
Country Analysis Education

Sri Lanka



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1 General educational situation

1.1 Educational history

Schools

In 1938 the education system in Ceylon (now Sri Lanka) was made free following the granting of universal franchise in 1931. The late Hon. Dr.C.W.W. Kannangara took the initiative in establishing free education when he was the Minister of Education. Under this initiative the government established Madhya Maha Vidyalayas (MMV - Central Colleges) that were scattered around the island to provide education to all. The medium provided was either in Sinhala or Tamil.

Sri Lanka has many boys only and girls only schools. Most of these schools were constructed during the colonial period, by the British. Some of the famous schools launched during the colonial era are Royal College in Colombo, St. Thomas College in Mount Lavinia, Trinity College in Kandy. Sri Lanka also has many catholic schools such as St. Joseph's College, St. Benedict's College, St Peter's College in Colombo and St Anthony's College in Kandy.

In 1942 a special committee was appointed to observe the education system and among the suggestions that followed, the following still play an important role:

- i. Make available to all children a good education free of charge, so that education ceases to be a commodity purchasable only by the urban affluent.
- ii. Make national languages the media of instruction in place of English so that opportunities for higher education, lucrative employment open only to small number of the urban affluent, would become available to others as well.
- iii. Rationalize the school system so that educational provision is adequate, efficient and economical.
- iv. Ensure that every child is provided with instruction in the religion of his/her parents.
- v. Protect teachers from exploitation by managers of schools.
- vi. Make adequate provision for adult education.

After independence, the number of schools and the literacy rate of the people substantially increased. According to the Ministry of Statistics, today there are approximately 9,830 public schools serving close to 4,030,000 students, all around the island.

During the colonial times, late national heroes like Anagarika Dharmapala together with foreigners like Colonel Henry Steel Olcott and Madame Blavatsky of the Buddhist Theosophical Society installed Buddhist schools to foster Sinhala students with an education rich in Buddhist values and also in order to bring Buddhism to life, at a time, it was slowly fading away from the people. Most of these schools were established in the capitals of the major provinces of Sri Lanka. Some of the most prominent ones among them are Ananda College, Colombo; Nalanda College, Colombo; Visakha Vidyalaya, Colombo; Kingswood College, Kandy; Dharmaraja College, Kandy; Maliyadeva College, Kurunegala; Mahamaya Vidyalaya, Kandy; Mahinda College, Galle. Many students from these schools have gone on to become notable personalities, professors, sportsmen, ministers and even prime ministers of the country.

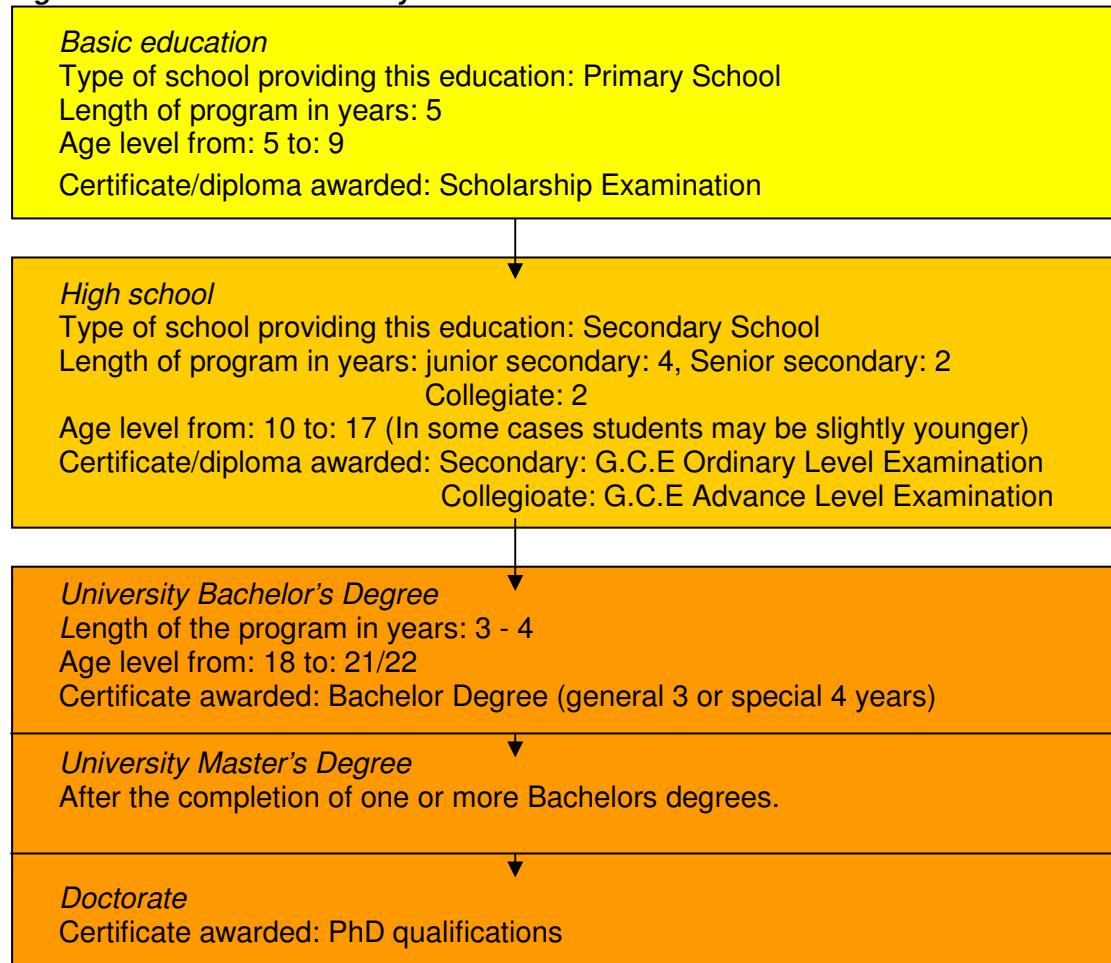
Many schools were built in the post colonial era. However, the established schools who had their origins in the colonial era dominate social life in Sri Lanka mainly due the network of old boys and old girls. D. S. Senanayake College is a notable exception. This is among the few schools that have gained prestige within a very short span of its existence.

University

The origins of the modern university system in Sri Lanka dates back to 1921 when a University College, the University College, Colombo was established at the former premises of Royal College affiliated to the University of London, how ever the begin of modern higher education in Ceylon was in 1870 when the Ceylon Medical School was established. The University of Ceylon was established on 1 July 1942 by the Ceylon University Ordinance No.20 of 1942. The University was to be located in Peradeniya and was to be unitary, residential and autonomous. University of Ceylon was the only university in the country till it was dissolved and its two campuses in Peradeniya and Colombo turned into two separate Universities. Until amendments to the University Act where made in 1999 only state universities where allowed to grant undergraduate degrees, however this has since changed.

1.2 formal educational system

Figure 1: Formal educational system



1.3 Informal and private education

Private schools

There has been a considerable increase in the number of private schools in Sri Lanka, due to the emergence of the upper-middle class during the colonial era. These private schools follow the local curriculum set up by the Ministry of Education in the local language mediums of Sinhala or Tamil or English. Many of the private schools have access to newer facilities than state run schools. Currently there are 66 Private schools (registered before 1960 and not since then) of these, 33 non-fee-levying Assisted Private Schools (also known as semi-government schools) and 33 fee levying autonomous Private Schools, in addition to the Government Schools. Out of them, the most famous ones are St. Joseph's College, St Peter's College and St. Benedict's College which are Catholic Schools; Ladies College, Colombo and St. Bridget's Convent, Colombo which are Anglican schools; Ladies College, Colombo and St Bridget's Convent, Colombo are Anglican schools; Methodist College and

Wesley College which are Methodist school and Musaeus College, Holy Family Convent are semi-government schools.

International schools

International schools in Sri Lanka are not restricted to the expatriate community, anyone with the ability and willingness to pay can join these schools. Starting in the late 1980's these schools have no regulation or control by the Ministry of Education as it comes under the Board of Investment (BOI), due to this the standard of education varies greatly between schools. The schools are mainly for the children of the expatriate community, charge high tuition fees and can therefore provide good facilities and high standards.

The majority of International schools prepares students for the Edexcel General Certificate of Education (GCE) Ordinary , Advanced Subsidiary (AS) and Advanced (A2) Level examinations, which is the most popular qualification. Preparation for Cambridge International Examinations is also offered by a few schools but is less popular.

The Overseas School of Colombo is the leading international schools for expatriates, the curriculum followed leads to an IB Diploma. This, together with The British School in Colombo are the sole IB World Schools in the country.

1.4 Government education policy

Sri Lanka has creditable achievements in aspects of education such as school enrolment, literacy and gender equity, compared to other countries in the region. However, the country is faced with problems of unemployment, youth unrest, violence, ethnic conflicts and poverty. Therefore reform and restructuring the education system was identified as an urgent priority. The National Education Commission (NEC) appointed in 1991, after studying the memoranda received from professional associations, trade unions, university community, teachers, political parties and the general public submitted their recommendations in 1997. A programme for the implementation of the reforms began in 1999. The primary goals of the proposals were:

1. To provide a system of education that would equip students with the necessary knowledge, skills and attitudes, to empower them and make them employable and productive citizens of Sri Lanka.
2. Create a generation of young people with correct values compassion and care towards fellow citizens and who will be able to live with tolerance towards one another.

The reform proposals were based on two main policy initiatives:

- Improvement in the quality of education
- Providing Education for all

1.5 Providers of education

5.4 % of GDP is for education.

From primary to higher education, are primarily funded and overseen by three governmental ministries.

- Ministry of Education (MOE) - For schools, pirivenas (Schools for Buddhist priests), Teachers Training Colleges and Colleges of Education.
- Ministry of Higher Education - For Universities and Technical Colleges.
- Ministry of Education Services - For supplying the physical facilities required for general education.

However exceptions to this system exists. Mostly when it comes to tertiary with several public universities and institutes coming under the purview of different ministries. These divisions have lead to a high degree of mismanagement and inefficiency over the years.

In 2002 there were 9,829 government schools , 561 Pirivenas and 66 Private schools (Registered before 1960) in Sri Lanka. The government schools consist of 320 National schools managed by the MOE and 9,509 Provincial schools, managed by the Provincial Councils.

The Provincial Department of Education, headed by the Provincial Director of Education, is responsible for the management and administration of all education programmes of the province. He has dual responsibilities both to the MOE and the Provincial Ministry of Education. There are eight Provincial Departments of Education in the nine provinces of the country, as Northern and Eastern provinces have been amalgamated.

Financial resources are allocated to each Provincial Department of Education from the Provincial Council through its Minister of Education. The main functions of the Department include planning and budgeting of education in the province; general administration of zonal and divisional offices; education development of schools through zonal and divisional offices.

1.6 The quality of education

Sri Lanka's investment since the 1940s in universal access to education from primary school through university has resulted in high rates of enrolment and literacy. But while access to basic education is good, elements such as the lingering impacts of war, displacement and poverty continue to contribute to low learning achievement in schools. These shortfalls result in many missed opportunities for the people of Sri Lanka.

Despite a stupendous primary school enrolment rate of over 98 per cent and school completion rates hitting 97.7 per cent for the primary and 83.8 per cent for the secondary level in the 2003/2004 school year, many children around the country still struggle to learn.

While the current situation could pave the way for the development of a qualified labour force and informed citizenry, very few children are reaching levels of mastery in their first language (37 percent) or mathematics (38 percent). In the conflict-affected areas of the North East, mastery levels drop even lower to 23 and 25 percent respectively. [source national assessment provided by pushpa]

Education around the country is also being hampered by a severe shortage of qualified teachers. Shortfalls in the North and East of the country are estimated at about 5,000. Low standards of teaching exacerbate the problem – only about 62 percent of teachers around the island are trained.

1.7 Religion within education

Sri Lanka's population worships a variety of religions. 77% of Sri Lankans are Theravada Buddhists, 15% are Hindus, and 7.5% are Muslims and Christians. Pirivenas are schools for Buddhist priests.

1.8 Literacy

Table 1: Literacy rates

	Youth literacy			Adult literacy		
	15 – 24 year: total	15 – 24 year: male	15 – 24 year: female	15 and older: total	15 and older: male	15 and older: female
2000 –2004	95,6 %	95,1 %	96,1 %	90,7 %	92,3 %	89,1 %
Prospected 2015	97,6 %	97,1 %	98,1 %	92,8 %	93,6 %	92,0 %

For the latest rates see: <http://gmr.uis.unesco.org/ViewTable.aspx>

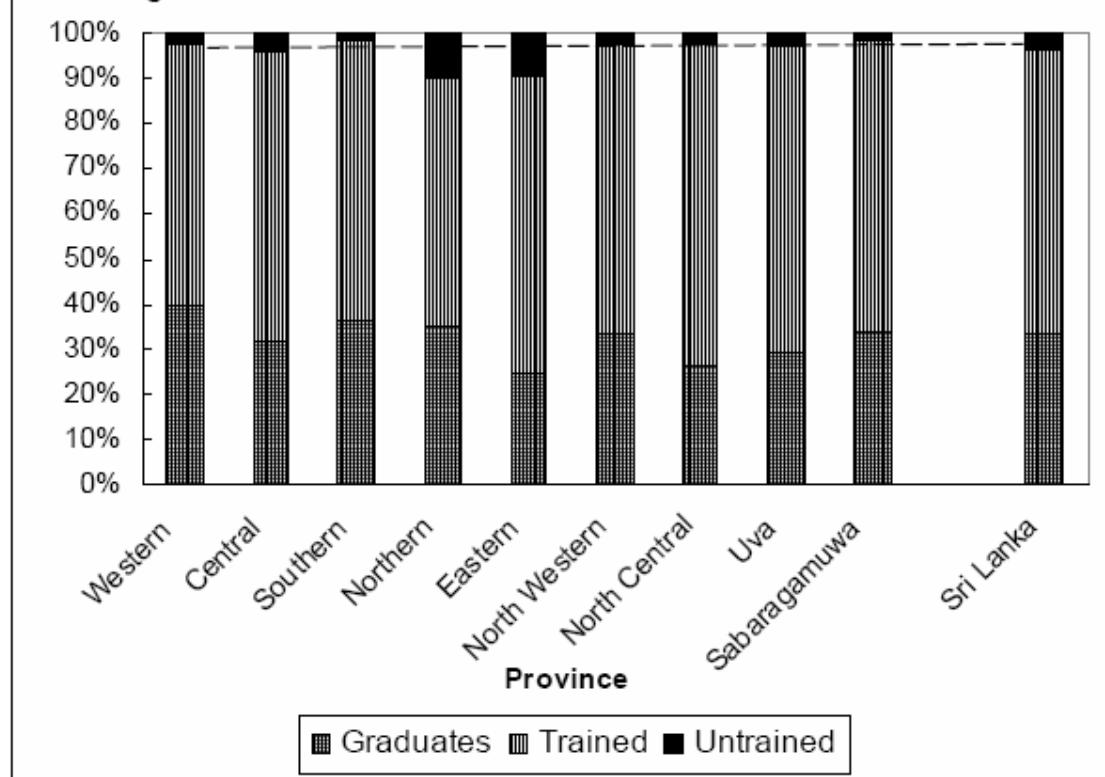
1.9 Teacher education

Graduate teachers - Graduates, post graduate degree/diploma holders and graduate trainees

Trained teachers - Teachers passed out from Teacher Training Colleges/ National Colleges of Education and teachers having 2 year diploma in Science/Mathematics

Untrained teachers

- i) Untrained (SLTS) - Untrained teachers and 2-3 year diploma holders (absorbed to Sri Lanka Teachers' Service)
- ii) Teacher trainees - Teachers not absorbed to Sri Lanka Teachers' Service (Non SLTS)
- iii) Other teachers - Teachers paid by other government institutes and teachers paid by non governmental institutes/organisations.

Figure 2: Teachers by qualification**Percentage**

1.10 Conclusions

There is free education for all in Sri Lanka and there are many projects to improve the quality of education. The Provincial Department of Education is responsible for the management and administration of all education programmes of the province in provincial schools.

2 Primary education

2.1 School attendance

The participation of children in primary school in Sri Lanka is measured by the gross enrolment ratio and the net enrolment rate.

The gross enrolment rate (GER) is the number of pupils enrolled in a given level of education, regardless of age, expressed as a percentage of the population in the theoretical age group for the same level of education.

The net enrolment rate (NER) is the number of pupils of the theoretical school-age group for a given level of education, expressed as a percentage of the total population in that age-group.

Table 2: Participation in primary school in 2005

	Total	Male	Female
GER	97,7%	unknown	unknown
NER	97,1%	unknown	unknown

For the latest rates see: <http://qmr.uis.unesco.org/ViewTable.aspx>

2.2 Providers of primary education

The primary schools are maintained by the government as a part of the free education.

Development of Schools by Divisions (DSD) - Navodaya schools:

Under this programme 340 schools have been identified for development by providing infra structure and facilities and improvement of quality of education

General Education Project - 2 (funded by IDA / World Bank):

This project started in 1998 is linked to the governments national reforms . The objectives of the project are to improve quality, management and financing of existing education programmes and to increase responsiveness to economic needs and reduce poverty.

This project consists of the following Components:

- Curriculum Development for grades 1 – 9
- Publishing of Text Books and other publications
- Rationalization of School Facilities
- Supply of Quality Inputs
- School Library Development
- Education Management Development
- Educational Financing
- Studies

Primary Mathematics Project (funded by DFID - UK)

This project is implemented under the following functions:

- Curriculum Development for grades 1 - 5
- In-service Teacher Training
- Pre-service Teacher Training
- Monitoring Evaluation and Research
- Provide understanding relating to the significance of the Mathematics subject.

Primary English Language Project (funded by DFID - UK)

Main areas include :

- Curriculum Development for grades 1- 5
- Pre-service and in-service Teacher Training on the new syllabus

This project has been completed.

Basic Education Sector Programme -(funded by GTZ)

The essential elements of the programme are :

- Primary in-service teacher education
- School strengthening by developing a spirit of teamwork and cooperation
- In-service training for In-Service Advisors

2.3 School accessibility

There are extreme regional disparities – 65,000 children in the North and East are out of school.

2.4 Tuition fees and other costs

There are no tuition fees for primary school. The government guarantees free education.

2.5 Curriculum

Primary Education from grade 1-5 in junior schools lasts five years, after which the students sit a scholarship examination. Those who have passed scholarship examination qualify themselves to be admitted to popular schools and are granted monthly financial support until they pass out from the university. During this five years in the school, child is attracted, settled, disciplined, focused and inducted to systematic learning through a mix of play, activity and desk work. Under the recent reforms, the curriculum is competency based rather than subject based. The basic competencies moulds a child to be competence in communication using words, numbers and pictorial forms and the competencies in the areas of Ethics and Religion, Environment, Leisure and Learning.

The first five years of schooling comprising the primary stage of education are divided into three stages:

Stage I : Grades 1 and 2) The main learning mode will be Guided play with secondary emphasis on Active learning and a minimum of Desk work.

Stage II : (Grades 3 and 4) Equal importance will be given to all three modes of learning - Activity, desk work and play.

Stage III : (Grade 5) Greater emphasis on desk work.

The new integrated primary curriculum will consist of four main subjects:

- First Language
- Mathematics
- Environmental related activities
- Religion

Activity based English will be introduced from stage I. Implementation of these reforms has been started in 1998 and will be completed in 2003.

2.6 Teachers and management

2.6.1 Teachers

96.4% Of the teachers in government schools are either graduates or trained teachers.

There is an excess of teachers in urban popular schools and a shortage in rural difficult area schools and the MOE has offered certain incentives to teachers serving in difficult schools, by Circular No. 99 / 17. The World Bank has provided assistance through the Teacher Education and Teacher Deployment Project (TETD) to overcome some of the problems of teacher training and deployment.

The National Teacher Education Policy of 2001 specifies that the teacher supply should conform to the following Student- Teacher Ratio (STR) : Primary Level - 26 : 1

Figure 3: Gross student teacher ratio in government schools

(10) Student teacher ratio (STR) by province

Province	Student/Graduate teacher ratio	Student/Trained teacher ratio	Student/Untrained teacher ratio	Overall STR
Western	53	36	1,009	21
Central	55	27	416	17
Southern	48	29	900	18
Northern	56	36	194	20
Eastern	85	32	229	21
North Western	52	27	664	17
North Central	76	28	802	20
Uva	60	26	635	18
Sabaragamuwa	51	27	846	17
Sri Lanka	56	30	514	19

2.6.2 Management

Zonal Education Office:

The Zonal Education Office, headed by a Zonal Director, is responsible for administrative work of the schools and teachers in the Zone as well as quality improvement of teaching and learning in schools. For quality improvement in education the Zonal office has subject specialists in different subject areas who are responsible for supervision and improvement of quality of teaching.

Divisional Education Office:

The Divisional Education Office is headed by a Divisional Director and the staff consists of three other assistant directors and In-service Advisors. The functions of the Divisional Office are: general supervision of schools, collecting information and data from schools, distribution of text books and other equipment and materials to schools and assisting school supervision.

In-Service Advisors (ISA):

In 2002 there were 2400 In-Service Advisors for different subject areas, attached to Divisional Education Offices. Their role is to train teachers to teach the new curricula introduced by the NIE, through seminars and to observe the teaching learning process in classrooms, and advise the teachers on how to improve their teaching.

2.7 Infrastructure

Although 90% of Sri Lanka's children attend state-run schools, which provide free education including free textbooks and uniforms, most schools could not be considered 'child friendly'. Unfortunately, too many principals and teachers have negative attitudes towards children, especially those from a disadvantaged background.

There is a basic lack of services as water and sanitation in schools. Accesses to health services are inadequate for students. Nutritional problems exist and there is a lack of inclusive education.

Western: Not available

Central: Delay in completing renovations

Southern: Not available

North East: Difficulties in organizing classrooms as recommended due to lack of facilities

North West: Need for additional classroom space in certain schools

North Central: Shortage of physical resources (buildings, furniture etc.)

Uva: Not available

Sabaragamuwa: Renovation of primary classrooms leads to reduction of usable classroom space for other classes and delay in completing renovations

2.8 Family and community involvement

Parents need to sent their children of 5 – 14 years age to school.

2.9 Government assistance

Vision:

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

Mission:

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

2.10 Special education

Sri Lanka has paid particular attention to the education of children who have disability. The first School for the Deaf and Blind was started in 1912! In the early 1970s the Ministry of Education started increasing educational opportunities for children who have disability through integration. Since the adoption of the Salamanca Statement, however, the emphasis in Sri Lanka has been on inclusive education.

The majority of children who have disability attend mainstream classrooms in government schools. Small numbers attend Special Education Units attached to government schools and non-governmental special schools. In 2001 children who have disability in mainstream classrooms represented 2.37 per cent of the total student population of just over four million.

Primary school reforms, introduced in 1997, provided a boost to the inclusion of children who have disability in mainstream classrooms. Competency-based curricula and continuous assessment replaced end-of-semester and end-of-year examinations. Changes were introduced in classroom teaching towards a learner-centred approach,

with group and activity-based teaching of practical and technical skills. Co-curricular activities, counselling and career guidance, and new strategies for teacher education, all benefit children who have disability in inclusive education.

Assessments are made by a medical officer and class teacher when a child enters primary school. Parents are also involved. The assessment enables the teacher to practise child-centred teaching methods that address each child's particular problems. It requires however, effective, appropriate and relevant training of all teachers, on a continuous basis. Assessments continue until the children complete primary school.

Teacher training for inclusive education has also seen advances in recent years. The National Institute of Education provides preliminary and continuous education of 'Master Trainers' in inclusive education and in primary education. A three-year course to produce resource teachers for inclusive education has been established and special education teachers are trained on two-year courses. Continuous education of teachers is provided through an islandwide network of teacher centres. Inclusive Education Zonal Officers are trained to prepare curricula and teaching-learning materials for the training of all these cadres, as well as for mainstream teachers and for resource teachers

The high attrition rate may be one reflection of the inadequate quality of education children who have disability receive. Very few children go beyond primary level and only a handful proceed to college level.

2.11 Future plans

Junior School Improvement Project (funded by JICA - JAPAN)

The project is aimed at

- Supply of infrastructure facilities for primary schools in selected Districts.
- Quality improvement 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 .Under the second phase improvements will be made in 56 schools selected from Galle, Hambantota, and Moneragala Districts at a cost of Rs. 2.2 billion provided by the Japanese Government.

Development of Science and Mathematics in the primary and secondary schools in Sri Lanka (funded by JICA-Japan)

Objectives of the Study are:

- To formulate a Master Plan to improve the quality of Science and Mathematics education in primary and secondary schools.
- To help strengthen the placing and implementation of Capacity of Counterpart personnel through the implementation of the study.

Major Components are:

- Improvement of A/L Science and Mathematics in grades 12 and 13
- Improvement of O/L Science and Mathematics in grades 10 and 11
- Improvement of self motivation in learning science and Mathematics in grades 1-9.
- Improvement of school management
- Improvement of minimum Facilities and equipment for primary and secondary schools.
- Improvement of schools with A/L Courses in Science and Mathematics.

2.12 Conclusions

Primary schools are free for all and have 5 grades. There are many projects to improve the quality of education.

3 Secondary education

3.1 School attendance

The participation of children in secondary school in Sri Lanka is measured by the gross enrolment ratio and the net enrolment rate.

The gross enrolment rate (GER) is the number of pupils enrolled in a given level of education, regardless of age, expressed as a percentage of the population in the theoretical age group for the same level of education.

Table 3: Participation in secondary school in 2005

	Total	Male	Female
GER	82,5%	82,4%	82,6%

Table 4: Participation in lower secondary school in 2005

	Total	Male	Female
GER	95,3%	93,6%	97,0%

Table 5: Participation in upper secondary school in 2005

	Total	Male	Female
GER	70,1%	71,6%	68,6%

For the latest rates see: <http://gmr.uis.unesco.org/ViewTable.aspx>

3.2 Providers of secondary education

English Language as a Medium of Instruction:

English is taught as a second language up to G C E A' Level in all schools. A pilot programme has been launched in some schools to teach certain subjects in grades 6 and 7 in the English medium. This programme will be extended to grade 8 in 2004 and to the G C E (O' L) examination in 2007. Teachers are also being trained in selected Colleges of Education to teach in the English medium.

Another programme has been started in 64 schools for teaching Science subjects of the G C E Advanced Level classes in the English medium . 150 Science Graduates have been newly recruited and another 300 teachers trained to teach in the English Medium. Teachers Guides prepared in English for science subjects were distributed to all schools.

General Education Project - 2 (funded by IDA / World Bank):

This project started in 1998 is linked to the governments national reforms . The objectives of the project are to improve quality, management and financing of existing education programmes and to increase responsiveness to economic needs and reduce poverty.

This project consists of the following Components:

- Curriculum Development for grades 1 - 9

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

Secondary Education Modernization Project (funded by Asian Development Bank):

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

- Construction of Computer Learning Centres in 210 1AB and 1C schools
- Construction of Multimedia Units in 210 1AB and 1C schools and supply of Multimedia equipment.
- Establishment of 05 Environment Study Centres.
- Construction of 48 G.C.E (A/L) Laboratories.
- Refurbishment of the hostels and buildings of the 54 Central Colleges established in 1943- 1947.
- Introduction of the School Based Management Programme and work in coordination with the National Institute of Education in the implementation of the Teacher training Programmes.
- Assisting the Department of Examinations in the implementation of the School Based Assessment programme.
- Assisting the Department of Educational 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 skillful but having financial difficulties.
- Initiate modernization activities of the secondary curriculum in coordination with the NIE.

3.3 School accessibility

Transition from primary to secondary school

To go to high school you should have a certificate of primary education. In table 6 you can see that 97,0% of the children, who go to the 5th grade of primary school, are going the next year to secondary school.

Table 6: Transition from primary to secondary school in 2004

	Total	Male	Female
Transition from primary to secondary school in % from total	97,0%	96,4%	97,7%

For the latest rates see: <http://gmr.uis.unesco.org/ViewTable.aspx>

3.4 Tuition fees and other costs

There are no tuition fees for secondary school. The government guarantees free education.

3.5 Curriculum

Junior Secundary Education:

Junior Secondary stage is grade 6-9. Grade 6 is the bridging year between the primary and secondary.

Curriculum in grades 6 - 9 includes 10 subjects, including practical work and work on small projects. First Language, English, Mathematics, Science and technology, Social Studies, Life competencies, Religion, Aesthetics, Health and Physical Education, Practical and Technical Skills.

Senior Secondary Education

Senior Secondary (O/L) education lasts for two years, grade 10- 11, after which students have to sit for the G.C.E. ordinary level to qualify for Senior Secondary G.C.E. (A/L) education which lasts another two years until students are prepared for the G.C.E. Advanced level examination. There are eight core subjects (Religion, First Language, English, Mathematics, Science and Technology, Social Science and History, Aesthetic Studies and Technical subjects. With the above subjects, students are permitted to select three optional subjects (Sinhala / Tamil as a second Language, History, Geography, Health and Physical Education, Literature (Sinhala/Tamil/ English) and Modern or Classical Languages).

Senior Secondary (A/L) education lasts for two years, grade 12-13, after which students have to sit for G. C. E. (A/L) examination. This is mainly a selection exam for University admission. Studies are mainly in Bio Science stream, Physical Science stream, Arts stream and Commerce stream. Many reforms were introduced to this stage as well as to other early stages in order to find career paths to those who fail to gain admission to Universities.

There are four main subject streams available at the A/L examination and they are;

1. Arts
2. Commerce
3. Biological Science
4. Physical Science

3.6 Teachers and management

3.6.1 Teachers

Low standards of teaching - only about 62% of teachers are trained. There is a teacher shortages around the country, but most acute in conflict-affected areas of the North and East, with an estimated shortfall of about 5,000 teachers.

There is an excess of teachers in urban popular schools and a shortage in rural difficult area schools and the MOE has offered certain incentives to teachers serving in difficult schools, by Circular No. 99 / 17. The World Bank has provided assistance through the Teacher Education and Teacher Deployment Project (TETD) to overcome some of the problems of teacher training and deployment.

The National Teacher Education Policy of 2001 specifies that the teacher supply should conform to the following Student- Teacher Ratio (STR) :
Secondary Level - 22 : 1

3.6.2 Management

Zonal Education Office:

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3.7 Infrastructure

Although 90% of Sri Lanka's children attend state-run schools, which provide free education including free textbooks and uniforms, most schools could not be considered 'child friendly'. Unfortunately, too many principals and teachers have negative attitudes towards children, especially those from a disadvantaged background.

There is a basic lack of services as water and sanitation in schools. Accesses to health services are inadequate for students. Nutritional problems exist and there is a lack of inclusive education.

Western: Not available

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Sabaragamuwa: Renovation of primary classrooms leads to reduction of usable classroom space for other classes and delay in completing renovations

3.8 Certificate

After Junior en Senior Secondary school, the student get a G.C.E Ordinary Level Examination. When they study another 2 years they can get a Collegiate: G.C.E Advance Level Examination.

3.9 Government assistance

Vision

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

Mission

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

3.10 Future plans

IT Education:

The National Policy on IT Education of the MOE defines a vision of " A new generation of Sri Lankans empowered with information and communication technology" facilitating the "planning implementation and sustenance of information technology education in schools to enhance students learning and quality of learning".

A six year development plan of the MOE aims at providing IT literacy to all government teachers, to set up a student - computer ratio of 40 : 1, to develop the necessary text books for IT education and to develop the necessary multimedia software for IT education. Already 72 Computer Resource Centres and 80 Information Communication Technology Centres (ICT) have been set up and expansion of the programme is planned with assistance from the World Bank under GEP-2 . The Secondary Education Modernization Project (SEMP) funded by ADB is planning to open 800 Computer Learning Centres with 16,000 computers. Teacher training has already been started in NCOEs and in Computer Resource Centres.

Development of Science and Mathematics in the primary and secondary schools in Sri Lanka (funded by JICA-Japan)

Objectives of the Study are:

- To formulate a Master Plan to improve the quality of Science and Mathematics education in primary and secondary schools.

- To help strengthen the placing and implementation of Capacity of Counterpart personnel through the implementation of the study.

Major Components are:

- Improvement of A/L Science and Mathematics in grades 12 and 13
- Improvement of O/L Science and Mathematics in grades 10 and 11
- Improvement of self motivation in learning science and Mathematics in grades 1-9.
- Improvement of school management
- Improvement of minimum Facilities and equipment for primary and secondary schools.

3.11 Conclusions

Junior Secondary stage is grade 6-9, Senior Secondary (O/L) education lasts for two years, grade 10- 11 and Senior Secondary (A/L) education lasts for two years, grade 12-13. There are not enough qualified teachers. Many project are started to improve the quality of education.

Higher education and university

4.1 School attendance

Less than 12% (less than 16,000 students) of those qualified get admission to the State Universities.

4.2 Providers of higher education and university

The state continues to be the main provider of funds for Higher Education.

4.3 School accessibility

Candidates seeking University admission will be required to select subject combinations specified by the particular Faculties. They must pass in the common General Test and also obtain a minimum of 135 marks.

University education is also free but extremely limited. This is noteworthy to mention, especially due to the fact that, Sri Lanka is named a third world country. However less than 12% (less than 16,000 students) of those qualified get admission to the State Universities and of that only half graduates. Admission to the university system is based on the highly competitive GCE Advanced Level examination. So, only the top students from urban district get the chances of having tertiary education. Children from remote districts can get in with lower marks. As a result, many students who are not granted admission are forced to find other means of higher education. Some students go abroad to pursue their studies in a foreign universities, others enroll themselves at the Open University of Sri Lanka or at the few state-owned autonomous degree awarding institutes or study as external students of traditional universities or at private institutes that conduct classes and exams on behalf of foreign universities (such as the University of London External Programme). Some study for entrance/membership for local and foreign professional bodies (such as CIMA, BCS, ACCA, etc) or do vocational studies at vocational technical colleges which specialize in mechanical and electronic subjects. But the majority give up any hope for higher education due the inability to fund their studies since no financial support is given by the government other than to those qualified to get admission to the State Universities.

4.4 Curriculum

Candidates seeking University admission will be required to select subject combinations specified by the particular Faculties. They must pass in the common General Test and also obtain a minimum of 135 marks.

Facilities:

- Arts
- Education
- Law
- Management
- Medicine
- Science
- Engineering
- Commerce
- Dental science
- Veterinary science
- Agriculture
- Architecture & quantity surveying
- Computer science IT/IC
- Food science
- Paramedical studies
- Geometrics

4.5 Results

Only small percentages of students have reached mastery levels in numeracy (38%) and their first language (37%).

Figure 4: Undergraduates admitted, number enrolled and graduate output of universities by academic streams 2000-2006

UNIVERSITY	Year	Faculty/Academic Stream														Total
		Arts	Management	Commerce	Law	Science	Medicine	Dental Science	Veterinary Medicine	Agriculture	Engineering	Architecture & Quantity Surveying	Computer Science/IT/IC T/MIT +	Food Science	Paramedical Studies	
Total	Undergraduates Admitted	2000 3865	1425	935	193	2671	896	91	91	646	875	61				11749
	2005 4363	2560	320	225	3117	911	78	77	786	1089	184	398	129			14237
	2006 4801	2589	294	241	3349	1164	89	85	906	1371	343	504	179	356		16271
Total	Enrolment	2000 16222	6865	4278	795	8021	5556	358	387	2281	4129	163				49055
	2005 22510	11273	2151	1201	9256	6247	513	347	3105	5030	812	486	394	30		63355
	2006 23704	11898	1513	830	9610	5839	515	311	2901	5808	938	599	417	323		65206
Total	Graduate Output	2000 3954	1646	802	173	1264	904	77	249	548	55					9672
	2004 3366	1886	790	166	1323	964	84	42	388	984	69					10062
	2005 1652	889	547	345	1250	805	74	74	554	755	59	16				7020

4.6 Certificate

- Certificate - 1 year or less than 1 year of study.
- Diploma - 1-2 years of study.
- Bachelors degree
 - General degree - 3 years of coursework without a major.
 - Honours/Special degree - 4 years of coursework & research with a major/specialization in a particular field.
- Masters degree- which are undertaken after the completion of one or more Bachelors degrees. Masters degrees deal with a subject at a more advanced

level than Bachelors degrees, and can consist either of research, coursework, or a mixture of the two.

- Doctorate- most famously Doctor of Philosophy (Ph.D.), which are undertaken after a Honours Bachelors or Masters degree, by an original research project resulting in a thesis or dissertation.

4.7 Government assistance

Vision:

To enable excellence in Higher Education and Training in Sri Lanka, through a nationally relevant and internationally recognized Higher Education Policy.

Mission:

To provide Higher Education and training opportunities through Policy formulation, Facilitation and Regulation of Education, Training and Assessment to achieve social and sustainable economic development.

Higher Education for All

Education, in particular Higher Education is at the leading edge of the efforts to find solutions to social and economic issues through the development of human resources.

The state University system which includes 33 organizations (Universities & Institutes) is the predominant system providing University education in the country. The Open University provides programmes of study through distance education. The Sri Lanka Institute for Advanced Technology plays the important role in providing education and practical training in technological studies.

The state continues to be the main provider of funds for Higher Education. Universities & Advanced Technology Institutes expand and provide more access to Higher Education in areas relevant for national development.

4.8 Future plans

Improving relevance and quality of undergraduate education (IRQUE)

This is a project funded by World Bank.

Project duration 2003-2009

Project value US \$ 51,0 Million

Under the IRQUE project, all universities will be encouraged to ensure quality and relevance to all their undergraduate courses. The project will fund degree programs on a selective basis to overcome their identified weaknesses so that undergraduates could face their future with confidence, and obtain employment more quickly and with higher remuneration. Undergraduates will also benefit from grants provided to universities to improve English language competency, improve IT skills, and improved student services. This new tertiary education system also aims to instill positive social values in undergraduates by financing programs that define a range of relevant activities with regard to this aspect. The aim of the IRQUE project is to provide undergraduates with a complete and balanced tertiary education, which will mould them into responsible, educated citizens of our country.

Demp:

In Sri Lanka, greater opportunities for tertiary education are being created through Open and Distance Learning (ODL). Universities, professional associations, private and public sector education institutions are adopting this mode of learning to cater to a larger student population.

The integration of modern information technology in programme delivery is setting free aspiring learners from conventional barriers related to lack of space and programmes leading to employment. Online learning has a space for everyone in relevant programs allowing individuals to achieve their educational and career goals.

4.9 Conclusions

It is hard to get admission to study in university. The government guarantees free higher education. This is very rare for Third world countries. The government is working on projects to improve the quality.

5 Informal education and literacy

5.1 Forms of informal education

The main focus of Non-Formal Education Programmes was to entrust the responsibility of providing education of all children of the school going age to the Government. For this purpose Compulsory Education Regulations were published by the Gazette Extra Ordinary Notification No.1003/5 dated 25 November 1997 . The intention was to provide facilities for every child of the age group of 5-14 years to obtain education in schools or through suitable Non-formal Education programmes.

5.2 Providers of informal education

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 womens organizations. Ministry of womens 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 womens 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.

5.3 Curriculum

The main NFE programmes presently implemented are Technical Units, Adult Education Programmes, Community Learning Centres, Interest Programmes and Income Generating Programmes

5.4 Attendance

As a result of a survey it was possible to identify approximately 67,000 children and the reasons for their not attending schools. It was decided to provide education to the identified children through the formal schools and through the Non-formal Education Centres under the direction of the Non-formal Education Branch.

By 2005, it was possible to provide educational opportunities to 98% of the children of the school going age under Compulsory Education, while the county's literacy rate increased to 91.2%.

5.5 Infrastructure

Respondents of Non-formal education institutions were asked to state the problems they face when the programmes are implementing. The responses can be listed under 5 main categories in sequence:

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.

5.6 Government assistance

Vision of Non-formal Education

- Admission of all children belonging to the compulsory education age group to the schools;
- Implementation of educational programmes for children who had not enrolled schools; school drop outs and adults; in order to make them fruitful citizens the country.

Mission Statement:

- Identify all children who are not enrolled in schools and school drop outs and school leavers,
- Youth and adults having educational needs. Prepare non formal education programmes in keeping with the government policies and regulations.
- Provide opportunities for them to develop their potential to the maximum.

5.7 Conclusions

The Sri Lankan government supports non-formal education to have education for all. Problems for nonformal education are the lack of money and materials.

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