employment opportunities for trainees.			3						
5.2 Lack of awareness among community.		2							
Difficult to enter the market after following income-generating programme.		3							

5.6 Suggestions

Respondents were asked to give suggestions to develop non-formal education in their provinces, they have stated their suggestion relevant to their province. The suggestions given are as follows.

5.6.1 Central Province.

Financial allocations given annually should be increased. The officers and the instructors in NFE should be trained and take action to develop their professional capacity.

5.6.2 Sabaragamuwa Province.

It is necessary to uplift the functional literacy programmes. Products which can be sold at the market should be produced at this NFE programmes. More programmes should be directed to uplift the living conditions of the community.

5.6.3 Western Province

There are project officers in zonal education offices to conduct NFE activities. Training programmes should be conduct to up date their knowledge at least in every three years. It is necessary to modify NFE programme, which enables to match demands of the 21st centaury.

5.6.4 Southern Province

Suitable places should be given to the NFE officers to conduct their programmes. Employment opportunities should be offered to the participant when completing the programme. The participant will be motivated by paying them a sufficient allowance to meet their expenses.

5.6.5 North Central Province

There are no ISAS and officers to conduct NFE programmes available at provincial and zonal levels. It is suggested to recruit officers and ISAS.

5.6.6 North Western Province.

Need to modify NFE activities have arisen. Thus it is necessary to equip the NFE center with modern technology. Further the NFE activities should be expended. Human resource development also a burring necessity.

5.6.7 Uva province.

Infrastructure facilities should be developing to conduct NFE programmes effectively. CLC programme, which directed to market, should be extended. Appoint more ISAS to serve in divisions where the project officers are not available.

5.7 Conclusion.

This study was conducted to collect data and information regarding the Non formal education in Sri Lanka. The aim of conducting study is to see whether the Non-formal education activities could fulfill the needs to achieve "Education For All". By the other hand

this study reveals the problems of conducting Non-formal activities in the provincial and zonal levels. Suggestions to improve and expand Non-formal activated are also collected in this study.

The data show that there are considerable numbers of Non-formal activities have been conducting in every province. These programmes can be categories as literacy programmes and skill development programmes literacy programmes are designated to meet the educational needs of out of school children.

Thus adult illiteracy is declining though exact numbers are not available. Skills development programme have introduced by MoE and NGOs and voluntary organizations. It is worth noting that there is trend of entering international voluntary organizations such as UNICEF to the field of NFE in North and East (war affected) provinces. Community Learning Centers are one of the most popular, skill development programmes in the island.

6

UNESCO Involvement

6.1   Publications

1. UNESCO courier Sinhala Magazine published in 06 volumes with 3500 copies each. They were freely distributed among Mha Vidyala, Vidyalaya and privenas while copies were posted to those who contributed and actions as taken t sell the balance number of copies.
2. Courier Tamil Magazine 06 volumes were brought down from Madras and they were freely distributed to the Tamil schools.
3. UNESCO News letter was published in 06 volumes with 3500 copies in each and they were freely distributed among the Maha Vidyalaya, Madya Maha Vidyalaya and pirivenas.
4. The Sinhala book titled Good Teacher, Good child and Good Parents, was published with 5000 copies and they were also freely distributed.

6.2 Exhibitions

1. Participation for the "Nenasara" Education and trade stall conducted in Chandrajothi Vidyalaya from 04th April to 11 the April 2001.
2. Participation for the Educational Book Exhibition held in Public Library Colombo from 10th May to 14th May 2001.

6.3 Competitions

❖ Submissions of Local productions for the visual Art Competition heal in troice in France in the Month of May 2001.

❖ Submissions of Local productions for the Photo graph exhibition held by the Asian cultural center for UNESCO located in Japan.

❖ Submission of Local Productions for the World Children's Art completion held by the IE-NO-HIKARI in Japan.

❖ Distribution of Art Material among local producers, which were required for the Art Exhibition Titled "A day from My Life", held jointly by the UNESCO National commission in Japan and Mitsubishi Company and Submission of Local Productions.

6.4 Commemoration Days

❖ Conducting a cultural pageant in coordination with the aesthetic Education Institute of Keleniya and to commemorate the world cultural day.

❖ The annual function for the participation of certificates and awards of the Sri Lanka UNESCO commission was held at the National Youth Council Maharagama among 700 recipients of certificates and awards.

❖ Celebration of the tolerance day falling on 16th November in 27 associated schools at the same time in the same day.

6.5 Participation in training Sessions

Training Sessions	Venue	Participants	Date
Use of Electronic Media In university science Training – workshop	New Delhi in India	Dr. G.A.C Gomeze Senior Lecturer Physical Section University of Colombo.	
Joint South Asian Initiative on improving Learning Achievement of Primary school children – Workshop.	Islamabad	Mrs. M.D.I.N Siriwardane	20-21 March 2001
Literacy of Non – Formal Education as a Means of 2001 Poverty alleviation	Dakar	Mr. S. Kaluarachi Addi. Director of Education Uva Provincial Education Office	29-31 July
Invitation to the 2001 26-30 ACCU- APPEAL Join Planning Meeting on Regional NFE Programmes in Asia and The pacific Training programme	ACCE Japan	Mr. K.L. Premachandra D.D.U. Ministry of Education	June 2001
UNESCO – NISSAT 18-22 Regional Training on	Mysore India	Mrs. G. Amara Nanayakkara	June

creation and Management on Digital Resources – Training Session.		Chief Librarian National Library And Documentation Service Board	2001
Regional Training Programme of experts in October Biodiversing systematic Evaluation and Monitoring With emphasis medition Plants – Training Programme	Vientance Laos	Mr. K.A.H. Kalugampitiya Director National Technical Education Institute 100, Kandawala Road. Ratmalana.	01-03 2001

Work Shops and Seminars

Training Sessions	Venue	Participants	Date
Workshop in promotion 16-20 April Of science technology & Environment	Chandigar India	Mrs.G.K. Nanayakkara A.D.E. Ministry of Education	2001
UNESCO – APNIEVE 10 –13 and ACEIU teacher Korea Training & Education for living together in peace and Harmony	Icon	Mrs. A.P. Sugathapala Kuliyapitiya M.M.V. Kuliyapitiya	July
ACCU international Nara Exchange Programme Japan October under the UNESCO Japan funds in- trust for the promotion		Mr. I.D. Wijethilaka Asst. Director Archaeological Department Sri Marcus Fernando MW	17-30 2001

of international cooperation and mutual understanding		Colombo 07	
International seminar On partnership in September Education	Tokyo Japan	Mr. S.U. Wijerathna Director of Education (Planing) Ministry of Education.	10-21 2001
Regional workshop for The participation of 2001 Periodic reports in the World cultural heritage Sites in Asia and Pacific	Konju Korea	Mr. P.B. Mandawala Director Central Cultura fund, 212/1, Bauddhaloka Mawatha, Colombo 7	11-13 July
International forum on Quality improvement in Education the 21st century	Beijing China	Prof. Carlo Fonseka Secretary General Sri Lanka National UNESCO commission	12-15 June 2001
The 5th Arirang Youth Camp from 8 – 13 August 2001 in Korea two children participating for the camp	Korea	1. Kamalka Malwatta Visaka Vidyalaya 2. Fathima Raida Raleen St. Pauls Balika Vidyalaya	8-13 August 2001
Sub regional orientation Training workshop on Planning & monitoring of EFA in South Asia	New Delhi	1. R.S. Medagama Director General Ministry of Education 2. M.D.I.N Siriwardana	

22

		Director of Education	Oct. to
		Education for All Branch	03 Nov.
2001		3. Mr. N. Dharmasena	
		Director of Education	
		Non- Forma Branch	
		Ministry of Education	
seminar in Education Nov.2001 - seminar	Japan	D.D.E Zonal Education Office, Horana	
Regional seminar on Nov. Foreign/ Second Language Education in Asia and The Pacific region seminar	NIER Japan	Mrs. D.H.A.A.M Pilomina Director of Education English & Foreign Language Unit Ministry of Education	28 to Dec. 2001
31st UNESCO General Assembly	Paris	Dr. Sarath Amunugama Hon. Minister of Education and Higher Education	
	to Nov.	Prof. R.P. Gunawardana Secretary, Ministry of Higher Education	15 Oct. 03 2001
		Prof. Carlo Fonseka Secretary General Sri Lanka – UNESCO	

Commission

Regional Seminar	Kyoto	Mrs. P.A. Kuruppu	28 to 30
Towards the Gender	Japan	D.D. Education	November
Equality in Basic		Ministry of Education	2001
Education Major			
Challenges to meet he Dakar			
EFA Goals in Asia – Conference			

Under the UNESCO cooperation programme a sum of Rs. 1221860.50 was obtained from the head quarters in Paris and this amount was provided to the various institutions as mentioned below; for project work

Project	Institution	Amount
		Rs. Cts.
1. A center of intangible cultural heritage in Sri Lanka	Sri Palce Campus, Colombo	23,35,840.00
2. Island states in the Indian Ocean	University of Peradeniya	22,46,000.00
3.Imidiate technology Transfer and and marketing capacity building for advanced studies in the Humanities and social sciences.	University of Kelaniya	17,96,800.00
4. Establishment on National center for advanced studies in the Humanities and social sciences	University Grants commission	17,96,800.00

5. A television Documentary series on "Heritage of Ruhunu"	Sri Lanka Rupavahini corporation	13,47,600.00
6. National level assessment of minimum literacy competencies for effective school learning	National Institute of Education	13,47,600.00
7. Eco- tourism for forest conversation	Ministry of Forest Resources and Environment	13,47,600.00
P.S. Regarding Project nos. 03 and 07 of the above projects the relevant institutions have informed that they are unable to do this projects and accordingly the amount allocated to them was deposited in the General Deposit Account of the Government and they were requested to take necessary action to start the projects during year 2002.		

Financial provision for sum of Rs. 250000/= was allocated to the Epilepsy Prevention task force for the purpose of providing awareness to teachers and children relating to prevention of Epilepsy.

Provision of a sum of Rs. 75,000/= for the project on vistas to New World through cooperation and coexistence conducted by the UNESCO club of Isipathana Vidyalaya Colombo.

Provision of a sum of 85000/= for the training project of the Art subject started by the Aesthetic Unit of the Ministry of Education for Teachers who are Teaching other subjects.

Conducting the Training workshop for provincial Director of Education for the purpose of preparing Provincial programme in Education for Al at the National Institute of Education from 18th to 24th June.

6.6 UNESCO Scholarship Fund

A sum of Rs. 300,518.50 received by the sale of UNESCO publications during the year 2001 has been credited to the UNESCO fund started by the Sri Lanka UNESCO commission for the use of disabled and dis- placed children.

Foreign Training Seminars Workshops

1. 2002 ACCU – Appeal joint planning meeting on Regional NFE programmes in Asia and Pacific 9 – 13 July 2002 Tokyo Japan. Participated Ms. R.A.M.R Herath, Director of Education Department, Colombo.

2. 20th Regional workshop on capacity building for trainers of NFE facilitators in Asia and Pacific 3rd – 12 December 2002 in Mayamar. Mr. Jagath Dhrmapriya, project officer, Provincial Education Office Kandy Participated.

3. Regional Workshop fir cultural personal in Asia and the Pacific on he promotion of the proclamation of master places of the oral and intangible heritage of humanity 12th – 16th March 2002. Mr Nawarathna Ravibandu Vidyaapathi, Artistic Director participated the workshop.

4. Sub regional training workshop on capacity building for CLC personal on management and implementation of CE activities from 20th – 25th – May Dhakar. Mr. W.R.G. Wickramasinghe, Project Officers NFE Branch in the Ministry of Human Resources Development, Education And Cultural Affairs and Mr. Ravindra Ariyavikrama Senior Executive Assistant, Sarvodaya has been participated.

5. The 22nd Asia pacific international seminar on special Education from 11th – 16th November in 2002 in Yokohama. Ms. Hema Malini Perera Deputy Director, Ministry of HRDE & CA participated the above workshop.

6. Training courses on conservation training structures in Asia Pacific formal 14th 16th November 2002 M.D.A. Rasika Dissanayake senior technical officer, conservation Department of Archaeology Colombo – 07 has been participated.

7. xxxviii session of the advanced training programmed in Education Planning & management from 31st May 2002 in Paris. Participated the Director Policy Planning and Monitoring Division M/O/E

8. Regional seminar on implementing the UNESCO Recommendation concerning technical and vocational Education and ILO conclusions concerning Human Resources Training and development from 24th September – 02nd October 2002

Tokyo Japan. Mr. P.M. Leelarathne, Director General, Tertiary and Vocational Education Commission has been participated.

6.8   Local Workshops

1. Sri Lanka National Commission for UNESCO has organized a workshop on scientific and Technological Literacy for all with the assistance of Ministry of Education. Ms. Maria Malvari, New Delhi UNESCO office has been participated.
2. Sri Lanka National Commission for UNESCO and with assistance of the Education for All Unit Organized a workshop on Network and Education. Ms. Linda Fanels from Bangkok office has been participated.

6.9   Visit of Foreign Experts

1. Ms. Mario Takano, programme specialist Asia Pacific Cultural Center for UNESCO came for a research to establish a Literacy Resources Center in Sri Lanka.
2. Ms. Mario Takano and her Director Ms. Shibao Tomoko came for a research regarding the establishment of a Literacy Resources Center in Sri Lanka.
3. Under the orientation programme Ms. Rafiza Hashni and Shahnaz Begam, programme, programme officers, from Bangladesh National Commission for UNESCO for a study the Management of Sri Lanka National Commission for UNESCO on 17th – 23rd November 2002.
4. Prof.s. Chawhry came for a discussion on the workshop on HIV/AIDS prevention and care on 18th 21st December 2002

6.10   Competitions

1. Submission of entries to the Asia pacific Cultural Centers for the photo contest.
2. Submission of entries to the Noma concurs competition in Asia pacific Cultural Centers UNESCO.
3. Submission of entries to the 08th International Caricature Contest " Women's World"
4. Submission of entries to the 12th Kanagawa Biennal world children's exhibition.

5. Translated the book "Tell me About UNESCO" in Sri Lanka and Tamil and preparing for print. 8000 copies in Sinhala version and 2500 copies in Tamil version.

6. Translated the book "Learning the way of peace" A teacher's guide to peace Education in to Sinhala and Tamil.

6.11   Celebration of the Following UNESCO Days

1. To celebrate the Tolerance day on 16th November organization programme among the Associated Project.

2. International science Day – 10 November. A workshop on Peace and Development was held by Science Foundation under NATCOM sponsorship.

7

Gender and Education

Education is a Universal human right. Article 26 of the Universal Declaration of Human Right states that "Elementary education shall be free and compulsory and that the higher level will be equally available to all on the basis of merit." In this paper we would attempt to examine to what extent the education is equally available to all with special reference to gender in education in Sri Lanka.

Eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015 has become a millenium goal. This becomes one of the Dakar goals as the World Forum 2000 yet extreme poverty could be eradicated in gender disparities are eliminated. The term "Gender" refers to the rules and responsibilities of men and women that are created in our families, our societies and cultures. The concept of gender also includes the expectations held about the characteristics, aptitudes and likely behavior of both women and men. (femininity or masculinity), (Gender workshop in Thailand) Our analysis of the current position, problems, issues and disparities in education with reference to gender will reveal that the subordination of woman is socially constructed and not biologically pre-determined. As this subordination is not forever we could look for ways and means of changing or ending it.

In examining the relationship between gender and education it would be interesting to look at education from the " capability approach" put forward by Amartya Sen, a leading advocate of a new thinking on development. According to him without a narrow focus on growth in perceptual income as the central indicator of development, he emphasizes the central to which peoples' capabilities have been improved to enjoy the freedoms that make life meaningful and worth while. In this respective he says education is important for three reasons and in our analysis of gender and education in Sri Lanka we would apply his argument to see the relationship between these two variables as it would give a very clear picture regarding the correlation. Firstly Sen argues that the skills printed by basic education have their intrinsic world. Secondly education helps to overcome other negative features of

life. He mentions education as leading to a reduction in child labour. This is quite ender in she Sri Lankan estate sector where most under educated mother send their daughters mostly as child labors. Thirdly education emphases those who suffer from multiple disadvantages. Therefore Sen says " Education has a powerful impact in addressing social and economics barriers within a society and is central to realizing human freedoms". This has been apply proud in Sri Lanka to a certain extent, where girls and boys who received free education from the lower rungs of society have been able to climb up the social ladder and take over positions set apart for the English – educated elite.

Current State

According to the department of census and statistics the total population of Sri Lanka is about 18.7 million. Females account for 50.5 of this total lack out of a total student enrolment of 4.19 million only 50.1 is female. However females dominate in the higher grades, particularly in the advanced level classes although statistics reveal that the total student enrolment female is lower number of enroles.

Table 1 : Pupil population by grade and gender, 2001

Grade	Male		Female		Total
	No.	%	No.	%	
Grade 1	168,704	50.8	163,359	49.2	332,063
Grade 2	172,648	51.0	165,846	49.0	338,494
Grade 3	180,093	51.1	172,257	48.9	352,350
Grade 4	194,983	51.6	182,941	48.4	377,924
Grade 5	186,311	51.4	176,281	48.6	362,592
Grade 6	173,329	51.3	164,807	48.7	338,136
Grade 7	171,541	50.8	166,414	49.2	337,955
Grade 8	162,061	50.6	158,052	49.4	320,113
Grade 9	154,230	50.0	154,432	50.0	308,662
Grade 10	141,084	49.1	145,982	50.9	287,066
Grade 11	133,226	48.4	141,802	51.6	275,028
Grade 11 Repeaters	64,811	50.2	64,339	49.8	129,150
Grade 12 Science	23,044	52.0	21,246	48.0	44,290
Grade 12 Arts	36,089	35.3	66,247	64.7	102,336
Grade 12 Commerce	29,054	50.9	28,074	49.1	57,128
Grade 13 Science	19,656	53.4	17,170	46.6	36,826
Grade 13 Arts	22,296	33.3	44,744	66.7	67,040
Grade 13 Commerce	21,031	51.3	19,987	48.7	41,018
Grade13 Science repeaters	9,488	55.5	7,610	44.5	17,098
Grade 13 Arts repeaters	12,525	34.1	24,157	65.9	36,682
Grade 13 Commerce repeaters	11,186	53.3	9,782	46.7	20,968

Special Education Unit	2,512	59.4	1,715	40.6	4,227
Total	2,089,902	49.9	2,097,244	50.1	4,187,146

Source : School Census, 2001
        (Ministry of Human Resources Development, Education and Cultural Affairs)

Early Childhood Care and Development

Education, it is sound from the womb to the tail. Therefore education starts at birth. The period starting from birth to the beginning of primary education is a very initial stage for the growth and development of children because it is now believed that learning outcomes of primary education become strongly he/she has received pre-school education. In addition brain research has proved that there are certain "sensitive periods" during which the developing brain is fit to learn certain tasks learning new tasks later on necessity more effort and more resources all the evidence points to the value of receiving pre-school education.

In Sri Lanka according to Chapter 2 – Early Childhood Care and Education Project in the very popular schools in Colombo 98% to 100% of children in Grade 1 have attended a pre-school. In semi urban areas as Kalutara, Gampaha and Kurunagala over 90% have attended a pre-school. In Anuradhapura and Polonnaruwa it is 70%. In the so-called difficult areas it is 0%, Lahugala 0% and Panawa 10%. Therefor the percentage receiving pre-school education varies between 0- to 100%.

Malnutrition among girls under 5 year of age is higher than boys. Stunting is also higher for girls, 15.3 against 11.9 for boys 2000. The Provincial Councils have been assigned the function of providing Early Childhood Care and Education centres. In addition the children's secretariat and NGOs also carry on a certain amount of pre-school education. It is important to bring about a qualitative and qualitative improvement in the Early Childhood programmes with the help of NGOs. According to Mr. R.S. Medagama "Education for All" Page 16. There is no National Policy on Early Childhood Education and" to he need is to have National Level body to plan, coordinate and work ECCD activities and strong than implementation and regulatory mechanisms at provincial level.

Primary Education

The definition of the primary span of education has not been specified even by the Universal Declaration of Human Rights. Generally the length of the primary system varies between 4 and 7 years of schooling and in Sri Lanka primary education starts at the age of 5 and continues till 10 year. It is considered that both private and social returns to primary education are higher than at secondary and tertiary level.

The primary school enrolment for boys and girls in Sri Lanka.

It is heartening to note that higher aspirations of parents for the education of their children, both boys and girls, have more or less eliminated gender disparities in school enrolment at national level. This is supplemented by the provision of free education along with other ancillary service such as scholarships, free text books and free uniforms. Yet it has been found that 16.4 % of the girls in the age group 5-14 years, do not attend school. Despite all the facilities made available to them. Non-schooling and early school dropouts are high in economically and socially disadvantaged districts and in particular in the deprived areas such as urban slums, shanties and plantations. Ignorance of parents and also the fact that the elder child is made use for baby sitting when both parents go to work in the paddy fields or plantations are contributory factors. Thus it can be seen that social economics factors rather than gender that determines the education opportunities of the girl child. However it is heartening to note that a sharp increase in the literacy level among females has reduced the gender gap from 30 percentage points to 8 percentage points between 1946 to 1981.

Table 2 : Literacy Rate by gender for census years

					(Population over 10 years)		
Sex	1946(1)	1953	1963	1971	1981	1990/91*	1994*
Average	57.8	69.0	77.0	78.5	87.2	86.6	90.1

Male	70.1	80.7	85.6	85.6	91.1	90.1	92.5
Female	43.8	55.6	67.3	70.9	83.2	83.1	87.9

Note : (1) Includes children over 5 yrs.of age
      * Excludes Northern and Eastern Provinces

Source : Census of Population and Housing 1963, 1971, 1981
      Household Income and Expenditure Survey, 1990/91
      Demographic Survey 1994

Secondary and Territory Education

The total number of schools in Sri Lanka is 9,891. Of these 139 are categorized as boys schools and 208 and girls schools in the secondary sector. But girls are at a disadvantage in certain instances when it comes to choice of schools as in certain areas girls schools are not available for higher studies. Therefore girls are forced to attend boys schools or they simply keep away as they dislike co-education. This gender disparity could be seen here.

Table 3: Government schools by sex of pupils and functional grade of school

Functional grade	Boys	Girls	Mixed	Total
1AB Schools	80	100	420	600
1C Schools	16	59	1692	1767
Type 2 Schools	32	30	4128	4190
Type 3 Schools	11	19	3304	3334
Total	139	208	9544	9891

Source : School census, 2001
      Ministry of Human Resources Development, Education and Cultural Affairs

Male
Commerce 33.1%
Science 28.2%
Arts 38.6%

Female
Commerce 24.3%
Science 19.5%
Arts 56.2%

Female students per 100 male students
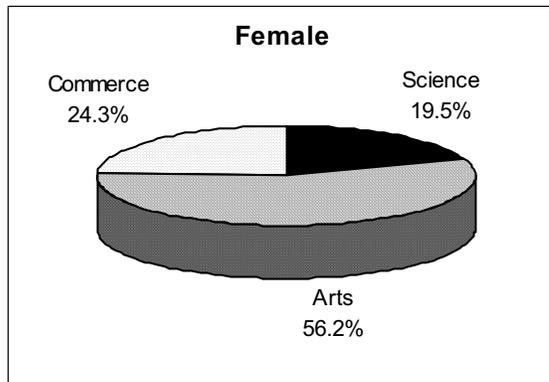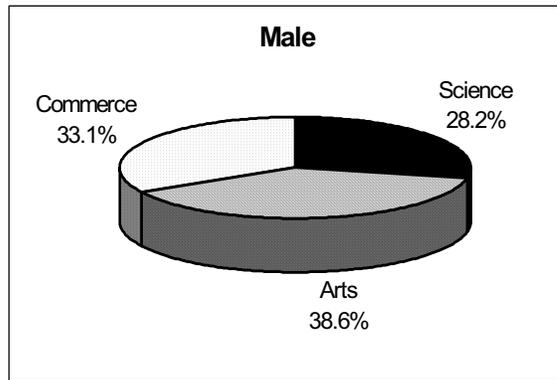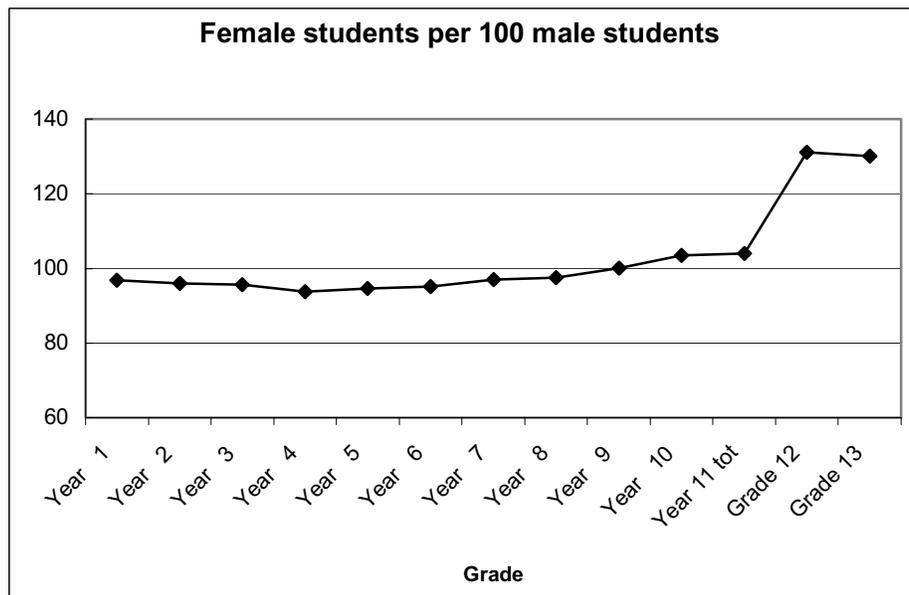
There is a significant gender difference in the chance of the field of study at collegiate level. 57% of girls opt for less equally distributed in all three field is science, arts and commerce.

8

Conclusion

The aspiration of the "Education for All" concept is to fulfill the educative needs of every child, youth and adult for them to lead a high quality life. From the inception of the Universal Declaration on Human Rights by the United Nations in 1948, various attempts were made to archive this objective.

We in Sri Lanka was able to provide free education opportunities to every citizen of the country owing to the inspiration provided by the age old Buddhist education system, as well as the enrichment, achieved through the free education system introduced by Dr. C.W.W Kannangara, Long before the Universal Declaration on Human Rights by the United Nations which has enabled us to achieve a comparatively a higher position regarding education, among the south Asian countries.

Compared with other developing countries we can expect qualitative achievement in education under education reforms through a number of projects carried out for the development of education at present. But it is clear that we have to go a long way to achieve the targets of overall social and economic improvement in the country. This is clearly evident when we consider the job market, in that the education system has failed to provide and out put to match the demand in the job market and other problems such as lack of positive attitudes for development and innovation along with a drop in ethical values.

Therefore we will be able to find solutions for the numerous problems faced by our country through efforts based on the "Education for All" concept. The salient feature "Education for All" concept is the participation of governmental and Non- Governmental organizations and the community irrespective of Formal, Non- Formal or informal divisions and each of these should be complementary.

To serve the basic learning needs of all requires a greater commitment by all concerned in order to achieve the set targets. and restore education, to its former level. What is needed is an "expanded vision" that surpasses present resource levels, institutional structures, curricula, and conventional delivery systems while building on the best in current practices. New possibilities exist today which result from the convergence of the increase in information and the unprecedented capacity to communicate. We must seize them with creativity and a determination for increased effectiveness.

The expanded vision encompasses

1. Universalizing access and promoting equity.
2. Focusing on learning.
3. Broadening the means and scope of education
4. Enhancing the environment for learning
5. Strengthening Partnerships

As an approach to achieve this expanded vision six dimensions have been introduced.

❖ Early Childhood Care and Education
❖ Primary Education
❖ Learning Achievement and outcomes.
❖ Adult Literacy
❖ Training in Essential Skills
❖ Gender Disparities in Education

In dealing with the above objectives, apart from the Ministry of Education, there are responsible tasks to be accomplished by the Ministries of Health and Social Welfare, Women's Affairs, Samurdhi, Public Administration, Home Affairs and Local Government and Various other Ministries Government Institutions and the Non- Governmental Organizations. The Education For All Committee established by integrating all these sectors and all other relevant parties are required to function with immense responsibilities for organizing and monitoring fruitful educational process for the whole country.

Circular No. 2002/25 giving the necessary instructions for the establishment of Education for All committees in Sri Lanka based on the vision Education for All and its strategies has been issued in year 2002 – (Annex I)

Accordingly, the process of establishing the Education for All Committees is being implemented in Sri Lanka.

Under the above circular Education for All committees are   scheduled to be established in five stages:

1. National Committee
2. Provincial Committees
3. Zonal Committees
4. Divisional Committees
5. School Committees

The objectives of establishing Education for All committees in Sri Lanka are indicated as follows:

1. Plan and implement programmes based on the objectives prepared according to Education for All objectives mentioned above.
2. Subjecting the programme planned and being implemented for evaluation through a continuous monitoring process.
3. Progress Review
4. Obtain the assistance of all stakeholders including the government institutions, Non government institutions and volunteer organizations.
5. Minimize the gap between the Formal Education and Non – Formal Education by activating the Education for All committees.
6. Fulfill the indicators relevant to Education for All in Sri Lanka by activating the network of Education for All Committees.
7. Obtain community participation to create a favorable environment for improvement of student performance and a positive Education for All.
8. Obtain participation for the provision of resources
9. Set up a management pattern, which is transparent, and a favorable network within all sectors.
10. Build up a data base relevant to Formal and Non- Formal Education in Sri Lanka

We believe that in order to achieve the above the objectives, the Education for All committees should be effectively implemented in Sri Lanka. For this purpose, however we have identified that there are two main obstacles on its way.

1. Lack of sufficient financial provisions for providing a wider awareness relating to the objectives and vision of Education for All.
2. Lack of sufficient technological training and co-operation required for the implementations of Education for All programmes.

While revising the EFA plan of action for 2002 - 2004 submitted to the UNESCO in New Delhi, preliminary activities have been finalized relating to the preparation of five-year plan for 2005 to 2008 and the long-term plan for 2008 to 1015.

The philosophy and vision behind the process of EFA is improvement of quality of life of all. Quality depends on competencies acquired by the person through learning. Literacy or knowledge alone never meets this essential demand. Therefore content of every curricular and

methodologies and EFA programmes should be based on identified competences for a quality life.

Finally it should be stated that the present National education policy "under new education reforms" is expected to achieve nine National goals through development of basic and specific competences in the learners.

ANNEXTURES

01.   Questioner

I

Ministry of Human Resources Development, Education and Cultural Affairs

Country Case Study on Formal and Non Formal Education in Sri Lanka – 2002

Please furnish correct information on Pre school education programme implementation in your Province/Zone/Division   :

....

Name and designation of the Officer responsible

....

for furnishing of information

....

1.   Has policy on early childhood care and education been formulated at provincial level?

   ....   Year ....

2.   Details of the functioning pre schools in the province (state the number)

	Under the Divisional Councils	Private Sector	Non government organizations	Volunteer Services
Less than 50				
50 – 100				
Over 100				

3. Amount spend on early childhood care and education

	2001	2002
3.1		
3.2		
3.3		
3.4		

4. Information on the Directresses of Early Childhood Care and Education Centres

	2001	2002
4.1 Number of pre-schools in the province/zone/division		
4.2 Number of Directors of the day care centres		
4.3 Number of pre-school assistants		

5. Most successful of the Early Childhood Care and Education Programme implemented.

Expenditure Fee	
2001	2002

5.1 ....

....

....

....

5.2 ....

....

....

....

5.3 ....

....

....

....

5.4 ....

....

....

....

6. Organizations which sponsor the Early Child Hood Education programme with Province/Zone/Division

Municipal Provincial Council or Government	NGO's	Volunteer Organization	Private Sector
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4

7. UNESCO involvement in the development of Pre-school (Training and provision of books and other resources.)

7.1 Year 2001

....

....

....

....

7.2 Year 2002

....

....

....

....

8. Participation in pre schools programme

	Male	Female
Number of Children → 2001	....	....
→ 2002	....	....
Number of teachers training in the province → 2001	....	....
→ 2002	....	....
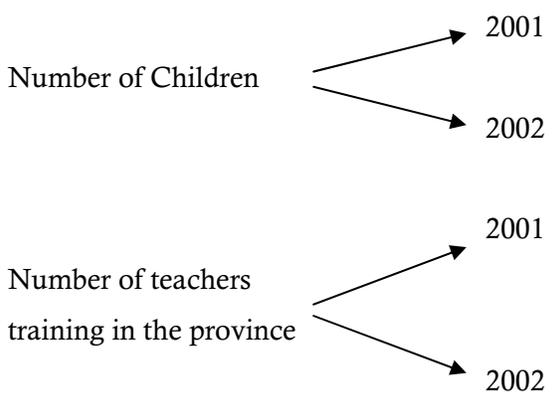
9. Problems encountered in the implementation of ECCD in order of priority

9.1..
......
....
......
9.2
....
......
....
......

9.3...
......
....
......
9.4...
......
....
......

10. Proposals for the development of ECCD in the Province/Zone/Division.

10.1

....

....

10.2

....

....

10.3

....

....

10.4

....

....

10.5

....

....

II

Ministry of Human Resources Development, Education and Cultural Affairs

Country Case study on Formal and Non-Formal Education

Please forward to the Education for All branch the completed form indicating a correct description of primary education programmes carried-out in your province during 2001 and 2002.

Province : ....
....

Name of the officer forwarding information : ....
....

....
....

	Expenditure	
	2001	2002
1. No. of schools with Primary Classes		
2. No of pupils in Primary Classes in the Province		
3. No. of teachers Primary Classes in the Province		
4. No of Teachers Trained No of Teachers		
Grade 1		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
5. Financial allocation for Primary Sector		
6. Amount set aside from this amount for Primary Education quality inputs.		
7. Major programmes in operation under		

Primary education and relevant expenditure

7.1

7.2

7.3

7.5

8. Recent programmes carried out under Education reforms and relevant expenditure

Expenditure	
2001	2002

8.1
8.2
8.3
8.4
8.5

9. Contributions, during years 2001/2002, received from NGOs and private institutions for Provincial /Zonal / Divisional Primary education programmes

Organization	Programme	Expenditure	
		2001	2002
1			
2			
3			
4			
5			

10. A brief description about the progress of programmes out of the above mentioned activities.

10.1 ....
....
....

....
....
....

10.2 ....
....
....
....
....
....

11. Contribution from National Institute of Education to Provincial education development activities in the Primary development activities in the (training, publication and supplying of other resources give statistics.)

11.1 ....
....

11.2 ....
....

11.3 ....
....

12. Areas of problems demanding especial attention in implementing Primary education activities

12.1 ....
....

12.2 ....
....

12.3 ....
....

12.4 ....
....

13. Your proposal for the development of Primary Education

13.1 ....

13.2 ....

13.3 ....

....

13.4 ....

....

13.5 ....

....

....

III

Ministry of Human Resource Development, Education & Cultural Affairs
Country Case Study on Formal and Non-Formal Education in Sri Lanka – 2002.

Please fill in the following form inserting particulars of all the NFE programmes conducted within your province during the years 2001 and 2002.

Province   ....
.....…………………

Name   and   the   designation   of   the   officer   who   provides   these   particulars:
....
..........................……………….........

	2001	2002
1. Total Population of the province.		
2. Adult Literacy rate of the province.		

3. All the programmes conducted for the development of literacy and total amount of money spent on them.
 	
3.1 ……...……………………………………………
        .…………………………………………………….
3.2 ……...……………………………………………..
        .…………………………………………………
3.3 …..…………………………………………………..
        ……………..………………………………………
	Amount	Amount

3.4 …………..………………………………………… …….....…………………………………………………		
4. Programmes conducted for skill development and total amount of money spent on them. 4.1 ………………………………………………… …………………………………………………….. 4.2 ………………………………………………… 4.3 ………………………………………………… ……………………………………………………. 4.4 …………………………………………………		
5. Please give a brief description of successful programmes out of above mentioned programmes. 5.1 ………………………………………………… ………………………………………………….. ……………………………………………………. …………………………………………………….. 5.2 ………………………………………………… ………………………………………………….. ……………………………………………………. ……………………………………………………..		

6. NGOs and other private organizations who conducted NFE programmes within your province during the years 2001 and 2002.

Organization	Programmes Conducted.
6.1…………………………….. ………………………………… …………………………………	………………………………………………………… ………………………………………………………… …………………………………………………………
6.2…………………………….. ………………………………… …………………………………	………………………………………………………… ………………………………………………………… …………………………………………………………
6.3……………………………..	…………………………………………………………

…………………………… …………………………… 6.4………………………….. …………………………… …………………………… 6.5 …………………………….. …………………………… ……………………………	……………………………………………………… ……………………………………………………… ……………………………………………………… ……………………………………………………… ……………………………………………………… ……………………………………………………… ……………………………………………………… ………………………………………………………

7. Give a brief description of UNESCO involvement in NFE programmes within your province. (Statistical data on distribution of books and other learning materials, training programmes etc.)

7.1   2001……………………………………………………………………………………
               …………………………………………………………………………………

7.2   2001……………………………………………………………………………………
               …………………………………………………………………………………

8. Total number of students participated in NFE programmes.

2001   -   Male…………. Female……………..   Total ……………..
2002   -   Male…………. Female……………..   Total ……………..

9. Please indicate the problems that you had to confront with during the course of NFE programmes.

9.1 …………………………………………………………………………………………..
      …………………………………………………………………………………………

9.2 ……………………………………………………………………………………..

……………………………………………………………………………………

9.3 ……………………………………………………………………………………..

……………………………………………………………………………………

10. Please submit your proposals for further development of NFE in your province.

10.1 …………………………………………………………………………………

…………………………………………………………………………………..

10.2 …………………………………………………………………………………

………………………………………………………………………………….

10.3 …………………………………………………………………………………

…………………………………………………………………………………

IV

Ministry of Human Resource Development, Education & Cultural Affairs

Country Case Study on Formal and Non-Formal Education in Sri Lanka – 2002.

Please fill in the following form inserting true particulars of formal education programmes conducted within your province during the years 2001 and 2002.

Province

……………………………..

166

Name and the designation of the officer who provides these particulars :

....

....……………………………

……

	2001	2002
1. Total number of schools having grades 6 to 9.		
2. Total number of student enrolled in grades 6 to 9.		
3. Total sum of money allocated to the grades 6,7,8 and 9 as quality inputs.	Amount	Amount

4. Programmes conducted and money spent on the development of learning achievements.
 	
4.1 …………………………………………….
    …………………………………………..
4.2……………………………………………….
    …………………………………………………
4.3   ………………………………………………..
    …………………………………………………		

5. Money spent by School Development Societies on the programmes of learning achievement under new education reforms.		

Programmes	2001 Money	2002 Money
5.1 ……………………………………… ………………………………………		
5.2 ……………………………………… ………………………………………		
5.3 ……………………………………… ………………………………………		

6. A brief account of successful programmes from above mentioned programmes.

6.1 ………………………………………………………………………………… …………………………………………………………………………………..

6.2 ………………………………………………………………………………… …………………………………………………………………………………..

7. NGOs and Private sector involvement in formal education programmes.

Institution	Programme	Money spent
7.1 ………………………….. ………………………… 7.2 ………………………….. ………………………… 7.3 ………………………….. ……………………… 7.4 ………………………….. ………………………… 7.5 ………………………….. …………………………		

8. Contribution by the National Institute of Education for the development of formal education . (Training programmes, provision of books and others physical resources etc.)

8.1 2001- ………………………………………………………………………………
………………………………………………………………………………

8.2 2002 - ………………………………………………………………………………
……………………………………………………………………………….

9.1 Total number of teachers participated in in-service training programmes on School Based Assessment.

2002 - ……………………….   2002 - …………………………………….

9.2 Problems encountered in the process of School Bases Assessment Programme.

1. …………………………………………………………………………….
……………………………………………………………………………

2. ……………………………………………………………………………
……………………………………………………………………………

3. …………………………………………………………………………

…………………………………………………………………………

10. Suggestions for the improvement of formal education activities within the province.

1………………………………………………………………………

…………………………………………………………………………

2………………………………………………………………………

…………………………………………………………………………

3………………………………………………………………………

…………………………………………………………………………

02.   Circular

Circular No : HRD/EQD/2002/25

To.   All Provincial Secretaries of Education
      All Provincial Directors of Education
      All Zonal Directors of Education
      All Divisional Directors of Education and
      All Principals of Schools

Implementation of E.F.A. Programmes

It has been accepted as a National Policy to provide compulsory education for every child living in Sri Lanka and thereafter to arrange the necessary facilities for receiving continuous education for every citizen for enjoying a full fledged life. This right has been confirmed by the constitution too.

Moreover, the right of education has been accepted by the Universal Declaration on Human Rights sanctioned by the United Nations Organization in 1948 and by the Declaration on Children's' Rights passed in year 1989, while an appeal has been made to all countries to make it a reality. Accordingly, an International Conference on EFA was held in year 1990 at Jomtien in Thailand. There an equitable and qualitative education was stressed for all persons irrespective of their race, caste, religion, gender, rural, urban, youth, adult, poor, affluent, or regional disparities. Thereafter a request was made to formulate an action plan for all member countries relating to education for all at the conference held at Dakar in Senegal in 2000.

02..   Action plan on EFA

For implementing the above programme in our country this Ministry has prepared an action plan after consulting all the relevant stakeholders in education. The main features of this plan are as follows:

1. While drawing special attention towards the children for whom no attention has been paid and for Children in less privileged groups to broaden and improve early child hood security and provision of educational opportunities.

2. Ensure the provision of compulsory and qualitative opportunities in education for all children including children belonging to minorities who live under difficult conditions and especially for girls by year 2015.

3. Ensure the provision of equal opportunities to participate in life skills and other educational programmes for all youths and adults to fulfill their learning needs.

4. Provide elementary and continuous educational opportunities in an equal manner for all adults including especially women and thereby increase the present adult literacy rate by 50% by year 2015.

5. While drawing attention to ensure the provision of qualitative elementary education for girls to take action to eradicate gender disparity in primary and secondary education and create a uniformity by year 2015.

6. Improve quality of education in all aspects, especially in literacy, numeracy and figures and life skills to ensure the achievement of an identified and assessible learning result and an overall acquisition in that respect.

03. Strategies for the Implementation of the plan

In order to achieve the objectives of this Action Plan it is very essential to make every person to be aware of this process and also to provide necessary facilities. For this purpose the establishment of EFA committees in various levels is very important. Accordingly it was agreed that the following committees should be appointed to implement and monitor this plan.

3.1   Monitoring Committee relating to EFA on National Level

This committee will function under the leadership of the Ministry of Human Resource Development, Education and Cultural Affairs and with the participation of other stakeholders in National Level.

Functions are as follows:

1.   Formulation of the Policy on EFA

2.   To provide awareness for all those concerned including the Political Sector

3.   Implementation of national level programmes for the awareness of the general public.

4.   Planning long term strategies for national level programmes and provision of resources.

5.   Maintain Co-ordination with Institutions for monitoring the relevant programmes.

6.   Maintain a national level information system.

7.   Preparation of criteria for monitoring and monitoring the progress.

3.2   Provincial Level Committee on EFA

This committee will function under the leadership of secretary, Ministry of Education of the Province and will consist of representatives of Provincial Level State Institutions and NGOs. The meeting should be convened according to the needs of the Province and at least two meetings should be held in a year.

The functions will be as follows:

1. Preparation of an action plan on provincial level and provision of resources

2. Provide awareness for the political sector in the province and others concerned

3. Organizing of programmes for the awareness of the general public in the province

4. Co-ordination of programmes organized by the provincial level government and non governmental organizations

5. Maintain a provincial level information system

6. Co-ordinations of provincial and zonal level committees and supply of the relevant information

7. Monitoring of the progress based on the relevant criteria.

3.3   Zonal Level Committees on EFA

This committee will function under the leadership of the zonal director of education and it will consist of the representatives of governmental and non-governmental organizations. Meetings should be convened according to the needs of the zone and at least 04 meetings should be held in a year.

The functions will be as follows:

1. Preparation of a zonal level Action Plan and provision of resources

2. Provide awareness for the political sector and the officers in the governmental and non-governmental organizations based on zonal level.

3. Organizing of programmes for the awareness of the community within the zone.

4. Maintain an information system on zonal level

5. Co-ordinations of provincial level committees and zonal level committees.

6. Monitoring of the progress based on the relevant criteria.

3.4 Divisional Level Committee on EFA

This committee will function under the leadership of the Divisional Director of Education and will consist of representatives of divisional level governmental and non-governmental organizations. Six meetings should be convened according to the needs of the division.

The functions will be as follows:

1. Preparation of an Action Plan on Divisional Level and provision of resources

2. Provide awareness for the political sector and the officers in the governmental and non-governmental organizations in the division.

3. Organizing of programmes for the awareness of the community within the zone.

4. Maintain a divisional level information system.

5. Co-ordination of formal and non-formal educational activities.

6. Co-ordination of zonal level and school level committees.

7. Monitoring of the progress based on the relevant criteria.

3.5   School Level Committee on EFA

This committee will function under the leadership of the Principal. Meeting should be held according to the needs of the school and should meet at least six times in a year.

The functions will be as follows:

1. Preparation of an Action Plan on school level and provision of resources

2. Provide awareness for the parents of the school, and other persons who are connected to the school and to build up community relationships.

3. Provide awareness for students of the school and organizing of programmes.

4. Maintain a School Level information system.

5. Maintain co-ordination with zonal level and divisional level committees and to obtain instructions.

6. Monitoring of the progress based on the relevant criteria.

This circular is issued with the concurrence of Ministries in charge of the subjects Social Welfare, Provincial Councils and Local Government, Health, Women's' Affairs and Samurdhi.

The composition of the above committees is given in the annexure I hereto and special attention should be drawn to implement the EFA Committees through the collective dedication of all concerned and to maintain the data and records in a systematic manner. The proposed strategies of the Dakar Work Plan for the achievement of EFA Goals and objectives are indicated in annexure 2 hereto. Technical committee on EFA is indicated in annexure 3.

I hope that you would extend your utmost dedication and co-operation for the successful implementation of the above educational programmes so that every citizen living in the 21st century will be able to live a meaningful and fruit-full life.

V.K. Nanayakkara

Secretary

Ministry of Human Resource Development, Education and Cultural Affairs.

Copies to : 1. Provincial Secretaries

2. District Secretaries

3. Divisional Secretaries

4. Director General (National Institute of Education)

5. Chairman National Education Commission.

Annexure   01.

Composition of the National Monitoring Committee

01. Secretary, Ministry of Education

02. Representative from National Education Commission.

03. Secretary, Ministry of Social Welfare and Development

04. Secretary, Ministry of Health and Nutrition

05. Secretary, Ministry of Home Affairs Provincial Councils and Local Government

06. Secretary, Ministry of Women's Affairs

07. Director General Samurdhi Ministry or Representation of Samurdhi Authority

08. Additional Secretary (Policy Planning)

09. Additional Secretary (Educational Quality Development)

10. Commissioner Probation and Child care

11. Secretary General UNESCO
12. Director General National Institute of Education
13. Director General Educational Reforms
14. Director General Standards and Evaluation
15. Director General of the Secretariat on NGOs
16. Chief Accountant, Ministry of Education
17. Director of Education EFA
18. National Co-ordination Officer EFA
19. Representative – UNICEF
20. Provincial Directors of Education
21. Representatives of Technical Committees

Composition of the Provincial Level Committee on EFA

01. Provincial Secretary of Education (Chairman)
02. Provincial Director of Education
03. Provincial Director of Social Services
04. Director Health Services
05. Commissioner Probation and Child Care
06. Assistant Samurdhi Commissioner to represent Provinces
07. Additional Director (Development) of the Provincial Education Department Coordinating officer EFA (Ex Officer)
08. A separate representative for District Secretaries
09. Zonal Director of Education (To be decided according to number of zones)
10. Co-ordinating officer – pre Schools
11. Deputy Director Primary Education and Deputy Director Non Formal Education on Provincial Level.
12. Provincial representative of the Ministry of Women's Affairs.
13. Provincial NGO representation (3)

Composition of the Zonal Level Committee on EFA

01.   Zonal Director of Education (Chairman)

02.   Secretary of the Divisional Council or his representative

03.   Divisional Secretary (Number to be decided according to the Divisional Secretary Divisions within the Zone)

04.   Co-ordinating Officer EFA, Deputy Director of Education Development (Secretary)

05.   Health Officer

06.   Deputy Director of Education (Planning and Administration)

07.   Director Primary Education

08.   Director Non Formal Education

09.   Project Officers - Non Formal Education

10.   Representation from NGO (3)

11.   Divisional Directors of Education

12.   Teacher Centres Officer

13.   Social Development Officer

Composition of the Divisional Level Committee on EFA

01.   Deputy Director of Education (Director in charge of Division)

02.   One Principal from each of the categories of Schools 1AB/1C/2/3 types including National Schools

03.   Representation from the officer of the Health Medical Officer

04.   Female officer in charge of Woman's' affairs in the Divisional Secretary's officer

05.   Non Formal Education Officer

06.   In service Advisor in the Division –02

07.   Child Development Officer

08.   Representation from Pre School – 02

09.   NGOs - 02

10.   Teacher Educator

11.   Samurdhi Manager

12.   Probation Officer

13.   Social Service Officer

14.   Rural Development Officer

15.   Youth Service Officer

Composition of the School Level Committee on EFA

01.   Principal (Chairman)

02.   Deputy Principal

03.   Grama Niladhari

04.   School Management Assistant (Secretary)

05.   One representative from each of parents/past pupils/well wishers

06.   Samurdhi Development Officer

07.   Representative from School Development Society

08.   Two representatives from Government Institutions connected to school

09.   Two representatives from NGOs

10.   Two teachers from the school

11.   Family health officer

12.   Student Leaders 02

Annexure   02..

Strategies for Achieving Education for all

1. Mobilize strong national and international political commitment for Education for all, develop national action plans and enhance significantly investment in basic education.

2. Promote E.F.A. Polices within a sustainable and well-integrated sector framework clearly linked to poverty elimination and development strategies.

3. Ensure the engagement and participation of civil society in the formulation implementation and monitoring of strategies for educational development.

4. Develop responsive, participatory and accountable systems of educational governance and management.

5. Meet the needs of education systems affected by conflict, natural calamities and instability, and conduct educational programmes in ways that promote mutual understanding, peace and tolerance, and that help to prevent violence and conflict.

6. Implement integrated strategies for gender equality in education that recognize the need for change in attitude values and practices.

7. Implement education programmes and actions to combat the HIV/AIDS pandemic as a matter of urgency.

8. Create safe, healthy, inclusive and equitably, resourced educational environments conducive to excellence in learning with clearly defined levels of achievement for all.

9. Enhance the status, morale and professionalism of teachers.

10. Harness new information and communication technologies to help achieve E.F.A. goals.

11. Systematically monitor progress towards E.F.A. goals and strategies at the international levels.

12. Build on existing mechanisms to accelerate progress towards Education for all.

Annexure   03.

Technical Committee

The Technical committee shall consist of officers relevant to main areas covering the EFA field.

1. Early Childhood care and education

2. Primary Education

3. Life Skills Development

4. Adult Education

5. Easing off of the Gender Disparity in Education

6. Learning Achievement

Functions of the Technical Committee are as follows:

1. Assist in the formulation of National Plans relating to EFA

2. Provide instruction for the implementation of EFA plans

3. Assist the National Committee.

03.　List of Reference

1. Ministry of Education (2000) E.F.A., the year of Assessment the country status Report, Sri Lanka.

2. E.C.C.E Annual progress Report 2002 - Child Secretariat office Ministry of Social WelFair.

3. Achieving Excellence with Equality ....
   A vision making a difference in Education ....
   Ministry of Education – Sri Lanka – March - 2001

4. General Education Reforms - 1997
   The Presidential task force on General Education – Sri Lanka

5. Performance of Grade 3 student in Literacy and Numeracy - (After three Years of implementing Educational Reforms) Primary Education and Special Education Unit – National Institute of Education 2003 - February

6. Ministry of Human Resources Development, Education and Cultural Affairs. – Progress Report – 2001 to 2002

7. Central Bank Annual Report – 2001

8. Literacy for Development –2002 - Non- Formal Education Branch – Ministry of Human Resources Development, Education and Cultural Affairs.

9. Sri Lanka in Brief - 2002 – Chamber of Commerce – Sri Lanka

10. Education for All Three Year Plan of Action – 2002 to 2004 – Ministry of Human Resources Development, Education and Cultural Affairs.

11. Scholl Censes Report – 2001 – Statistic Branch, Ministry of Human Resources Development, Education and Cultural Affairs.

12. Scholl Censes Report – 2002 – Statistic Branch – Ministry of Human Resources Development, Education and Cultural Affairs.

13. Through our Collective Commitment – Education for All – 2002 - Education for All Branch, Ministry of Human Resources Development, Education and Cultural Affairs.

14. Education for All – Review of the Situation of Children in the 5 to 14 Age Group
    Mrs. Swarna Jayaweera
    Mrs. Chandra Gunawardena

15. Primary Education Reform in Sri Lanka – Education Publication Department, Ministry of Human Resources Development, Education and Cultural Affairs.
Mrs. Anjala W. Little

16. Five Year Plan for Primary Education (FYPPY – 2000 – 2004)

17. Guide line for Primary Education – 1998 – National Institute of Education.

18. Essential Learning Competency – Curriculum Development Section – National Institute of Education.

Participants at the Workshops

1. Mr. Dikson Fernando
   Provincial Director of Education,
   Department of Provincial Education,
   Western Province,
   Colombo – 07

2. Mr. J. Karunadasa
   Additional Provincial Director of Education,
   Department of Education,
   Department of Provincial Education,
   Southern Province,
   Gall.

3. Mr. B.M. Asoka Jayasingha.
   Additional Provincial Director of Education,
   Department of Provincial Education,
   Sabaragamuwa Province,
   Rathnapura.

4. Mr. K.A.Marasingha,
   Additional Provincial Director of Education,
   Department of Provincial Education,
   Rathnaoura.

5. Mrs. Kannangara,
   Deputy Director of Education,
   Department of Provincial Education,
   Western Province,
   Colombo – 07.

6. Mrs. B.M. Weerasingha,
   Provincial Coordinator Primary Education,
   Western Province,
   Colombo – 07.

7. Mr. M.P.H. Silva,
   Deputy Director of Education,
   Provincial Coordinator Primary Education,
   Western Province,

8. Mr. Ranjith,
   Deputy Director of Education.

9. Mrs. B.H. Anula Pramathilaka,
   Assistance Director of Education,
   Provincial Coordinator E.C.C.E.

10. Mr. H.G. Ariyadasa,
    Deputy Director of Education,
    Provincial Coordinator – Non formal Education,
    Southern Province,
    Gall.

11. Mr. A. Munasingha,
    Deputy Director of Education.

12. Mrs. W.J.P. karunawathi,
    Assistance Director of Education,
    Provincial Coordinator – Primary Education,
    Southern Province,
    Gall.

13. Mrs. C. Somalatha,
    Assistance Director of Education,
    Provincial Coordinator Early Childhood Care and Education,
    Southern Province,
    Gall.

14. Mr. M.T.E. Perera,
    Deputy Director of Education.

15. Mr. J.M.M.R.B. Jayapathma,

16. Mrs. R.N.A.M. Anula Kumarihami,
    Deputy Director of Education,
    Provincial Coordinator – Non – Formal Education,

17. Mrs. A. Wedanayagam,
    Deputy Director of Education,
    Provincial Coordinator – Primary Education,
    North – East Province.

18. Mr. K. Sathyanandan,
    Deputy Director of Education,
    Provincial Coordinator– Non – Formal Education,

19. Mr. N.A.S. Bandara,
    Deputy Director of Education,
    Provincial Coordinator – Primary Education,
    Central Province.

20. Mr. S. Kaluarachi,
    Assistant Director of Education,
    Provincial Coordinator– Non – Formal Education,
    Uva Province.

21. Mr. P.B.M. Wijayasinghe,
    Deputy Director of Education

22. Mr. S. Rathnayaka,
    Deputy Director of Education

23. Mr. R.M. Shaddha Mangala,
    Deputy Director of Education

24. Miss. M.K. Rohini,
    Project Officer – Early Childhood Care and Education,
    Sabaragamuwa Province.

25. Mr. Jayantha Peiris,
    Assistant Director of Education – (Child Secretariat)
    Ministry of Social Welfare,
    Sethsiripaya
    Batharamulla.

26. Mrs. Wasana Jayakody
    Statistician
    Ministry of Human Resources Development Education & Cultural Affairs
    "Isurupaya"

27. Mrs. K.M. Srimathi Kumarasingha
    Deputy Director of Education
    Navodya Schools Project
    Ministry of Human Resources Development Education & Cultural Affairs
    "Isurupaya"

28. Ms. R.C. Lanakananda
    Assistant Director of Education
    Ministry of Human Resources Development Education & Cultural Affairs
    "Isurupaya"

29. Mrs. Wasantha Samaraweera
    Ministry of Women's Affairs

Participants of Non Government Organizations

1. Mrs. Nilusha Rajakaruna,
    Programme Assistant.

2. Mrs. Dharshini Senevirathna,
    Coordinator,
    Save the Childre Fund,
    58 A, Horton Place, Colombo 07.

3. Mrs. Bianca Abeygunawardana,
    Coordinator - Early Childhood Care and Education,
    Sarvodaya

4. Mr. S.N. Tanikasalampillai
    Deputy Commissioner,
    Department of Publications,
    Ministry of Human Resources Development, Education and Cultural Affairs.

5. Situwama Training Education,
    24/19, kacheheri Road,
    Matale.

6. Lanka Mahila Samithi,
    123, Sri James Peiris Mawatha,
    Colombo – 07.

Panel of Writers

1. Mr. K.L. Premachandra
   Deputy Director of Education,
   Education for All Branch,
   Ministry of Hunan Resources Development, Education and Cultural Affairs.

2. Mrs. Malini Vithanage
   Assistant Director of Education,
   Education for All Branch,
   Ministry of Hunan Resources Development, Education and Cultural Affairs.

3. Mr. P.B. Dayasiri
   Provincial Primary Education Coordinator,
   Sabaragamuwa Province

4. Mrs. Hema Perera,
   Deputy Director of Education,
   Planning and Monitoring Branch,
   Ministry of Hunan Resources Development, Education and Cultural Affairs.

5. Mr. Pramalal Kumarasiri
   The Principal,
   Maharagama College.
   Colombo – 03

6. Mrs.Pryanthi Kuruppu,
   Deputy Director of Education,
   Education Quality Development Section,
   Ministry of Hunan Resources Development, Education and Cultural Affairs.

7. Mr. K.G. Kulasena
   Consultant

8.   Mrs. Chithra Rajapakse
        Advisor
        Teacher Training NIE

9.   Mrs. K.M. Srimathi Kumarasingha
        Deputy Director of Education
        Navodya Schools Project
        Ministry of Human Resources Development Education & Cultural Affairs
        "Isurupaya"

Work Shop on Final Discussing for Drafting

1.   Mr. J.J. kandamby,
        Director of Education,
        Education for All Branch,
        Ministry of Hunan Resources Development, Education and Cultural Affairs.

2.   Mr. K.L. Premachandra,
        Deputy Director of Education,
        Education for All Branch,
        Ministry of Hunan Resources Development, Education and Cultural Affairs.

3.   Mrs. Malini Vithanage
        Assistant Director of Education,
        Education for All Branch,
        Ministry of Hunan Resources Development, Education and Cultural Affairs.

4.   Mrs. H.M. Wataliyadd
        Deputy Director of Education,
        Education for All Branch,
        Ministry of Hunan Resources Development, Education and Cultural Affairs.

5.   Mrs. Hema Perera
        Deputy Director of Education,
        Planning and Monitoring Branch,
        Ministry of Hunan Resources Development, Education and Cultural Affairs.

6.   Mr. P.B. Dayasiri
        Provincial Primary Education Coordinator,
        Sabaragamuwa Province

7.   Mrs. Geetha Abeyagunawardhana,
        Assistant Director of Education,

8.   Mr. Pramalal Kumarasiri
        The Principal,
        Maharagama College.
        Colombo – 03

9.   Mrs.Pryanthi Kuruppu,
        Deputy Director of Education,
        Education Quality Development Section,
        Ministry of Hunan Resources Development, Education and Cultural Affairs.

10.   Mr. Thanakasalam Pillaye,
        Deputy Commissioner of Education,
        Education Publication Department.

11.   Mrs. Chandra Senewirathna,
        Director of Education,
        Primary Branch,
        Ministry of Hunan Resources Development, Education and Cultural Affairs.

12.　　Mr. N. Dharmasena

Director of Education,

Non- Formal Branch,

Ministry of Hunan Resources Development, Education and Cultural Affairs.

13.　　Mrs. Kodagoda

Representative of Non Government Organization.

14.　　Mr. Pushpakumara

Deputy Director of Education.

Staff of the Education for All Branch

☆	Mr. J.J. Kandamby	Director of Education
☆	Mr. K.L. Premachandra	Deputy Director of Education
☆	Ms. H.M. Wataliyadda	Deputy Director of Education
☆	Ms. Malani A Vithanage	Assistant Director of Education
☆	Ms. Samantha Priyankara	Chief Clerk
☆	Ms. Sanuja Kanchana Ariyadasa	Data Entry Operator
☆	Ms. H.R.S. Roshini Peiris	Data Entry Operator