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Ministry of Education, Higher Education and Vocational Education

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Ministry of Education, Higher Education and Vocational Education

Progress Report 2025

(01.01.2025.– 30.09.2025)

Volume I General Education

Vision

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

Mission

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

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01. Functions of the Ministry of Education, Higher Education and Vocational Education

Scope

Under the purview of the Ministry of Education, Higher Education and Vocational Education falls the formulation and implementation of policies and programmes related to education, higher education, and vocational education sectors based on national policies; ensuring the provision of efficient and public-friendly state services; reforming systems to eliminate waste and corruption; creating a national education system from early childhood to higher education; ensuring uninterrupted access to education for all children, including those with special needs; promoting vocational and technical education; expanding distance learning opportunities by incorporating information technology; supporting research and innovation; supervising national schools; regulating private and international schools; managing state universities and improving education quality; modernizing vocational education to create a labor force suitable for the job market; promoting Buddhist and Pali studies; and ensuring the Sri Lankan education system aligns with global standards.

Functions and Duties

- Formulating, implementing, monitoring, and evaluating policies, strategies, programs, and projects related to the subjects of departments, statutory bodies, and state corporations under the Ministry of Education, Higher Education and Vocational Education, based on national policies implemented by the government.
- Providing public services falling within the Ministry's scope efficiently and in a public-friendly manner.
- Reforming all systems and methods using modern management techniques and technology in a manner that helps ensure the Ministry's functions are performed while eliminating waste and corruption.
- Formulating and implementing sectoral policies related to educational development to ensure strong coordination between the early childhood, primary, secondary, and tertiary sectors.
- Creating a national education system that enables Sri Lankan children and youth to approach global challenges with self-confidence and a belief in success.
- Providing policy guidance for developing a clear roadmap from preschool education until the completion of higher education.
- Formulating and implementing a national policy for preschools.

- Ensuring every child's right to access for education.
- Promoting co-curricular activities in schools to prepare children to make a positive contribution to the national economy and become active citizens who fulfill social responsibilities.
- Providing necessary human and physical resources for national schools.
- Regulating international and private schools in accordance with national education policy.
- Taking necessary policy measures to maintain the quality of education, student discipline, and morality at an optimal level.
- Taking necessary steps to ensure educational opportunities for students with special needs.
- Taking necessary steps to enhance national and link language education.
- Promoting Buddhist and Pali studies and uplifting Pirivena education in a manner that fulfills the objectives of religious education.
- Personnel management activities for the Sri Lanka Education Administrative Service, Principals' Service, and Teacher Service's administrative and other educational services.
- Promotion and development of school libraries.
- Implementing and directing programs for providing school textbooks, uniforms, and other student needs and facilities.
- Improving all physical facilities in all schools, including sanitation, child-friendly classrooms, and residential and rest area facilities for teachers.
- Promoting and developing the use of modern technological facilities for the learning and teaching process.
- Formulating and implementing strategies to increase the inclination towards vocational education.
- Creating opportunities for vocational education regardless of academic qualifications.
- Modernizing industrial and technical education to create a workforce suitable for local and foreign job markets.
- Formulating policies and providing facilities to expand vocational education opportunities for students who do not qualify for university education after leaving school.
- Taking steps to promote apprenticeship training opportunities.
- Transforming suitable vocational training institutions into degree-awarding institutions in technology.

- Increasing the existing National Vocational Qualification (NVQ) levels from Level 7 to Level 10 and correspondingly revising the Sri Lanka Qualifications Framework (SLQF).
- Revising vocational education curricula to include entrepreneurship, information technology, English, and other languages.
- Expanding vocational training opportunities through mobile technical education services.
- Preparing students to work in various industrial fields by introducing vocational education streams from Grade 10 to Grade 13.
- Integrating nursing schools into a National Nursing University.
- Facilitating research institutions to collaborate with international research institutions.
- Establishing an efficient mechanism for utilizing innovation and research outcomes.
- Taking necessary steps to expand scientific, industrial, social, and economic research and development activities.
- Guiding and motivating the community towards new discoveries.
- Managing and developing state universities that fall under the administration of the University Grants Commission.
- Eliminating existing delays in university admissions.
- Providing necessary infrastructure facilities for tertiary education institutions.
- Providing necessary financial and physical resources to strengthen postgraduate education and research.
- Promoting affiliation and cooperation with international academic institutions and other organizations with the aim of improving the quality of higher education in Sri Lanka.
- Identifying and implementing suitable criteria to broaden access pathways to higher education.
- Revising curricula within the overall education reform policy to produce graduates targeting local and foreign job markets.
- Creating facilities to encourage research and innovation within university education.
- Implementing scholarship programs to enable qualified Sri Lankan students to gain admission to international universities.
- Regulating and accrediting private and international universities and higher education institutions operating in Sri Lanka.

- Introducing educational reforms covering the entire education sector to align with global requirements.
- Expanding distance learning opportunities by incorporating information technology.
- Training teachers and developing their skills to produce the necessary teachers for achieving an effective learning and teaching process.
- All other related activities concerning subjects assigned to institutions under the Ministry of Education, Higher Education and Vocational Education.
- Supervising all institutions affiliated with the Ministry of Education, Higher Education and Vocational Education.

Statistics and Data on School System in Succinct(2024)

Total Number of Government Schools, Number of Teachers, and Number of Students

No of Schools	No of Teachers	No of Students
10,076	237,787	3,816,234

Number of Government Schools, Number of Teachers, and Number of Students by School Classification and Administration

School Type	No. of Schools		No. of Students		No. of Teachers	
	National Schools	Provincial Schools	National Schools	Provincial Schools	National Schools	Provincial Schools
1AB	370	639	813,039	753,666	41,437	39,020
1C	25	1934	20,189	966,178	1,853	63,211
Type 2	1	3251	10	667,725	10	57,889
Type 3		3856		595,427		34,367

Typology of government schools as per the Province

Province	National Schools	Provincial Schools	Total No. of Government Schools
Western	79	1,260	1,339
Central	56	1,455	1,511
Southern	70	1,030	1,100
Northern	24	945	969
Eastern	42	1,086	1,128
North Western	39	1,202	1,241
North Central	17	789	806
Uva	38	854	892
Sabaragamuwa	31	1,059	1,090
Grand Total	396	9,680	10,076

No. of Government Schools, No. of Teachers and No. of Students as per the Range of Students

Range of Students	No. of Schools	No. of Teachers	No. of Students
1-5	3,856	34,367	595,427
1-9	249	625	28,874
1-11	2,983	56,975	637,028
1-13	2,003	93,626	1,648,726
6-11	20	299	1,833
6-13	965	51,895	904,346

No. of Government Schools, No. of Teachers and No. of Students as per the Range of Students

Range of Students	No. of Schools	No. of Teachers	No. of Students
1-50	1,576	8,967	47,092
51-100	1,655	15,902	122,931
101-200	2,147	29,543	313,999
201-500	2,580	55,592	821,362
501-1000	1,250	48,317	858,854
1001-1500	378	23,242	455,783
1501-2000	194	16,771	334,020
2001-3000	192	22,435	461,562
3001- 4000	68	10,168	229,113
Above 4000	36	6,850	171,518

No. of Government Schools as per the Medium of Instruction

Medium of Instruction	No. of Schools
Sinhala Only	6,204
Tamil Only	2,995
Sinhala and Tamil	36
Sinhala and English	607
Tamil and English	196
Sinhala, Tamil and English	38

No. of Government Schools with G.C.E. (Advanced Level) Subject Streams

Subject Stream	No. of Schools
Total No. of Schools with Science Subject Stream	1,009
Biology	997
Physics	957
Arts	2,948
Commerce	1,871
Technology (Bio-Technology/ Engineering Technology)	558
Common / Vocational Subject Stream	614

No. of Teachers in Government Schools as per the Nature of Appointment

Nature of Appointment	Male	Female	Total
Trained Graduates	25,906	75,355	101,261
Graduates	9,278	28,517	37,795
Trained	20,466	73,463	93,929
Untrained	850	3,608	4,458
Other	70	274	344
Total	56,570	181,217	237,787

No. of Private Schools, No. of Teachers and No. of Students

No. of Schools	No. of Teachers	No. of Students
95	8,170	137,886

No. of Pirivenas, No. of Teachers and No. of Students

No. of Pirivenas	No. of Teachers	No. of Students
822	7,342	69,108

No. of Education Zones	No. of Education Divisions
100	312

Source : Statistics Branch, Ministry of Education As at 31.12.2024

02. Way Forward of Education

Education is a transformative process that spans an individual's entire lifetime, systematically developing knowledge, skills, attitudes, values, and potential. It nurtures critical thinking, creativity, and intellectual discernment, empowering individuals to contribute positively to society and the world, and to realize their full potential. In the 21st century, education is intertwined with digital literacy (technological knowledge and information management), critical thinking (information analysis and problem-solving abilities), emotional intelligence (social skills and empathy), adaptability (skills to thrive in a changing world), lifelong learning (continuous self-development throughout life), and global citizenship (multicultural understanding and environmental awareness).

The Sri Lankan education system comprises several stages: early childhood, primary and secondary education, higher education, and vocational education. Issues and challenges within the education system, spanning various dimensions such as access, quality, affordability, and relevance, impact the nation's human capital development. Key among the current educational challenges are the low enrollment rate in early childhood education, high primary enrollment but disparities in secondary education enrollment, insufficient capacity to meet the demand for university education, and a lack of adequate technical and vocational education opportunities to satisfy market needs. Addressing these issues highlights the necessity for educational reforms to ensure an inclusive and responsive education system for all.

The objective of the government's education policy is to provide quality education for a developed, humane, and responsible citizenry. To achieve this, state investment in the education sector will be increased, with the aim of gradually raising the current allocation for education as a percentage of the Gross National Product (GNP) to 6%.

Principles Guiding the Future Direction of Education

Under the current government's policy framework, education holds a unique position in the nation's development process.

Here, the principles of free education and equal access, relevance to human development and employment, acceptability for all, socially responsible citizens, sustainability and innovation, and lifelong learning form the foundation. Accordingly, specific targets have been set across various sectors of education as follows.

Direction of Education for 2026 and Beyond

The direction of the education system within the "A Thriving Nation-A Beautiful Life " national policy framework is integrated under the theme "A civilized citizen - An advanced human resource " as follows:

Focus Area/ Thematic Area	Strategic Direction	Key Activities
Early childhood development education	Ensuring all children aged 3 to 5 have access to high-quality education Ensuring successful integration into school life of children of aged 5 years Ensuring adaptation initiatives for multicultural diversity Ensuring healthy future generation Supporting and Regulating Early Childhood Education Development Mandating professional trainings with required qualifications for educators	▪ Provide access for formal early childhood development education for all children aged 03 to 05 years. ▪ Establish an Early Childhood Development Education Centre for every child within 2 km from their home or parent's workplace ▪ Implement programmes that foster the development of good habits, attitudes, and ethics tailored to suit the physical and mental conditions of children, for their successful integration into social life. ▪ Implement national language programs that include English and other national languages as languages of spoken communication in addition to the mother tongue. ▪ Implement adaptation programs to deal with multicultural diversity ▪ Implement a programme to improve children's health and nutritional status ▪ Establish an Early Childhood Development Regulatory Agency to regulate Early Childhood Development Centers. ▪ Provide mandatory professional training with minimum educational qualifications and introduce a minimum salary for Wardens and Teachers of Early Childhood Development Centre. ▪ Establish a formal national institute and branch system for training early childhood development professionals.

Focus Area/ Thematic Area	Strategic Direction	Key Activities
Primary and Secondary Education	Ensuring a decent and comfortable education environment	▪ Establish a government school system for primary education within 3 km of one's home or parents' place of work.
	Ensuring equitable and inclusive education	▪ Introduce a student-centered education that stimulates intellectual curiosity and knowledge development without disrupting childhood.
	Ensuring access to education opportunities	▪ Provide physical and human resources to schools to maintain minimum facilities.
	Ensuring quality of Education	▪ Establish a junior secondary school system and a senior secondary school system covering 2 or 3 primary schools, considering population and geographical location.
	Ensuring continuing development of knowledge and skills of students	▪ Provide opportunities for students to select between general streams such as science, arts, commerce, and technology or vocational education (directly applicable to a career) based on the results of the national level examination conducted in the ninth year and school-based continuous assessment results.
	Ensuring promoting students to select general and technology or vocational streams based on their abilities and preferences.	▪ Introduce school transport system following requirements and accepted standards ▪ Introduce additional subjects and activities to foster social value and civic responsibility.
	Ensuring continuing development of knowledge and skills of students	▪ Enable to choose major subjects for higher education or vocational education according to their abilities and special skills.
	Ensuring promoting students to select general and technology or vocational streams based on their abilities and preferences.	▪ Introduce flexible curriculum allowing students to switch from one stream to another during their senior secondary education.
	Ensuring promoting students to select general and technology or vocational streams based on their abilities and preferences.	▪ Prepare educational programmes about major religions in Sri Lanka, as well as education about the student's own religion.
	Ensuring students'	▪ Introduce age-appropriate sexual and reproductive health education. ▪ Develop personal attributes that respects culture, environmentalism, and nature conservation. ▪ Implement programmes that provide and develop knowledge and practical skills required for innovation, life skills, and social contribution. ▪ Provide opportunities to select subjects specific to education streams and common

Focus Area/ Thematic Area	Strategic Direction	Key Activities
	employability and entrepreneurial skills Ensuring Research and Innovation culture in university system Ensuring decisive and respectful freedom of governing bodies of higher education system	▪ only those retired at least five years ago being considered. ▪ Appoint student representative elected by students of the respective university to the Governing Body limiting space only for welfare and other student affairs. ▪ Limit the tenure of a Council member to a maximum of two consecutive terms. ▪ Appoint faculty members who are qualified as Head of Department or Senior Lecturer with at least three years' experience have the opportunity to be appointed as Dean. ▪ Limit the term of a Dean to a maximum of two consecutive terms. ▪ Abolish of non-academic staff recruitment on the recommendations of the minister in charge. ▪ Implement mechanisms at faculty and university levels to address academic, non-academic, and student community grievances and make appropriate recommendations. ▪ Eliminate delays in enrolling students to universities. ▪ Expand gradually tertiary education system so that minimum qualifications for each course are identified and those who meet these qualifications are given opportunities to enroll. ▪ Provide necessary provisions to prepare internet facilities in tertiary education institutes, lecture halls, laboratories, libraries, and cafeterias according to proper standards. ▪ Establish special units in every tertiary educational institution to provide basic qualifications, including English language skills, required for obtaining post-graduate education in international universities and fostering relationships that will allow students to secure post-graduate opportunities through these units. ▪ Offer 200 scholarships per year for A/L qualified students to pursue degrees at internationally ranked universities. ▪ Implement an integrated mechanism to prevent sexual or other forms of harassment of youth in tertiary education institutions. ▪ Provide facilities for students with disabilities to receive education as per recognized

Focus Area/ Thematic Area	Strategic Direction	Key Activities
		▪ Create a coordination structure between institutions to ensure that curriculum development, textbook development, and assessment processes are linked and maintained. ▪ Establish a strong structure within the school system to address sexual or other forms of violence faced by all communities.
Vocational Education	Ensuring a vocational education process that directs students towards specific fields of employment	▪ Introduce a vocational education process that directs students towards specific fields of employment by acquiring practical knowledge in general professional areas. ▪ Introduce a vocational education stream from year 10 to year 13, parallel to the general education stream, for preparing students to work in fields such as construction and infrastructure, creative industries, primary industries, service industries, social and community services, and manufacturing and technology. ▪ Establish a Vocational Education Regulatory Department consisting of professionals to advise on the qualitative and quantitative changes needed in the vocational education sector, considering job market demands and global trends.
Higher Education	Ensuring quality assurance in the state and non-state university system Strengthening and expanding access to job oriented advance technical education and training programmes Ensuring university education system instill	▪ Respect the freedom of universities, University grants commission (UGC) guides the preparations of academic courses in line with national policies. ▪ Appoint the Chairman and other members of the UGC ensuring representation of social diversity. ▪ Appoint vice-chancellors to uphold the honour of universities. ▪ Appoint independent individuals as external governing council members of universities by the University Grants Commission. ▪ Establish members of governing councils of universities to ensure diversity in professional fields and gender representation. ▪ Establish a pool of commonly recommended names from recognized professional bodies for appointing Council members. ▪ Appoint a retired person from a university to the governing body of that university, with

Focus Area/ Thematic Area	Strategic Direction	Key Activities
	empathy on culture, nature, and humanity. Ensure stimulating student-centered education	subjects that will foster general skills such as technological literacy, languages, life skills, literature, and basic law. ▪ Implement programmes to maintain the physical and emotional balance of children. ▪ Improve the education of the government-assisted schools, including Pirivens, by providing adequate funds and other facilities.
National Level Assessment	Enhancing accuracy and efficiency of processes in the examination cycle	▪ Establish a National Examination Evaluation Center with all necessary technological and physical facilities. ▪ Introduce an annual school calendar to ensure national examination evaluation activities are completed within one month and results are released within two months. ▪ Introduce a payment system that reflects the intellectual contribution of examiners involved in the examination evaluation process. ▪ Regulate and broaden the scope of the National Institute of Education for curriculum development, professional development of teachers and educational research and policy formulations. ▪ Establish a fully equipped Curriculum Development Unit for curriculum development within the National Institute of Education.
Development and Maintenance of Human Resources	Ensuring a favorable working environment for workforce in the general education system	▪ Eliminate teacher and principal pay disparity. ▪ Establish a teacher service constitution and a teacher council. ▪ Position the teaching profession among the 10 highest-paying professions. ▪ Provide one year of professional training in the teaching-learning pedagogy before entering the teaching profession. ▪ Establish a National University of Education by merging all Colleges of Education and Teacher Training Colleges. ▪ Conduct teacher training programmes in every three years.

Focus Area/ Thematic Area	Strategic Direction	Key Activities
		international standards. ▪ Increase Mahapola and other bursaries in line with cost of living. ▪ Establish a university for postgraduate research and development. ▪ Provide necessary financial and physical resources to strengthen postgraduate education and research. ▪ Encourage private sector contributions to strengthen research related to industries and service sectors. ▪ Strengthen the vocational education university system for those who pass the tertiary education entrance examination after completing senior secondary education. ▪ Merge nursing schools into a National Nursing University.
Private Education	Streamlining private education to ensure the quality, and affordability	▪ Establish an Independent Regulatory Unit under the Ministry of Education to regulate the programmes of existing private educational institutions.
Adult Education	Ensuring life-long education to address the needs of adult population	▪ Establish community educational centers in each divisional secretariat area, integrated with local educational institutions, libraries, and cultural centers. ▪ Introduce educational programmes for citizens on fundamental laws in Sinhala, Tamil, and English, as well as on information technology and the use of technological tools.
Distance Education	Expanding open and distance education	▪ Expand facilities of the Open University of Sri Lanka

The "Clean Sri Lanka" project, initiated with the goal of fostering a cleaner physical environment and a widespread ethical commitment across the nation to enhance ethical policies, is envisioned to operate on three pillars: social, environmental, and ethical. A core objective of this project is to implement educational programs that cultivate a "clean mind," thereby nurturing attitudes of responsibility, sustainability, and environmental consciousness among citizens. This initiative will commence at the individual level, extending to schools, universities, and other educational institutions, government and private sector organizations, and public spaces. Ultimately, it encompasses the overarching national vision of transforming Sri Lanka into a clean nation, aiming for "a beautiful country populated by smiling people." This includes the creation of mechanisms that value sustainable practices, encouraging them to become a natural "habit" rather than a forced obligation. Furthermore, the project will advocate for anti-corruption efforts, minimize the misuse of public resources, and ensure that funds allocated for social and environmental initiatives effectively reach their intended goals. In alignment with this process, the Ministry of Education will implement its programmes for 2026 and beyond.

Key / Specific Targets for year 2026

To ensure quality education and resource management that fosters a developed, humane and responsible society, the new education policy will be implemented by upholding the following policy principles.

- Free education and equal access for all
- Relevance to human development and employment
- Acceptability for all
- Socially responsible citizens
- Sustainability and innovation
- Lifelong education

Accordingly, the following programmes for general education are planned for implementation in the coming year.

- Implementation of new education reforms for Grade 01 and Grade 06.
- Preparation of necessary arrangements for curriculum reform for Grade 02 and Grade 07 in relation to education reform.
- Printing modules for the second and third terms and conducting teacher training in relation to the new education reforms planned for implementation in Grade 01 and Grade 06 from 2026.
- Within primary education, the following specific objectives are expected to be achieved in 2026
 - ♣ Expanding opportunities in schools reachable within 3km of a child's residence for primary education.
 - ♣ Creating an inclusive educational environment and expanding co-curricular activities within primary education.
 - ♣ Developing infrastructure in primary schools.
 - ♣ Strengthening students' verbal skills through digital innovation and implementing remedial programs targeting mathematical proficiency.
 - ♣ Strengthening the regulatory framework for achieving primary education objectives.

Planning to implement a school reorganization programme to create an effective school network.

- ♣ Establishing an effective school network by the Ministry of Education, Higher Education, and Vocational Education, with the aim of reorganizing schools through school mapping and ensuring their quality.
- ♣ Developing selected primary schools to build an effective school network.
- ♣ Identifying secondary schools that require improvement and assessing their needs. .
- Taking steps to provide quality primary education aimed at developing creativity and communication skills, and providing the necessary facilities for this purpose.
- Implementing junior secondary education through a student-centered approach that fosters intellectual and skill development, suited to children's physical and mental states, and incorporating activities that cultivate good habits, attitudes, and ethics necessary for social life, while also working towards providing quality vocational education.
- Implementing senior secondary education under a flexible curriculum designed to create a well-balanced child with developed knowledge and practical skills necessary for innovation, life skills, and socialization
- Further safeguarding free education rights.
- Prioritizing the following needs under annual allocations when implementing free education policies: (Providing free educational opportunities / free textbooks, stationery, school shoes, uniforms, sanitary napkins, lunch, and insurance facilities, etc.)
- Minimizing disparities in the distribution of human and physical resources within the school system and strengthening confidence in the school system.
- Providing systematic capacity building training for principals and teachers / providing necessary infrastructure facilities for schools and relevant facilities for higher education.
- Implementing teacher training / practical skills development / knowledge updating programmes.

- Shifting from an examination-centric education system to a student-centric system.
- Implementing programs to reduce the mismatch between education and the job market requirements in the main economic pillars: agriculture, industry, and services.
- Implementing the "Clean Sri Lanka" national programme in a new dimension within the education system, with primary objectives of acting with a clear vision to create a more sustainable future within a clean and green environment, empowering physically and mentally healthy citizens, and laying the necessary foundation for building a community capable of upholding ethical responsibilities.
- Planning various programs and projects under the empowerment of future generations for environmental conservation and facing climate change actions to build a sustainable future.
- Enhancing the quality of private education by strengthening its regulatory framework.
- Aligning national-level assessments with education reforms.
- Strengthening human resource development related to the education sector and coordination among institutions, and working to provide professional facilities.
- Expanding vocational education across the fields of manufacturing and technology, considering job market and global trends.
- Working to launch higher education to provide internationally recognized higher vocational education.
- Working to promote the health and nutrition of schoolchildren.
- Implementing the "School Meal Program" for all government primary schools.
- Implementing student insurance coverage, raising awareness on reproductive health and sex education, and implementing health promotion programs for government schools.
- Working to conduct practical activities in technical education systematically.
- Conducting innovation evaluation programmes.
- Working to provide NVQ qualifications and aligning with tertiary education.

Challenges in Achieving the Targets

- Due to the challenges faced by the nation in past years, the inability to hold examinations on time resulted in an irregular school calendar. Efforts are being made to gradually normalize school operations and examination schedules.
- Steps are being taken to fill existing vacancies in the education system through relevant recruitments.
- To enhance economic and social living standards, efforts are being made to minimize challenges in school education by providing free educational opportunities and benefits such as free textbooks, stationery, school shoes, uniforms, lunch, and insurance facilities for students in general education.
- The percentage of students dropping out of school before completing 13 years of education is increasing. The disparity in the distribution of human and physical resources within the school system has led to a breakdown of parental trust in the school system.
- Despite the implementation of a policy providing free education from the first year to the first degree, parents still bear a significant financial burden from their income for their children's education.
- Social criticism exists that Sri Lanka's education process has failed to produce quality citizens.
- There is a mismatch between the job market requirements in the main economic pillars—agriculture, industry, and services—and the education provided.

03. Progress of Year 2025

Free education and equal access for all in creating socially responsible citizens.

Among the emerging issues in the national education process, a significant concern is the increasing number of students dropping out of school before completing at least 13 years of schooling. Furthermore, despite the implementation of a national policy providing free education from Grade 1 to the first degree, parents often bear a substantial financial burden for their children's education. Nevertheless, various welfare programmes are being implemented to provide facilities for children, preventing their withdrawal from the education process due to economic difficulties and ensuring they fully benefit from free education.

Programme	Investment (Rs Million)	No of Beneficiaries
School Text books	Allocation - 15,500,000,000 Expenditure - 1,787,010,851.88 Balance - 13,712,989,148.12	For all the students in grade 1 – 13

Programme/ Project	Financial Target / Allocation made as at 30-09-2025 (Rs. Million)	Financial Progress (Rs. Mn.)	No of students benefitted/ No. of units	No of students benefitted/ No. of units
School Children's Meal Programme	81.58	35.00	1.5 Million Students	1.5 Million Students
"Suraksha" Student Insurance Programme	1,945.71	1,375.73	4.00 Million Students	35,530 Students
Reproductive Health Programme (UNFPA)	2.40	—	4.00 Million Students	—
Health Promotion Programme (GEMP)	6.47	1.75	4.00 Million Students	4.00 Million Students
Sanitary Napkin Provision Programme for Schoolgirls	1,440.00	406.13	1.05 Million Female Students	1.05 Million Female Students

Scholarship Grants

Programme	No. of students benefitted	Benefits (Rs. Million)
"Subhaga" Scholarships for experts who have demonstrated talent in the fields of innovation, aesthetics, and sports.	1000	50
Scholarships for Grade 5 scholarship recipients from low-income families.	Upto maximum of 160,000 students	1593.75
Scholarships for students studying G.C.E. (Advanced Level) Technology stream.	750	10.5
"Sujatha Diyani" Scholarships for female students studying G.C.E. (Advanced Level) Technology stream.	250	3.7
"Mahathma Gandhi" Scholarships for G.C.E. (Advanced Level) students from low-income families.	150	Financial contribution is from an external institution.
"Dialog" Scholarships for G.C.E. (Advanced Level) students in the Mathematics stream.	30	

Education Reforms Division

The role of this division is to lead the significant transformative change in the education system for the implementation of new education reforms, presenting proposals, reaching final decisions in collaboration with relevant sectors, and overseeing the related administrative mechanisms.

Branches coming under the division - Education Reforms Branch (operates under the purview of three Directors of Education).

New education reforms to be introduced to the school system from 2026.....

It is expected to achieve the following objectives through the education reforms which is based on the goal of laying foundation to creating a citizen ready for the challenges of and beyond the 21st century, and to contribute to the process of sustainable national development and peace of the country.

- Enhance curriculum relevance and quality
- Improve learning outcomes
- Increase enrolment in Science and Technology Streams
- Promote Sustainable Development Goals (SDGs) and Citizenship Education
- Foster 21st century skills
- Ensure equity and inclusivity
- Strengthen school-community relationships
- Align with National Educational Goals (NEGs)
- Promote entrepreneurial mindset

The main changes expected in each educational stage, related to these reforms, are presented below.

Stages of the Education	Initiatives/Major Changes
Senior Secondary Phase 2 Education (Grade 12-13)	Introducing... -Modular and Credit based curricular -4 Academic Streams and a Vocational Stream
Senior Secondary Phase 1 Education (Grade 10-11)	Introducing... -Modular and Credit based curricular -Introducing both Academic and Skills path ways for elective and further learning subjects - National Level Assessment for 7 subjects
Junior Secondary Education (Grade 6-9)	Introducing... - Modular and Credit based curricular - Introducing Essential learning and further learning - Introducing Skill Assessment in Grade 9
Primary Education (Grade 1-5)	Introducing... - Activity based Integrated curricular
Early Childhood Education	Introducing... - Pre-education Policy has been drafted

These education reforms are built upon the following five main pillars:

- Curriculum Development
- Human Resource Development
- Development of Infrastructure Facilities and Education Administrative Reforms
- Assessment and Evaluation
- Public Awareness and Promotion

The progress related to the above five pillars are appended below.

Curriculum Development	Human Resources Development	Development of Infrastructure facilities and Education Administrative Reforms	Assessment and Evaluation	Public Awareness and Promotion
Curriculum structure review Modules finalised for Grades 1 and 6 Structure proposed up to Grade 9 Proposed 10-13 structure open for consultations Modules for Grades 1 and 6 reviewed, revised and being published NIE Council and Academic Advisory Board Council approval received	ToT for Master Trainers in preparation for 2026 underway ToT for SLTES, principals and administrators has been planned in 2025 Budget allocated for upgrading Teacher Centres, NCOEs (infrastructure) Proposed review of BED and NCOE curriculum Proposed review of CPD activities	Guidelines for 2026 being finalised Budget allocations for school infrastructure, Sanitary facilities Unfinished work, New buildings Cadre review to assess vacancies and more effective teacher deployment School assessment underway: DDCs to approve plans Review of circulars and guidelines for recruitment and promotions Committee to form Teacher Education Council established Provincial coordination and discussions regularly Task Force for DE: digital infrastructure assessment underway	Finalising Assessment and Evaluation plan Training for Assessment and Evaluation underway in preparation for 2026 National system for monitoring SBAs and reporting Capacity building of DOE	Provincial level meetings Interest group meetings and discussions Media heads (University community, Trade unions, Private sector Donor community) Launch: planned for September Media campaign being designed Media discussions underway

Road Map for the Education Reforms 2026-2029

Year	Road Map for the Implementation of Education RReforms
2026	Implementation of new curriculum for Grades 1 and 6
2027	Implementation of new curriculum for Grades 2 and 7
2028	Implementation of new curriculum for Grades 3 and 8 Implementation of new curriculum for Grade 10
2029	Implementation of new curriculum for Grades 4 and 9 Conduct of national assessment programme for grade 9 Implementation of new curriculum for Grades 11 Conduct of G.C.E. (O / L) examination as per the new curriculum of Grade 13
2030	Implementation of new curriculum for Grade 12
2031	Implementation of new curriculum for Grade 13 Conduct of G.C.E. (A / L) examination as per the new curriculum of Grade 13

Source of Allocation	Vote Head	Allocations made for the year 2025 (Rs. Mn)	Financial progress as at 30.09.2025 (Rs. Mn)	No of Beneficiaries		Special Remarks
				Expected Number	No of beneficiaries as at 30.09.2025	
CF	126-02-07-36-2509-99	228.85	0.502	860	807	Raising awareness among various stakeholders regarding the new education reform process.
			0.1225	625	625	Developing plans for 2026 under the project management programme and reform pillars pertaining to the new education reforms.
			0.2528	285	285	Awareness meetings for teachers who will be teaching Grades 1 and 6 in 2026, in relation to curriculum reforms.
			0.3421	275	275	Awareness campaigns for Governors and provincial authorities at the provincial level regarding new education reforms and educational development.

(CF)	126-02-07-36-2509-51	15	0.139	310	310	A series of meetings regarding conducting a national-level examination in Grade 9 and subsequently guiding students towards academic or vocational education opportunities.
			0.3984	842	822	Various discussions and meetings related to the entire process of education reforms.
SESIP	126-02-07-55-2509	4.55	0.7605	239	236	Workshops and meetings concerning the standardization of modules according to the new curriculum

Co-curricular and Primary Education Development Division

Ms. Udara T. Dikkumbura serves as the Additional Secretary under the Co-Curricular and Primary Education Development Division. This division implements programs across four branches. Accordingly, programs related to primary education, co-curricular activities, school children's health and nutrition, and school sports are implemented by this division.

Branches functioning under the division:

School Health and Nutrition Branch

Primary Education Branch

Co-Curricular Guidance and Counselling Branch

Health, Physical Education, and Sports Branch

Branch	Source of Allocation	Vote Head	Capacity Development Area	No. of Programmes		No of beneficiaries		Special Remarks
				Number Expected	No. completed	Number Expected	No. Trained	
School Health and Nutrition Branch	UNFPA	126-2-7-31-2401-13	Conducting of awareness programmes regarding reproductive health	—	—	—	—	Allocations have not been received yet

Capacity Development Programmes

Branch	Source of Allocation	Vote Head	Capacity Development Area	No. of Programmes		No of beneficiaries		Special Remarks
				Number Expected	No. completed	Number Expected	No. Trained	
School Health and Nutrition Branch	WB	126-2-7-35-2401-12	Conducting of awareness programmes for the development of mental health	Programmes—25/ Meetings —04/ Health Camps- 01	Programmes 04/ Discussions 05/ Meetings 01/ Health Camps 01	Students/ Teachers/ Principals / Provincial Officers/ Zonal Officers	In Service Advisors and Zonal Officers - 116 / Principals, Teachers - 290 / Doctors, Ministry of Education, Higher Education and Vocational Training, Department of Examinations, National Institute of Education (staff officer awareness) - 210 / Western Province officials and Ministry of Education officials - 30 / Teachers and Principals - 200	An allocation of Rs. 5.00 Million was returned by the file No.ED/16/02/06/01/04/2025 dated 01.08.2025

Branch	Source of Allocation	Vote Head	Capacity Development Area	No. of Programmes		No. of beneficiaries		Special Remarks
				Number Expected	No. completed	Number Expected	No. Trained	
Primary Education Branch	UNICEF		Teachers in charge of primary education	Preparations are underway to train the trainers of programme on professional teacher development of primary education				
Physical Education and Sports Branch	CF	126-2-3-3-1409	All island sports festival	Tournaments 31	Tournaments 31			
	GEMP	126-2-7-35-2509-12	Related to sports	Programmes 10	Programmes 05	2000	500	
Co-curricular, Counselling and Guidance Branch								

Welfare Programmes

Branch	Source of Allocat	Vote Head	Number Expected	No. completed	No. of Beneficiaries		Special Remarks
					Number Expected	No. Trained	
School Health and Nutrition Branch	CF	126-1-2-1-1501	100.00	35.00	Students 1.5 Million	Students 1.5 Million	An allocation of Rs. 20.00 Million was returned by the file No.ED/16/02/06 /01/4/2025 dated 20.08.2025
	CF	126-1-2-11-1501	2,416.00	1,375.73	Students 4.00 Million	Students 35,530	—
	CF	126-1-2-22-1501	1,440.00	406.13	Female Students 1.05 Million	Female Students 1.05 Million	—

Branch	Source of Allocation	Vote Head	Provisions allocated for the year 2025 (Rs. Million)	Financial Progress as at 30.09.2025	No of Beneficiaries		Special Remarks
					Number Expected	No of beneficiari es as at 30.09.2025	
Physical Education and Sports	CF	126-1-2-19-1501	Provision of nutritional foods for sports schools	Sports schools 23	Sports schools 18	Sports schools 23	5 Sports schoo are not functioning
Co-curricular, Counselling and Guidance Branch	GEMP	126-2-7-35-2401-12-(CI-GEM-Co)	Organizing awareness programmes for principals, teachers, and students on subjects such as road safety, disaster management, student leaders, narcotics, counseling, and cadets within the school system.	19	12	1073	
		126-2-7-35-2509-50-12(CI-GEM-Co)					
	CF	126-2-5-1-1508-009	Organizing awareness programs for principals, teachers and students on subjects such as "Healthy Living" (or health promotion) Cub Scouts/Girl Guides within the school system			.	
	UNICEF	126-2-7-34-2509-13	Organizing programs within the school system for principals, teachers, and students regarding positive disciplinary methods and preparing guidelines for disasters during examinations.	5			

Other Programmes

Branch	Source of Allocation	Vote Head	Provisions allocated for the year 2025 (Rs. Million)	Financial Progress as at 30.09.2025	No of Beneficiaries		Special Remarks
					Number Expected	No of beneficiaries as at 30.09.2025	
Primary Education Branch	CF	126-2-6-0-2401	Allocations are provided by the education reforms branch	-	-	27	
		126-2-6-0-2401	0.8	421,150.00	121	78	
		126-2-6-0-2401	0.3	244,963.00	38	36	
		126-2-6-0-2401	Required additional funds (Rs. 02 Million)	-	-	-	
		126-2-6-0-2401	0.2	-	-	-	Expected to be implemented in future
		126-2-6-0-2401	0.5	62,950.00	13	11	
		126-2-6-0-2401	0.1	41,465.00	120	109	
		126-2-3-1-1409-140	0.26	203,259.00	Provincial Primary Education Subject in charge DDEs/ ADEs/ ISAs	141	
		126-2-3-1-1409-140	1.74	1,185,478.00	344	310	
		126-2-3-1-2102	100.0	-	National schools with primary sections - 77	77	Tender has been awarded
		126-2-3-1-2001	Supervision and Acknowledgement purpose only	-	Supervision and Acknowledgement purpose only		
		126-2-3-1-2104	Supervision and Acknowledgement purpose only	-	Supervision and Acknowledgement purpose only		

Branch	Source of Allocation	Vote Head	Provisions allocated for the year 2025 (Rs. Million)	Financial Progress as at 30.09.2025	No of Beneficiaries		Special Remarks
					Number Expected	No. of beneficiaries as at 30.09.2025	
Primary Education Branch	CF Funds	126-2-3-1-1201	10.0	10,000,000.00	National Schools 185	National Schools 185	Has been completed
		'Eduten' Program	Provisions are made from Mathematics Branch	-	100	94	
		Developing SEL activities	DPs	-			
	CF Funds	Capacity Development programme on SEL skills	DPs	-			
		Conducting Capacity development programme for primary DDEs/ ADEs and primary ISAs / Principals	DPs	-			
Sub Total			114	12,159,265.00			
	Unicef Funds	126-2-7-34-2509-13	18.0	9,078,713.98		144830	The number of beneficiaries reported from the provinces and financial reports have been prepared as per the Cigas reports
			0.6	-			INICEF funds cannot be expended until the remaining allocations for the special learning remedial programme are liquidated.
			0.4	-			
			Unicef	-			
			15.5	-			
Sub Total			34.5	9,078,713.98			

Branch	Source of Allocation	Vote Head	Provisions allocated for the year 2025 (Rs. Million)	Financial Progress as at 30.09.2025	No of Beneficiaries		Special Remarks
					Number Expected	No. of beneficiaries as at 30.09.2025	
Grand Total			148.5	21,237,978.98			
Physical Education and Sports	CF	126-1-2-19-1501	Provision of nutritional foods for sports schools	Sports schools 23	Sports schools 18	Sports schools 23	Sports schools 18

Progress of the Activities Related to Special Budget Proposals

Branch	Programme or Activity	Source of Finance	Vote Head	Provisions allocated	Financial Progress as at 30.09.2025	Progress as at 30.09.2025
Primary Education Branch	Developing and implementing the preschool education policy (the preschool policy has been drafted and submitted for the National Education Commission's approval / programmes have been conducted with provincial early childhood development directors regarding the implementation of the preschool policy / a Road Map has been prepared / the cabinet paper for obtaining cabinet approval for the preschool education policy is currently being prepared).	UNICEF funds	126-2-7-34-2509-13	UNICEF funds will not be allocated until the remaining Rs. 18 million provided for the special learning remedial program is liquidated.		Although somewhat delayed, it is currently in operation

Branch	Programme or Activity	Source of Finance	Vote Head	Provisions allocated	Financial Progress as at 30.09.2025	Progress as at 30.09.2025
Primary Education Branch	Education Reforms (Programs for reviewing the first-term modules prepared for Grade 1 under education reforms have been conducted/ provincial-level training programs for trainers have commenced).	Funds are allocated from the Education Reforms Branch	126-2-6-0-2401			Currently in progress as per the scheduled time

Special Achievements (Related to the programmes implemented by the School Health and Nutrition Branch)

- **School Nutrition Programme -**

Starting from 2024, the "School Meal Programme" was launched for 1.5 million students in Grades 1-5 across 8,853 government schools. The revised circular 14/2025 regarding the government nutrition program for providing meals to schoolchildren was issued on 2025.04.01. From 2025.07.01, the Multi-District 306 Lions Clubs International began providing contributions for 4,524 students in 54 schools under the government nutrition program. The SABER (System Approach for Better Education Results) project, related to the schoolchildren's meal program, is being implemented with the support of the World Food Programme. Until 2027, Save the Children will provide fortified rice and pink salmon to food suppliers for 97,751 students in 837 schools where the food program is in operation. Efforts are underway to obtain fortified rice under the World Food Programme for the nutrition programme.

- **Suraksha Insurance Programme -**

The Suraksha Student Insurance Programme is operational for 4.00 million students across all government schools, Pirivenas, aided special schools, and government-approved private schools. A three-year agreement has been signed with Sri Lanka Insurance Corporation for the Suraksha Insurance Program. The Suraksha Student Insurance Card distribution ceremony was held on 2025.03.11, and the distribution of cards to all schools was carried out.

Sanitary Napkin Distribution Program for Female Students -

Under this programme, gift vouchers worth Rs. 1,440 are distributed to 1.05 million post-pubescent school-girls from Grade 6 upwards in 6,108 government schools. The first phase of this involved distributing gift vouchers worth Rs. 720 from 11.06. 2025 to 05.08.2025 and the second phase will be implemented from 10.09.2025 to 05.11.2025. The Ministry has already distributed sanitary napkin vouchers to provincial offices, and four registered institutions are currently distributing sanitary napkins to schools.

• Health Promotion Programme -

Conducting programmes related to training principals at the zonal level for developing the mental health of schoolchildren. A second additional programme was held in Valapane for raising awareness about the mental health of schoolchildren. A programme was held to update the Health Promotion Circular dated 2019.01.01 and its guidelines, which are implemented in schools.

Primary Education Branch

Education Reforms -

Programs have been conducted to review the first-term modules prepared for Grade 1 under education reforms.

Provincial-level training programmes for trainers have commenced.

Information Technology and Digital Education Division

The main objective of this division is to support and initiate digital transformation to ensure the digital transformation of the entire education system.

To this end, relevant activities are implemented under this division, categorized into three main areas: Information and Communication Technology Education (ICT Education), Information and Communication Technology for Education (ICT for Education), and Information and Communication Technology Education (ICT services).

Branches functioning under the division :-

1. Information and Communication Technology (ICT) Branch
2. Distance Education Promotion Branch
3. Digital Education and Infrastructure Development Branch
4. Data Management and Information Systems Development Branch

Capacity Development Programmes

Branch	Source of Allocation	Vote head	Capacity Development Area	No. of Programmes		No. of Beneficiaries		Special remarks
				No. Expected	No. Completed	No. Expected	No. trained	
Distance Education Promotion Branch	UNICEF	UNICEF (126-02-07-034-2509-13)	1.1 – Conducting of training sessions for teacher development on digital competency framework (Programmes 12 x Teachers 50)	12	-	600	-	Although the provisions are available, work has not been started yet as the funds have not been received.

Branch	Source of Allocation	Vote head	Capacity Development Area	No. of Programmes		No. of Beneficiaries		Special remarks
				No. Expected	No. Completed	No. Expected	No. trained	
Distance Education Promotion Branch								
	GEMP	GEMP (126-02-07-35-2401-12-C1-GEM-DLP)	1.2- Conducting training sessions for the Teacher Development Digital Competency Framework (24 programs x 40 teachers) (Non-technical teachers)	24	13	960 teachers	416 teachers	The implementation of programmes utilizing funds allocated to the branch from April to December after the first quarter of 2025 had to be temporarily suspended until the letter and instructions dated August 20, 2025 were received. This directly impacted both programme execution and the achievement of their progress.
	CF	126-02-03-23-2509	4- Conducting training sessions for the implementation of blended learning (31 programmes x 40 teachers) (technical teachers).	30	10	1200 teachers	200 teachers	Implementation of the programmes planned to be carried out from April to December 2025 using the allocations provided to the branch after the first quarter of 2025 had to be temporarily suspended until the letter and instructions dated 20 August 2025 were received. This directly affected the implementation of the programmes and the achievement of their progress.

Branch	Source of Allocation	Vote head	Capacity Development Area	No. of Programmes		No. of Beneficiaries		Special remarks
				No. Expected	No. Completed	No. Expected	No. trained	
Distance Education Promotion Branch	CF	126-02-03-23-2509	5 — Conducting training sessions for the implementation of the LMS at the school level (1,000 schools × 2 teachers per school) (technical teachers).	40	11	2000 teachers	296 teachers	The implementation of programmes planned to be carried out from April to December 2025 using the allocations provided to the branch after the first quarter of 2025 had to be temporarily suspended until the letter and instructions dated 20 August 2025 were received. This directly affected the implementation of the programmes and the achievement of their progress.
	CF	126-02-03-23-2509	12 – Capacity development programme for digital content development / local and foreign training (technical and non-technical teachers).	14	14	300 teachers	492 teachers	

Branch	Source of Allocation	Vote head	Capacity Development Area	No. of Programmes		No of Beneficiaries		Special remarks
				No. Expected	No. Completed	No. Expected	No. trained	
Distance Education Promotion Branch								
	CF	126-02-03-23-2509	12 – Capacity development programme for digital content development and local as well as international training (technical and non-technical teachers).	14	14	300 teachers	492 teachers	
Information and Communication Technology Branch	World Bank Funds	2-7-35-2401-12-C1-GEM-ICT	Conducting training workshops for teachers on integrating artificial intelligence–based methods into the teaching and learning process.	12	8	1000	600	World Bank Funds
	-	-	Teacher awareness sessions conducted in collaboration with CICRA HOLDINGS. The expenses were borne by CICRA HOLDINGS.	2	2	80 teachers	80 teachers	
	World Bank Funds	2-7-35-2401-12-C1-GEM-ICT	Raising awareness among Ministry officials on the use of AI for digital transformation in the public service sector.	1	1	300 Staff Officers	200 Staff Officers	Informing Ministry officials about the use of AI for digital transformation in the public service.

Branch	Source of Allocation	Vote head	Capacity Development Area	No. of Programmes		No. of Beneficiaries		Special remarks
				No. Expected	No. Completed	No. Expected	No. trained	
Information and Communication Technology Branch	World Bank Funds	2-7-35-2401-12-C1-GEM-ICT	Raising awareness among NCoE student teachers about safe internet usage	2 NCoEs	1 NCoE	1000	500	Raising awareness among NCoE student teachers about safe internet usage
			Raising awareness among school children about safe internet usage	4 schools	1 school	2000	400	Raising awareness among school children about safe internet usage
	World Bank Funds	2-7-35-2401-12-C1-GEM-ICT	Conducting workshops for teachers on the proper use of smart tools related to the digital transformation of education	1000 schools	1000 schools	Students and teachers of 1000 schools		World Bank Funds

Welfare Programmes

Branch	Source of Allocation	Vote head	No. of Programmes		No. of Beneficiaries		Special Remarks
			No. Expected	No. Completed	No. Expected	No. trained	
Information and Communication Technology Branch	World Bank Funds	126-2-7-35-2103-12	Provision of computer equipment for 18 schools	In the final step of procurement process	Students and teachers of 18 schools		Providing computers and devices to selected schools with the aim of strengthening the school system through digital technology
		126-2-7-35-2102-12					
	Implemented using the provisions of Telecommunications Regulatory Commission of Sri Lanka		1000 schools	1000 schools	Teachers and students of 1000 schools		The provision of 1000 smart boards for 1000 schools was carried out based on the approval of the Cabinet Ministers and funded by the Telecommunications Regulatory Commission . These devices have been fully distributed to the schools.

Other Programmes

Branch	Source of Allocation	Vote head	Allocations made for the year 2025	Financial Progress as at 30.09.2025	No of Beneficiaries		Special Remarks
					No. Expected	No. of Beneficiaries as at 30.09.2025	
Distance Education Promotion Branch							
	CF	6 – Developing and providing a platform for content distribution through the e-Taksalawa LMS as well as developing content, for the revision of teacher training curricula]s	Rs 7 Million	1,021,847.00	Programmes 20	Teachers 75 (Programmes 3)	This activity was delayed due to delays in providing the curriculum and module development and revision related to the curriculum updates
	CF	126-02-03-23-2509 7 – Conducting content development sessions for the e-thalsaiawa content management system and educational channels to facilitate curriculum revision	Rs 4 Million	-	Programmes 20	-	This activity was delayed due to the delays in providing the curriculum and module development and revision related to the curriculum updates.

Branch	Source of Allocation	Vote head	Allocations made for the year 2025	Financial Progress as at 30.09.2025	No of Beneficiaries		Special Remarks
					No. Expected	No. of Beneficiaries as at 30.09.2025	
Distance Education and Promotion Branch	CF	126-02-03-23 -25098 – Maintenance and improvement of sessions for e-Thaksalawa Learning Content Management System and Education Channels (33 sessions x 60 e-content and quizzes)	Rs. 12 Million	3,067,654.00	Programmes 33	Programmes 12	After the first quarter of 2025, the implementation of programmes using the funds allocated to the branch from April to December had to be temporarily suspended until the letter and instructions dated August 20, 2025 were received. It directly affected the implementation of programmes and their progress.

Branch	Source of Allocation	Vote head	Allocations made for the year 2025	Financial Progress as at 30.09.2025	No. of Beneficiaries		Special Remarks
					No. Expected	No. of Beneficiaries as at 30.09.2025	
Distance Education Promotion Branch	CF	126-02-03-23-2509 9- SLQF Conducting programmed for the implementation of SLQF (Programmes for the development of course content)	Rs 7 Million	-	Programmes 28	-	After the first quarter of 2025, the implementation of programmes using the funds allocated to the branch from April to December had to be temporarily suspended until the letter and instructions dated August 20, 2025 were received. It directly affected the implementation of programmes and their progress. . The relevant approval has been received by now and the necessary preparations are being made accordingly.

Branch	Source of Allocation	Vote head	Allocations made for the year 2025	Financial Progress as at 30.09.2025	No. of Beneficiaries		Special Remarks
					No. Expected	No. of Beneficiaries as at 30.09.2025	
Distance Education Promotion Branch							
	CF	126-02-03-23-2509 10 - Enhancement of services (LMS and system integration/ monitoring and planning) at ITDLH centres	Rs 5 Million	-	Programmes 20		After the first quarter of 2025, the implementation of programmes using the funds allocated to the branch from April to December had to be temporarily suspended until the letter and instructions dated August 20, 2025 were received. It directly affected the implementation of programmes and their progress. The relevant approval has been received by now and the necessary preparations are being made accordingly.

Branch	Source of Allocation	Vote head	Allocations made for the year 2025	Financial Progress as at 30.09.2025	No. of Beneficiaries		Special Remarks
Distance Education Promotion Branch					No. Expected	No. of Beneficiaries as at 30.09.2025	
	Grant Korean EXIM Bank	126-02-07-43-2102-12 126-02-07-43-2102-17 11-ICT Hub Implementation sessions for project construction / equipment purchase	Rs 1100 Million	-	Centres 3	The procurement process of consultancy services has been commenced	
Digital education and Infrastructure Development Branch	CF	126-2-3-22-1302	Rs 120 Million	Rs 57.48 Million 47.9%	Maintenance activities Schools - 1000 Equipment - 3000	Schools - 591 Equipment - 2030	
Data Management and Systems Development Branch & Unit	SESIP	126-2-7-55-2509	Rs 0.75 Million	Rs. 0.449852 Million 60%	All students and teachers and all officials in the education sector in Sri Lanka		

Policy Planning and Performance Review Division

In Sri Lanka's general education system, the Policy Planning, and Performance Review Division ensures equity, quality, and efficiency. It contributes to the development of Sri Lankan human capital in line with future knowledge-based economic and social trends by verifying education policies, plans, and regulatory mechanisms that fulfill the responsibilities of the general education system, identifying national indicators that ensure quality, economic efficiency, and effectiveness, and preparing plans and progress reviews to achieve long-term educational outcomes while optimizing the use of human, physical, and financial resources.

The division is responsible for preparing and regulating plans necessary to implement national education policies, producing performance and progress reports, budget progress reviews, annual reporting for the Ministry of Education, coordinating with foreign institutions, organizing foreign training activities, developing national strategies to achieve educational objectives, coordinating and managing education-related research, foreign aid and donor projects, as well as planning and coordinating human resource development and training programmes.

Branches under the division:

- Education for All Branch
- Human Resource Development Branch
- Policies and Planning Branch
- Monitoring and Performance Review Branch
- Research and Development Branch
- Foreign Institutions and External Affairs Branch

Capacity Development Programmes

Serial No.	Branch	Source of Allocation	Vote Head	Capacity Development Area	No of Programmes		No of Beneficiaries		Special Remarks
					No . Expected	No. Completed	No. Expected	No. Trained	
1	Education For All Branch	CF	126-2-3-4-1409	informing principals about the Advanced Level Vocational stream.	9	8	1438	1247	
				Making aware relevant officials at provincial and zonal levels about the progrss, future work and issues in the Advanced Level Vocational stream	1	1	120	120	
		General Education Modernization Project *GEMP)	126-2-7-35-2509	Making aware the ministrial staff officers about the Sustainable Development Goal 4	1	1	200	1	
2	Foreign Establishments and Foreign Affairs Branch	CEMCA CF	126-2-7-35-2401	Education		1		20	Officers of Education Administrative Service at xonal level

Serial No.	Branch	Source of Allocation	Vote Head	Capacity Development Area	No of Programmes		No of Beneficiaries		Special Remarks
					No . Expected	No. Completed	No. Expected	No. Trained	
3	Research and Development Branch	GEMP	126-2-7-35-2401-12	Enhancing the capacity of stakeholders involved in educational research (Education Administrative Service, Principals' Service and Teacher Educators' Service)	4	3	160	120	
				Students and teachers who are involved in education researches	1	1	650	650	
4	Monitoring and Performance Review Branch	SESIP	126-2-7-55-2401	Advanced Certificate Course on Monitoring and Evaluation at the University of Sri Jayewardanepura (Activity No.1.8)	2	Procurement process in progress to offer another course	40	40	1 .Completed by 20 2. To be completed by 12 3. Rs. 5 Million has been allocated. Incurred Rs.20,60,000/- out of that to offer the course for 40 participants.

Other Programmes

Serial No.	Branch	Source of Allocation	Vote Head	Capacity Development Area	No of Programmes	No of Programmes	No of Beneficiaries
						No. Expected	No of Beneficiaries as at 30.09.2025
1	Education For All branch	CF	126-2-3-4-1409	255,000,000.00	21%	Payment of course fees for students referred to 17 Advanced Level Vocational Training Institutes	Payment of course fees has been completed for 1,085 students from 10 vocational training institutes.
				9,000,000.00	50%	Provision of school based financial grants to 60 schools implementing the Advanced Level Vocational stream	Financial grants have been provided to 30 schools.
				1,100,000.00	21%	Monitoring of 25 schools and 25 institutions implementing the Advanced Level Vocational Stream	Students those studying in 25 schools implementing the vocational subject stream and those undergoing training in 8 institutions.
				105,000,000.00	91%	Provision of attendance based student allowances for 2500 students referred for Advanced Level Vocational Training	Payments of student allowances have been completed for 1,963 students
		GEMP	126-2-7-35-2509	50,000.00	20%	Conducting the regulatory assessment (AMPLAa) to measure the minimum achievement levels of literacy and numeracy skills among 600 students studying in Grades 3 and 5, as developed by UNESCO, in relation to Sustainable Development Goals 4.1.1.a	A pilot study has been conducted for 600 selected students from Grades 3 and 5 in Sri Lanka

Serial No.	Branch	Source of Allocation	Vote Head	Capacity Development Area	No of Program mes	No of Beneficia ries		Special Remarks
						No. Expected	No. of beneficiaries as at 30.09.2025	
3	Monitoring and Performance Review Branch	SESIP	126-2-7-55-2509	Rs 02 million	RS.269,590/=	30	30	Obtaining stakeholder recommendations for printing the User Guide Collection related to the General Education Formative Regulation and Assessment Framework
		GEMP	126-02-07-35-2509-99-12-C2-GEMP-M&E	Rs 0.15 Million	45%			1. Field observation at the Weniwelkola Resource Centre for Children with Special Educational Needs on 13.06.2025 (Activity Plan No.3.1)
								3. Field observation at two schools in the North Western Province under the Technical Education Programme (07.08.2025) (Activity Plan No-3.1)
								4. Preliminary review meeting on quarterly progress to date and future actions related to large-scale and mega projects (29.04.2025) (Activity Plan No2.1)

Serial No.	Branch	Source of Allocation	Vote Head	Capacity Development Area	No of Programmes	No of Beneficiaries		Special Remarks
						No. Expected	No. of beneficiaries as at 30.09.2025	
	Monitoring and Performance Review Branch	GEMP	126-02-07-35-2509-99-12-C2-GEMP-M&E	Rs. 0.08 Million	Rs. .39650/-			- Review meeting on monitoring the progress of the first quarter of the 2025 Implementation Plan held on May 14 and 15, 2025. - Progress review meeting on the 2025 Annual Implementation Plan with Additional Secretaries and Heads of Affiliated Institutions held on May 29, 2025. - Progress review meeting of affiliated institutions as of May 31, 2025, held on July 2, 2025. - Second quarter progress review meeting for the year 2025 held on July 24, 2025. - Progress review meeting on procurement and construction sectors under the 2025 Annual Implementation Plan held on August 4, 2025.

1

Monitoring and Performance Review Branch

- The Progress Report on the Achievements of 2024 and the Way Forward for 2025 was submitted to Parliament on February 10, 2025. The Annual Performance Report for 2024 was submitted to Parliament on July 21, 2025.

Serial No.	Branch	Source of Allocation	Vote Head	Capacity Development Area	No of Programmes	No of Beneficiaries		Special Remarks
						No. Expected	No. of beneficiaries as at 30.09.2025	
4	Policy Planning Branch	GEMP and CF	126-2-7-35-2102-12	429.7 (Rs. Mn)	47.99%			
			126-2-7-35-2103-12					
			126-2-7-35-2401-12					
			126-2-7-35-2509-50-12					
			126-2-7-35-2509-99-12					
			126-2-7-60-2509	500 (Rs. Mn)		Allocations have been made under Main Ledger 66 and transferred to 2001, 2102, 2103, and 2401. The proposal has been submitted to the Department of National Budget for approval.		
5	Statistics Branch			Rs. 02 Mn	Rs. 1.13 Mn			Conducting a training program on school data compilation.

Secondary Education Sector Improvement Programme (SESIP)

- The Secondary Education Sector Improvement Programme (SESIP) has been implemented under the Asian Development Bank (ADB) investment from 2021 to 2025. This represents an investment of USD 400 million. The programme focuses on key objectives such as comprehensive curriculum reform in the general education sector, modernization of student assessment systems, innovative teacher training, adoption of more active teaching and learning methodologies, student centered education, and ensuring adequate approved teacher staffing for schools. These interventions are implemented according to the programme framework under Disbursement Linked Indicators (DLIs).

Among the main targets already achieved, these investments are being implemented on a more targeted basis across broad areas such as:

New National Curriculum Framework

National Student Assessment Framework

National Teacher Competency Framework

- This programme operating under 58 Sub DLIs (Disbursement Linked Indicators) has so far fully achieved 25 of these targets and partially achieved 8. The total financial remittance received by the Treasury for these achievements is US\$ 254.20 million.
- Furthermore, an additional 12 Sub DLIs are targetted for completion in 2025, which are expected to secure another US\$ 77.69 million for the Treasury.
- Accordingly, 5 of these 12 targets have already been achieved within approximately an 80% range, and the remaining DLI targets are expected to be achieved by the end of the year.

Special Achievements - Research and Development Branch

- The student research day program for the year 2025 was held on June 20, 2025, at Ehaliyagoda Central College, with the participation of 600 students and 50 teachers.
- Circular No. 29/2025, dated September 4, 2025, was issued, including a compilation of instructions regarding the School Research Week.
- A Research Advisory Committee was established with the aim of obtaining strategic guidance and expert knowledge on educational research for the Ministry of Education, Higher Education, and Vocational Education.
- Initial steps were taken to conduct research studies on topics such as a detailed study to investigate the imbalances in financial and physical resources among schools in Sri Lanka, and a qualitative study on student dropouts from school.
- Twelve research studies were approved after reviewing the research proposals and questionnaires related to research studies conducted by local/foreign undergraduate/postgraduate students based in schools, confirming their suitability for implementation within the school system.
- Approval was obtained to publish an action research journal named 'Inquire & Inspire' to promote the findings of action research, with the aim of encouraging this type of research within the general education system.
- Necessary steps were taken to conduct a course to improve the academic writing practices of researchers involved in educational research, at the National Institute of Business Management.
- A promotional programme was implemented to establish and popularize a research culture within the general education system.

Functions of the Education Quality Development Division

1. Enabling students to achieve the competencies expected by the curriculum

- Developing policies, circulars, guidelines, and instructions related to curriculum implementation and regulation.
- Formulating, implementing, and regulating short-term and long-term plans by identifying key requirements and national-level strategies for curriculum implementation.
- Carrying out various projects for curriculum development.
- Implementing various programs for school-based assessment and evaluation.
- Conducting various projects/programs/activities to develop students' achievement levels using diverse strategies.
- Implementing forward-feeding and feedback programs according to student needs.

2. Identifying needs through the analysis of national examination results and taking action to improve results accordingly.

- ◆ Supporting the teaching learning process by introducing remote and blended learning methodologies
- ◆ Compiling various learning resources and materials
- ◆ Working to provide necessary infrastructure and equipment to establish a quality learning environment

03. Creating the necessary environment for all stakeholders involved in curriculum implementation to effectively fulfill their responsibilities and accountability

- Coordinating with all relevant institutions to implement policies related to curriculum implementation.
- Implementing capacity development programmes related to curriculum implementation.
- Developing the teaching-learning process through coordination with provincial and zonal officers and progress reviews.
- Developing and implementing human resources and competencies in education.
- Guiding the school community to meet both local and international needs by encouraging creative inventions, innovations, and research.
- Encouraging new creations and innovations.
- Organizing and conducting subject-related research / conferences / academic programmes.
- **05. Creating the necessary environment to produce citizens with religious, cultural values, discipline, and a balanced personality:**
 - * Implementing subject-related and co-curricular programs for the development of various student skills.
 - * Implementing various programs for physical, mental, and emotional development.
 - * Annually conducting All-Island school competitions to recognize students' exceptional talents and connecting students to various international competitions.
 - * Implementing various programs to develop students' aesthetic skills.
 - * Developing, implementing, and regulating plans for the implementation of multi-religious programs at the school level.

06. Ensuring quality assurance and accreditation processes within the general education system through various evaluations:

- * Preparing progress reports / annual reports / journals and publications related to the quality development of school education.
- * Conducting internal and external evaluations of schools and other educational institutions.
- * Evaluating excellent services and practices.

Branches Functioning under the Division

- National Languages and Humanities Education Branch
- Science Branch
- Mathematics Branch
- English and Foreign Languages Branch
- Commerce and Business Studies Branch
- Aesthetic Education Branch
- Technology Education Branch
- Agriculture and Environmental Studies Branch
- Bilingual Education Branch
- Management and Quality Assurance Branch
- Religious and Values Branch
- Education Development Branch
- Sri Lanka Oriental Languages Beneficent Society

Capacity Development Programmes

Branch	Source of Allocation	Vote Head	Capacity Development Area	No. of Programmes		No. of Beneficiaries		Special Remarks
				No. Expected	No. Completed	No. Expected	No. Trained	
Mathematics Branch	GEMP	126-2-7-35-2401	Mobile Mathematics Equipment Kit preparation programme to create activity based Mathematics learning opportunities	2	2	150	150	Preparation of 1000 Mobile Mathematics Equipment kits in the year 2025
	GEMP	126-2-7-35-2401	Provincial Resource Person Empowerment Programme on "STEAM" learning approaches	4	4	265	263	

Branch	Source of Allocation	Vote Head	Capacity Development Area	No of Programmes		No of Beneficiaries		Special Remarks
				No. Expected	No. Completed	No. Expected	No. Trained	
Mathematics	GEMP	126-2-7-35-2401	Preparation of necessary learning materials for the promotion of "blended" learning opportunities and multi-level learning opportunities.	4	4	Preparation of learning materials	Preparation of learning materials	
	GEMP	126-2-7-35-2401	Teacher capacity development programme for developing high-level thinking skills through Mathematics Societies.	2	2	120	119	
	GEMP	126-2-7-35-2401	Teacher training programme based on the "Statistics" theme for Advanced Level Combined Mathematics	2	2	120	118	
Science	SESIP	126/2/7/55/2509 (SESIP)	Preparation of a Guide handbook for innovative teaching methodologies	1	1	6-13 Science teachers	6-13 Science teachers	A guide handbook prepared in relation to the capacity development programme, which involves conducting empowerment camps for teachers on the use of innovative teaching methods.

Branch	Source of Allocation	Vote Head	Capacity Development Area	No. of Programmes		No. of Beneficiaries		Special Remarks
				No. Expected	No. Completed	No. Expected	No. Trained	
Science Branch	SESIP	126/2/7/55/2509 (SESIP)	Conducting of camps to empower teachers on innovative teaching practices : (STEAM, Inquiry based learning, Blended Learning, Multi-level learning, project based learning, Research based learning, Authentic Learning & Evaluation tools) Conducting camps at zonal level by the trained teachers	3	3	6-13 Science teachers	6-13 Science teachers	Three pilot programmes were conducted and the remaining funds were provided to the Provincial Department of Education to continue the programme
	SESIP	126/2/7/55/2509 (SESIP)	Conducting of training programmes for assistant staff members of school laboratories	2	-	Assistant staff members of School laboratories	Assistant staff members of School laboratories	Documents outlining the provincial needs have been requested to provide necessary funds to the Provincial Departments of Education for conducting training workshops for support staff in schools Science Laboratories

Branch	Source of Allocation	Vote Head	Capacity Development Area	No. of Programmes		No. of Beneficiaries		Special Remarks
				No. Expected	No. Completed	No. Expected	No. Trained	
Science Branch		126/2/7/35/2509/50/12 (GEMP)	"Empowerment seminars for Advanced Level teachers are being held in collaboration with university academic staff, featuring practical sessions alongside brainstorming sessions, and reviewing the Grade 6 module related to new educational reforms	3	1	G.C.E. Advanced Level teachers	G.C.E. Advanced Level teachers 40	Conducting of seminars related to Physics subject
English and Foreign Languages	GEMP	126-2-7-35-2401-12		28	18		1382	
	SESIP	126-2-7-55-2509		1	1			Allocations have been sent to 09 provinces
Commerce and Business Studies	GEMP	126-02-07-35-2509-50-12-C1	Commerce	8	7	1000	850	
Aesthetic Education	GEMP	126-2-7-35-2509-50-12	Capacity Development Programme for Western Music teachers		1	160	128	

Branch	Source of Allocation	Vote Head	Capacity Development Area	No. of Programmes		No. of Beneficiaries		Special Remarks
				No. Expected	No. Completed	No. Expected	No. Trained	
Agriculture and Environmental Studies Branch	GEMP	126-2-7-35-2509-50-12	Capacity development programme for provincial and zonal officers in charge of Bio-systems Technology, Agri-food Technology, Agricultural Science, and Environmental subjects	1	1	85	64	
	GEMP	126-2-7-35-2509-50-12	Capacity development programme for new teachers of Bio-systems Technology	1	1	50	40	
	GEMP	126-2-7-35-2509-50-12	Training programme for Bio-systems Technology laboratory staff.	2	2	100	81	
	SESIP	126-2-7-55-2509	Practical residential training programme for G.C.E. (A/L) Agricultural Science subject teachers	1	1	45	48	

Branch	Source of Allocation	Vote Head	Capacity Development Area	No. of Programmes		No. of Beneficiaries		Special Remarks
				No. Expected	No. Completed	No. Expected	No. Trained	
Bilingual	CF	126-2-7-57-2509	1.1 Conducting interactive sessions with Principals & BE teachers of schools where BE is started in 2024 and to be started in 2025 (Allocation granted)	9 Provinces	9 Provinces	9 Provinces	9 Provinces	
			1.2 Conducting awareness programmes for primary parents and officials (Grade 5) (allocating money to the provinces)	9 Provinces	9 Provinces	9 Provinces	9 Provinces	
			3.1 Conducting capacity development programmes for BE teachers (Allocating Funds)	9 Provinces	9 Provinces	9 Provinces	9 Provinces	
			3.2. Conducting TOT on Capacity development programme for newly recruited BE teachers and present BE teachers (Allocating Funds)	9 Provinces	9 Provinces	9 Provinces	9 Provinces	
	CF	126-2-7-57-2401	3.3 Providing sponsorship for 50 BE teachers to complete PGD-BE	1		50 BE teachers		Process has been started
			3.4 Short course in Academic Literacy & CLIL (paying course fee for BE teachers)	200 BE teachers				Process has been started

Branch	Source of Allocation	Vote Head	Capacity Development Area	No. of Programmes		No. of Beneficiaries		Special Remarks
				No. Expected	No. Completed	No. Expected	No. Trained	
Bilingu al	CF	126-2-7-57-2401	3.5 Allocating funds for conduct BE programme for prospective teachers	9 Provinces	9 Provinces	9 Provinces	9 Provinces	
			3.6 Preparing guideline for training session for prospective teachers	01 workshop	1			
	GEMP	126-2-7-35-2401	5.1 Conducting provincial wise workshops for ISAs handling BE subjects / Teacher Educators & Resource person	02 workshops	2 workshops	60	60	
	GEMP	126-2-7-35-2401	5.2 Conducting professional development workshops for provincial and zonal coordinators for BE .	1 workshop				
	GEMP	126-2-7-35-2401	5.4 Conducting awareness workshop to introduce CLIL approach to trainee teachers of NCOEs	3 workshops	2 workshops	300	200	Process has been started for 3rd workshop
	GEMP	126-2-7-35-2401	5.5 Progress review meetings with scholarship holders of Post Graduate Diploma in BE	1 programme	2 programme	50	50	
			5.6 Preparing guideline for BE populaization in schools for school grants	1 programme	1 programme	40	40	

Branch	Source of Allocation	Vote Head	Capacity Development Area	No. of Programmes		No. of Beneficiaries		Special Remarks
				No. Expected	No. Completed	No. Expected	No. Trained	
Bilingual	GEMP	126-2-7-35-2401	5.7 Symposium / Conducting Action Research on BE	1programme				
			5.8 Empowering the resource pool established in 2024	1programme				
			5.9 Introducing ICT in English medium to all grade 6 classes	1programme				
			5.10 Awareness programme for principals of present prospective BE Schools	1programme	1programme	60	60	
	SESIP	126-2-7-55-2509	7. TOT work shop for English Medium science teachers (2day workshop)	1programme				

Technology Education	GEMP	126-2-7-35-2509-50-12	Teacher training programmes	6	1	200 teachers	24 teachers	
		126-2-7-35-2509-50-12	Subject Development Programmes	9	9			All students who follow Technology subject stream are beneficiaries
		126-2-7-35-2509-50-12	Awareness programme for students on tertiary education	2	0			Has been planned to conduct in November
		126-2-7-35-2509-50-12	School supervision programmes	8	4	18 schools	10 schools	Rest of the programmes are scheduled for October and November

Branch	Source of Allocation	Vote Head	Capacity Development Area	No. of Programmes		No. of Beneficiaries		Special Remarks
				No. Expected	No. Completed	No. Expected	No. Trained	
Technology Education		126-2-7-35-2509-50-12	Preparation pf Teacher Training Module	1	1	03 Modules	03 modules	
	SESIP	126-2-7-55-2509	Teacher Training Programmes	7	4	400 teachers	298 teachers	
		126-2-7-55-2509	Training of In Service Advisors	1	1	40 ISAs	35 ISAs	
		126-2-7-55-2509	Review of minimum standards	1	0			Has been scheduled to conduct in November as the NIE officials are to be attended
		126-2-7-55-2509	Preparation of teacher training modules	1	1	06 Modules	06 Modules	
		126-2-7-55-2509	Printing of Modules	1	0	200 Modules		Procurement process is in progress
Religious and Value Education Branch	CF	126-2-5-1-1508-13	Conducting training programmes for parents and students to achieve the objectives of the "Clean Sri Lanka" programme through social, environmental, and ethical development.	4	3	700	689	

Branch	Source of Allocation	Vote Head	Capacity Development Area	No. of Programmes		No. of Beneficiaries		Special Remarks
				No. Expected	No. Completed	No. Expected	No. Trained	
Religious and Value Education Branch	CF	126-2-6-0-2401	Conducting training programmes for principals to achieve the objectives of the "Clean Sri Lanka" programme through social, environmental, and ethical development.	8	8	372	259	
	CF	126-2-6-0-2401	Conducting training programmes for teachers to achieve the objectives of the "Clean Sri Lanka" programme through social, environmental, and ethical development.	6	3	300	235	
	CF	126-2-6-0-2401	Conducting training programmes to update teachers' religious subject knowledge and raise awareness about educational reforms.	3	3	140	137	

Branch	Source of Allocation	Vote Head	Capacity Development Area	No. of Programmes		No. of Beneficiaries		Special Remarks
				No. Expected	No. Completed	No. Expected	No. Trained	
Religious and Value Education Branch	CF	126-2-6-0-2401	Conducting of training programmes to enhance the capacity of religious teachers in using blended learning methods	1	1	40	40	
Management and Quality Assurance Branch	GEMP	126-2-3-21-1409	Strengthening the Provincial/Zonal Quality Assurance Coordinators regarding the enhanced program of School Quality Assurance relevant to 2024/2025 GEMP Schools	1	1	582 GEMP Schools	582 GEMP Schools	
			Strengthening the schools regarding the enhance program of School Quality Assurance relevant to 2024/2025 GEMP Schools	6	5	349 GEMP Schools	284 GEMP Schools	
Sri Lanka Oriental Languages Society	CF	126-2-5-1-1508-13-11	Pirivena teachers and Candidates of Panditha Degree	45	43	Between 175-200	150	

Welfare Programmes

Branch	Source of Allocation	Vote Head	Allocations made for the year 2025 (Rs. Million)	Progress as at 30/09.2025 (Rs. Million)	No. of Beneficiaries		Special Remarks
					No. Expected	No. of beneficiaries as at 30.09.2025	
Religious and Value Education Branch	CF	126-2-5-1-1508-13	0.215	0.1	1000	500	
	CF	126-2-6-0-2401	0.1568	-	700	-	

Other Programmes

Branch	Source of Allocation	Vote Head	Allocations made for the year 2025 (Rs. Million)	Progress as at 30/09.2025 (Rs. Million)	No. of Beneficiaries		Special Remarks
					No. Expected	No. of beneficiaries as at 30.09.2025	
National Languages and Humanities Branch	CF	126-02-3-21-1409	16	10.25	1512		The All-Island Social Science Competition was held on August 30, 2025, and the answer scripts are scheduled to be evaluated soon.
					1200	1200	*The All-Island Tamil Language Day Competition was held on September 20 and 21, 2025, and is also scheduled to be held on October 4 and 5, 2025.

Branch	Source of Allocation	Vote Head	Allocations made for the year 2025 (Rs. Million)	Progress as at 30/09.2025 (Rs. Million)	No. of Beneficiaries		Special Remarks
					No. Expected	No. of beneficiaries as at 30.09.2025	
Religious and Value Education Branch	CF	126-02-3-21-1409	16	10.25	2222 students for All-Island and National Level written competitions and 1056 students for oral competitions.		*The provincial-level Sinhala language written competition has been conducted, and arrangements have been made to hold the All-Island Sinhala Language Competition on October 11, 12, 18, and 19, 2025.
					864		The All-Island Second National Language Competition is scheduled to be held in November 2025.
	CF	126-2-7-57-2509	50.00	3.12			
	CF	126-02-07-57-2401	5.00		620 teachers		Workshops were not held due to payment circular issues
	CF	126-2-7-36-2509-99	1.78	1.41	All students in Grade 6 who are studying Sinhala, Tamil, Second National Language, and Social Science subjects.	All students in Grade 6 who are studying Sinhala, Tamil, Second National Language, and Social Science subjects.	
	GEMP	126-2-7-35-2509-050-12 (C1-GEM-NL&H)	2.00	1.01	All students studying Sinhala, Tamil, Second Language and Social Science subjects for G.C.E. Advanced Level and Ordinary Level examinations	All students studying Sinhala, Tamil, Second Language and Social Science subjects for G.C.E. Advanced Level and Ordinary Level examinations	

Branch	Source of Allocation	Vote Head	Allocations made for the year 2025 (Rs. Million)	Progress as at 30/09.2025 (Rs. Million)	No. of Beneficiaries		Special Remarks
					No. Expected	No. of beneficiaries as at 30.09.2025	
Mathematics	CF	126-2-3-21-1409	4.8	4.6	2000 students	2000 students	
Science	CF	126/2/3/21/1409 (CF)	0.8	0.344063	Students of Grade 6-11	Students of Grade 6-11	Training of pool of resource persons of the National Science Olympiad Competition
	CF	126/2/3/21/1409 (CF)	0.3	0.03365	Students of Grade 6-11	Students of Grade 6-11	Preparation of evaluation tools of the national Science Olympiad Competition
	CF	126/2/3/21/1409 (CF)	0.7	0.571549	3 students from each province under 4 categories from Grade 6-11	3 students from each province under 4 categories from Grade 6-11	Conducting of National Olympiad Competition
	CF	126/2/3/21/1409 (CF)	3	2.431567	12 students who qualified for the International Olympiad Competition	12 students who qualified for the International Olympiad Competition	Training of pool of students who have been qualified for the international Olympiad Competition
	CF	126/2/3/21/1409 (CF)	2	0.7791715	12 students who qualified for the International Olympiad Competition + Winners of National Olympiad Competition	12 students who qualified for the International Olympiad Competition + Winners of National Olympiad Competition	Participation in the International Olympiad Competition and distribution of awards for the winners at national level
	CF	126/2/3/21/1409 (CF)	0.2	-	Students of Grade 6-11	-	Selection of students for the All Island Research Programme on Young Scientist

Branch	Source of Allocation	Vote Head	Allocations made for the year 2025 (Rs. Million)	Progress as at 30/09.2025 (Rs. Million)	No. of Beneficiaries		Special Remarks
					No. Expected	No. of beneficiaries as at 30.09.2025	
Science	SESIP	126/2/7/55/2509 (SESIP)	1	0.391028	Students who are studying Science for G.C.E. (O/L) and Chemistry, Physics, Biology in G.C.E. (A/L)	Students who are studying Science for G.C.E. (O/L)	Conducting of work sessions for the preparation of model items and practicals relating to the Science for G.C.E. (O/L) and Chemistry, Physics, Biology in G.C.E. (A/L) subjects
	SESIP	126/2/7/47/2509 (SESIP)	500	500	Students in grades 6-11 from 1AB and 1C schools, and students in grades 12-13 studying science streams	Students in grades 6-11 from 1AB and 1C schools, and students in grades 12-13 studying science streams	Providing laboratory equipment and chemicals for science laboratories in 1AB and 1C schools
	SESIP	126/2/7/55/2103 (SESIP)	10	10	Students in schools within the feeder areas of Science Field Study Centers.	Students in schools within the feeder areas of Science Field Study Centers.	Providing funding for the purchase of essential capital goods for Science Field Study Centers
	SESIP	126/2/7/55/2103 (SESIP)	42.5	42.5	Students in grades 6-11 from 1AB and 1C schools, and students in grades 12-13 studying science streams	Students in grades 6-11 from 1AB and 1C schools and students in grades 12-13 studying science streams	Providing funding for the purchase of necessary capital goods for school science laboratories.

Branch	Source of Allocation	Vote Head	Allocations made for the year 2025 (Rs. Million)	Progress as at 30/09.2025 (Rs. Million)	No. of Beneficiaries		Special Remarks
					No. Expected	No. of beneficiaries as at 30.09.2025	
English and Foreign Languages Branch	GEMP	126-2-7-35-2401-12	16	1.449477	11	7	
	GEMP	2-7-35-2509-50-12	18	17.262889	7	5	
	SESIP	126-2-7-55-2509	26.5	20.596466	12	14	
	CF	2-3-21-1409	2.6	0.465400	3	2	
	CF	2-7-57-2401	15	15.000000	1	1	
	CF	2-7-36-2509-99	0.56	0.191725	3	6	
	GEMP	2-7-35-2102-12	30	0.259010	3	2	
Com-merce and Business Studies Branch	SESIP	126-02-07-55-2509 (11)	16.1	15.13	1530	1009	
		SESIP					
	GEMP	126-02-07-35-2509-50-12-C1	2	0.78	Teachers in charge of respective subject and students of G.C.E. (O/L) and (A/L)	Teachers in charge of respective subject and students of G.C.E. (O/L) and (A/L)	Programme is currently on going
	Reforms	126-02-07-36-2509	0.16	0.55	Proposed teachers of subject in charge	Proposed teachers of subject in charge	

Branch	Source of Allocation	Vote Head	Allocations made for the year 2025 (Rs. Million)	Progress as at 30/09.2025 (Rs. Million)	No. of Beneficiaries		Special Remarks
					No. Expected	No. of beneficiaries as at 30.09.2025	
Aesthetic Education	CF	126-2-3-21-1409	15	8.2	The completion of competitions for 3 out of 7 all-island aesthetic subjects.	Competitions for 2 all-island aesthetic subjects have been held and completed. The total participation of school-children is 32,000.	
Bilingual Education	CF	126-2-7-57-2509	0.256	0.145257	1programme	1programme	
	GEMP	126-2-7-35-2401	0.9	0.213864	7	4	
Technology Education	CF	126-2-3-2-2103	5	5	41 examination centers - All students island-wide appearing for the G.C.E. Advanced Level Home Economics examination.	All students island-wide appearing for the G.C.E. Advanced Level Home Economics examination at 41 examination centers.	
	CF	126-2-3-21-1409	6	3.56	Students participating in 02 all-island competitions organized by the Technology Education Branch	270 students who participated in the Robotics competition.	
	SESIP	126-2-7-55-2509	9	8.50	41 examination centers - All students island-wide appearing for the G.C.E. Advanced Level Engineering Technology examination	All students island-wide appearing for the G.C.E. Advanced Level Engineering Technology examination at 41 examination centers.	

Branch	Source of Allocation	Vote Head	Allocations made for the year 2025 (Rs. Million)	Progress as at 30.09.2025 (Rs. Million)	No. of Beneficiaries		Special Remarks
					No. Expected	No. of beneficiaries as at 30.09.2025	
Technology Education Branch	SESIP	126-2-7-55-2509	0		All officials implementing Technology streams at the provincial level.	11 officers	
	SESIP	126-2-7-55-2103	65	0.13	41 examination centers - All students island-wide appearing for practical examinations related to the G.C.E. Advanced Level Engineering Technology examination.	41 examination centers - All students island-wide appearing for practical examinations related to the G.C.E. Advanced Level Engineering Technology examination.	Procurement process is in progress
	SESIP	126-2-7-55-2103	28.82	28.82			Commitment of last year
	SESIP	126-2-7-47-2509	350	14.27	294 schools with a technology faculty where Engineering Technology is implemented.	19 schools with a technology faculty where Engineering Technology is implemented.	The process of obtaining procurement documents, securing funds and crediting money to school development accounts is currently underway

Branch	Source of Allocation	Vote Head	Allocations made for the year 2025 (Rs. Million)	Progress as at 30/09.2025 (Rs. Million)	No. of Beneficiaries		Special Remarks
					No. Expected	No. of beneficiaries as at 30.09.2025	

Education Development Branch	ADB / SESIP	126-2-7-47-2509	250	250	Students studying Science, mathematics, Technology and Commerce stream in 759 selected schools	Students studying Science, mathematics, Technology and Commerce stream in 759 selected schools	
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Branch	Source of Allocation	Vote Head	Allocations made for the year 2025 (Rs. Million)	Progress as at 30.09.2025 (Rs. Million)	No. of Beneficiaries		Special Remarks
					No. Expected	No. of beneficiaries as at 30.09.2025	

Management and Quality Assurance	0.668	126-2-7-35-2401-12	Monitoring Programme for newly selected (2024/2025) GEMP Schools	0.34	582 GEMP Schools	397 GEMP Schools	
	0.700	126-2-7-35-2509-50-12	Printing the Annual Report of quality assurance based on SEQI - 2023	-	All parties of the education system	All parties of the education system	On going Printing
	0.500		Printing the Research Book of Education Quality Assurance - 2024	0.49	All parties of the education system	All parties of the education system	Printed & distributed

Branch	Source of Allocation	Vote Head	Allocations made for the year 2025 (Rs. Million)	Progress as at 30/09.2025 (Rs. Million)	No. of Beneficiaries		Special Remarks
					No. Expected	No. of beneficiaries as at 30.09.2025	
Management and Quality Assurance branch	0.100		Preparing the Annual Report of quality assurance based on SEQI - 2024	-	All parties of the education system		Collecting data
	0.500		Print the Annual Report of quality assurance based on SEQI - 2024	-	All parties of the education system		Draft of annual report 2024 has been prepared
	1.403		Revised and draft the school evaluation guideline	0.29	All Schools		First draft for the guideline has been prepared
	0.300		Revise SLTS record book	-			
	0.148		Revising the finalized document of SLTAS competency framework before piloting.	0.11	All teacher advisers		Preparation of the final version of the teacher advisor competency framework for 14 subjects
Management and Quality Assurance	-		Pilot SLTAS competency	-	All teacher advisers		
	0.200		Finalize SLTAS competency	-			

Branch	Source of Allocation	Vote Head	Allocations made for the year 2025 (Rs. Million)	Progress as at 30/09.2025 (Rs. Million)	No. of Beneficiaries		Special Remarks
					No. Expected	No. of beneficiaries as at 30.09.2025	
Management and Quality Assurance	0.150		Finalize the draft document for AOESQA	-	All parties of the education system		
	0.090	126-2-3-21-1409	"GURU PRATHIBHA PRABHA - 2025" programme	9%	173 teachers & Principals	173 teachers & Principals	National level selections for "Guru Pratibha Prabha" - 2025 have been
Religious and Value Education	CF	126-2-5-1-1508-13	1.23	1.04	40677	40677	
	CF	126-2-7-36-2509-	0.921225	0.8			

Progress of the Activities Related to Special Budget Proposals 2025

Branch:- Bilingual Education

Programme or Activity	Source of Allocation	Vote Head	Allocations Made (Rs. Million)	Financial Progress as at 30.09.2025 (Rs. Million)	Progress as at 30.09.2025
2.1 Conducting activity camps for grade 5 students (Allocating funds)	CF	126-2-7-57-2509	38.6	38.6	100%

Programme or Activity	Source of Allocation	Vote Head	Allocations Made (Rs. Million)	Financial Progress as at 30.09.2025 (Rs. Million)	Progress as at 30.09.2025
2.2 Enhancing presentation skills/ report writing skills of Bi- Medium students and award ceremony (Allocating funds)	CF	126-2-7-57-2509	4.0	4.0	100%
2.3 Conducting national level Presentation skill competitions			0.4	0	Process has been started
2.4 Conducting an awarding ceremony			0.3	0	
2.4.1 Printing Certificate & Medal			0.4	0	
2.5 Conducting activity camps for grade 6-11 students. (Allocating funds)			9.0	9.0	100%
2.6 Printing A/L & O/L English medium papers & Support Materials (Allocating funds)			9.0	9.0	100%
2.7 Allocating grants to BE Schools for BE programme			23.97	23.97	100%

Programme or Activity	Source of Allocation	Vote Head	Allocations Made (Rs. Million)	Financial Progress as at 30.09.2025 (Rs. Million)	Progress as at 30.09.2025
English and Foreign Languages					
Allocating Grants for Province and RESC	CF	2-7-57-2509	50 mn.	50 mn.	Has been completed

Education Reforms

Science Branch: Two workshops have been completed for the review of the first term modules for Grade 6 under the new education reforms.

Programme	Provisions Allocated	Financial Progress as at 30.09.2025	Physical Progress as at 30.09.2025
Review programme of Aesthetic Education Modules	Rs.1.915 Million	Rs.1.44 Million	29 programmes have been conducted under 09 aesthetic subjects. 01. Oriental Music 02. Drama and Theatre (Sinhala and Tamil Medium) 03. Western Music 04. Arts (Sinhala and Tamil Medium) 05. Dancing 06. Bharatha Natyam 07. Karnatac Music

School Activities Division

This division is responsible for: admitting students to intermediate grades in all national schools in Sri Lanka; allocating schools and granting scholarships based on cut-off marks from the Grade 5 Scholarship Examination; providing inclusive education for all children, including those with special educational needs and special needs, in accordance with Circular No. 37/2020 and its accompanying guidelines; development and supervision of Muslim, Tamil, and estate schools; supervision and regulation of all government-approved private schools; working towards and supervising the development of school libraries; fostering religious harmony among schoolchildren; identifying quality books for school libraries and issuing library certificates for them; and coordinating with and supervising the State Printing Corporation.

Branches Functioning Under the Division

National Schools Branch

School Affairs Branch

Non-Formal and Special Education Branch

Private Schools Branch

Muslim Schools Development Branch

Tamil Schools Development Branch

Estate Schools Development Branch

School Library Development Branch

Educational Publications Advisory Board

Peace and Reconciliation Unit

Capacity Development Programmes

Branch	Source of Allocation	Vote Head	Capacity Development Area	No. of Programmes		No. of Beneficiaries	
				No. Expected	No. Completed	No. Expected	No. Trained
School Activities Branch	GEMP	126-2-7-35-2401 (12)-4		4	1	400	100
National Schools Branch	GOSL/ WB (GEMP)	126-2-7-35-2509-50-12-C1GEM-NS	Administration, financial management, audits, disciplinary inquiries, and circulars for the existing 396 national schools.	10 (09 for provinces and 01 for Tamil Medium)	1	Officials providing administrative contributions in the existing 396 national schools (Principal/ Deputy Principal/ Assistant Principal/ Treasurer)	396 (Principals) (27.09.2025)
Non-formal and Special Education Branch	CF	126-2-5-3-2509	Training teachers on school infrastructure and inclusive education.	11	8	1100	978
			Non-formal education				
			Training non-formal education officers on adult education, lifelong learning, and compulsory education.	13	8	1300	1040

Branch	Source of Allocation	Vote Head	Capacity Development Area	No. of Programmes		No. of Beneficiaries	
				No. Expected	No. Completed	No. Expected	No. Trained
Non formal and Special Education Branch	CF	126-2-5-1-2401	Special Education • Training of special education teachers in inclusion, Braille, and sign language.	4	3	240	217
			Non formal Education • Training of non-formal education officers on community development and compulsory education.	3	2	300	234
		126-2-5-3-1409-140	Special Education • Training of special education teachers on the educational development of hearing and visually impaired students.				
			• Awareness creation for parents of children with special educational needs.	3	2	160	120
				3	1	300	100
	GoSL/ World Bank	126-2-7-35-2509	Special Education • Training of provincial education teachers, In service advisors, special education teachers, and officers on the classification of special education children and provision of examination facilities.	10	7	600	464
		126-2-7-35-2401	Special Education • Sensitization of health officials on future programs in the field of special education. .	5	1	500	100

Branch	Source of Allocation	Vote Head	Capacity Development Area	No. of Programmes		No. of		Special Remarks
				No. Expected	No. Completed	No. Expected	No. Trained	
School Library Development Branch	GEMP	126-2-7-35-2401	Training of school library teachers / librarians	9	4	900	288	Action has been taken to return the balance allocations for education reforms
Muslim Schools Development Branch	GEMP	126-2-7-35-12-C1-GEM-12	Staff Training	6	6	460	438	Provisions allocated Rs. 1 Million
Tamil Schools Development Branch	GEMP	126-2-7-35-2401-12-C1	G.C.E. O/L students, teachers, parents	5	3	700 Students	650 Students	
						180 Teachers	180 Teachers	
						460 Parents	400 Parents	
Estate Schools Development Branch	GEMP	126-2-7-35-2401(12)	Staff Training (C1 - GEMP-plantation) Conducting Principal & Teacher Training Programmes)	2	1	120	60	
Educational Publications Advisory Board	CF	126-2-5-1-1508-11		0.45	According to letter no. EST-7/05/ALW/0037(vi) dated 20.08.2025 referred by the Ministry of Public Administration, Provincial Councils, and Local Government, the book reviewers training programme could not be held.			
			Training book reviewers on issuing licenses for textbooks to adult students and teachers.	0.15				

Welfare Programmes

Branch	Source of Allocation	Vote Head	Allocations made for the year 2025 (Rs. Million)	Progress as at 30/09.2025 (Rs. Million)	No. of Beneficiaries	
					No. Expected	No. of beneficiaries as at 30.09.2025
Non formal and Special Education Branch	CF	126-2-5-3-1508	Rs. 4 Million	Rs. 4 Million	450 spectacles for students with visual impairments and 5 hearing aids for students with hearing impairments.	150 students with visual impairments

Other Programmes

Branch	Source of Allocation	Vote Head	Allocations made for the year 2025 (Rs. Million)	Progress as at 30/09.2025 (Rs. Million)	No. of Beneficiaries		Special Remarks
					No. Expected	No. of beneficiaries as at 30.09.2025	
School Activities Branch							
National Schools Branch	CF	126-2-3-21201	63	63	The total student population of the existing 396 national schools (689		689,285
		126-2-3-2-2002	195	60	Improving capital assets / repairing machinery (Science, Technology, Home Science, Mathematics, Information Technology, and office equipment) in the existing 396 national schools.	Improving capital assets / repairing machinery (Science, Technology, Home Science, Mathematics, Information Technology, and office equipment) in the existing 396 national schools.	
Non formal and Special Education Branch	CF	Non formal Education •International Literacy Day Programme •Progress Review Programme • Supervision of Special Units, Non formal Education Centres 126-2-5-3-2509	Rs 1.8 Mn	Rs. 1.343 Mn	560	370	
		Provision of equipment for non formal and special education centres and units 126-2-5-5-2102	Rs . 3.0 Mn	Rs . 0.989 Mn			
		126-2-5-1-2102	Rs . 2.0 Mn	Rs . 1.263 Mn			
		126-2-5-1-2103	Rs . 5.0 Mn	Rs . 1.999 Mn			
		126-2-5-3-2102	Rs . 7.0 Mn	Rs . 2.475 Mn			

Branch	Source of Allocation	Vote Head	Allocations made for the year 2025 (Rs. Million)	Progress as at 30/09.2025 (Rs. Million)	No. of Beneficiaries		Special Remarks
					No. Expected	No of beneficiaries as at 30.09.2025	
School Library Development Branch	GEMP	126-2-7-35-2401	0.0005	0.00005	11	13	First review meeting in 2025
	GEMP	126-2-7-35-2401	0.2	0.074	17	15	Further work is underway to prepare the training handbook alongside the training module for training school library assistants
Educational Publications Advisory Board	CF	126-2-5-1-1508-11	Selecting suitable quality books for school libraries and issuing school library licenses for those books.	0.09	0.042 (Has conducted 8 Board meetings)		Around 200 books have been submitted to the Board
			Publishing a newspaper advertisement to make aware the book publishers and authors.	0.31	0.31 Has been published 3 newspaper advertisements in Sinhala, Tamil and English	Book authors and publishers	

Branch	Source of Allocation	Vote Head	Allocations made for the year 2025 (Rs. Million)	Progress as at 30/09.2025 (Rs. Million)	No. of Beneficiaries	
					No. Expected	No. of beneficiaries as at 30.09.2025
Educational Publications Advisory Board	CF	126-2-5-1-1508-11	Promotional programme for issuing school library licenses for newly published books	0.5	According to letter no. EST-7/05/ALW/0037(vi) dated 20.08. 2025 referred by the Ministry of Public Administration, Provincial Councils, and Local Government, the book reviewer's training programme could not be held	
Peace and Reconciliation Unit	World Bank Assistance	126-2-7-35-2401-CI-GEM-PERU	Rs. 6.6 Million	Rs. 2.75 Million	11 workshops	06 workshops
		126-2-7-35-2401-CI-GEMP PERU	Rs. 3.4 Million	Rs. 1.37 Million	05 workshops	02 workshops

Education Reforms

Non formal and Special Education Branch	Provision of inclusive opportunities for children with special needs according to new educational reforms •Implementing adapted curricula •Provision of educational equipment •Provision of teacher training for adapted teaching
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Special Achievements

The **special achievements** of the Non-Formal and Special Education Branch and the Educational Publications Advisory Board are as follows:

Non-Formal and Special Education Branch	• Issuing Circular No. 01/2025 dated 2025.07.30 and the accompanying guide for providing examination facilities for students with special needs . • Conducting the International Literacy Day program for out-of-school, drop-out, and enrolled students living in disadvantaged environments
Educational Publications Advisory Board	• National Conference on Children's Books (NCCB) • In line with the National Conference on Children's Books, with the contribution of Room to Read Sri Lanka, a comprehensive Guide (Fiction Wonderland: A Comprehensive Guide to Creating Children's Fiction Books) was launched for creating quality children's books

Teacher Establishment Division

This division is responsible for preparing and improving plans necessary to effectively carry out the statutory duties related to the Sri Lanka Teacher Service and the Sri Lanka In Service Advisors' Service, and the task of fulfilling teacher requirements timely and appropriately for the successful continuation of the teaching-learning process to uplift the education of students in this country. It also implements these plans and provides necessary support for policy decisions related to these fields.

Branches under the division:

Teacher Establishments Branch,
Teacher Counselor Branch,
National School Teacher Transfer Branch.

Information of Recruitments to Posts in Education Services

Service and Grade	No. Recruited	Other remarks
Sri Lanka Teacher Service 3-1 (A)	40	
Sri Lanka Teacher Service 3-I (B)	3987	
Sri Lanka Teacher Service 3-I (C)	107	

Teaching Appointments given by the Ministry of Education - 2025 As per Subject and Medium

Recruitment of Graduate Teachers

40 graduates were recruited to Grade 3-1(a) of the Teacher Service on 2025-02-18 to teach foreign language subjects effective from 20.02.2025.

Subject & Medium	National Schools		
	Sinhala	Tamil	English
French	36	0	0
Chinese	2	0	0
Korean	1	0	0
German	1	0	0
Total No of Graduate teachers recruited within the year	40		

Expected to be recruited

Subject and Medium	National Schools	Provincial Schools
Chemistry	34	
Physics	68	
Biology	52	
Agriculture	34	
Combined Mathematics	45	
Engineering Technology	19	
Science and Technology	5	
Information and Communication Technology	53	
English	17	
Arabic	4	
Russian	2	
Child Psychology and Protection	2	
Physical Education and Sports	2	
Arts and Crafts	5	
Fashion Designing	4	
Aquatic Resources Technology Studies	2	
Food Production Technology Studies	12	
Aquatic Resources Technology Studies	1	
Plantation Crop Production Technology Studies	3	
Tourism and Hospitality	3	
Marketing	2	
Total	369	

Recruitment of NCoE Teachers

Recruitment of 3987 National Diploma in Education holders from the 2020/2022 academic year to Grade 3 -I (b) of the Sri Lanka Teachers' Service, effective from 2025.05.02, commenced on 2025-04-08.

Subject and Medium	National Schools			Provincial Schools		
	Sinhala	Tamil	English	Sinhala	Tamil	English
Primary Education	269	47	0	731	423	0
Science	97	45	27	22	38	4
Mathematics	106	37	32	37	21	10
Social Science	22	19	0	23	38	0

Subject and Medium	National Schools			Provincial Schools		
	Sinhala	Tamil	English	Sinhala	Tamil	English
Buddhism	38	0	0	57	0	0
Hindi	0	2	0	0	27	0
Islam	0	16	0	0	16	0
Catholicism and Christianity	12	13	0	20	16	0
First Language Sinhala	77	0	0	9	0	0
First Language Tamil	0	28	0	0	45	0
English	0	0	274	0	0	148
Art	25	12	0	19	21	0
Oriental Dancing	37	0	0	13	0	0
Bharatha Natyam	0	6	0	0	19	0
Oriental Music	27	0	0	18	0	0
Karnatic Music	0	4	0	0	20	0
Western Music	0	0	7	0	0	2
Drama and Theatre	18	4	0	1	5	0
Physical Education	37	18	0	41	30	0
Home Economics	24	12	0	14	13	0
Agriculture and Food Tech-	37	10	0	21	13	0
Information and Communica- tion Technology	19	3	41	1	7	134
Commerce	26	10	0	3	10	0
Second Language Sinhala	21	0	0	75	0	0
Second Language Tamil		34	0	0	35	0
Special Education	25	3	0	24	26	0
Design and Mechanical Tech- nology	9	6	0	4	9	0
Design and Construction Technology	14	4	0	0	11	0
Design and Electrical, Elec- tronic Technology	14	3	0	0	12	0
Arts and Crafts	14	9	0	1	6	0
Total	968	345	381	1134	861	298
Total No of Recruitments from NCoEs during the year	1694			2293		

Other Teacher Recruitments

2(i) 98 Higher National Diploma in English (HNDE) holders were recruited to Grade 3-I (c) of the Teacher Service on 2025-07-29 and 2025-07-31, effective from 2025-08-04.

(As per Cabinet Decision No. 402/23/1568/607/121 dated 09.10.2023)

Subject and Medium	National Schools	Provincial Schools
English (Higher National Diploma)	98	
Total	98	

2(ii) 9 Higher National Diploma in English (HNDE) holders were recruited to Grade 3-I (c) of the Teacher Service on 26-09-2025, effective from 01-10-2025.

(As per the Cabine decision No. 402/23/1568/607/121 dated 09.10.2023)

Subject and Medium	National Schools	Provincial Schools
English (Higher National Diploma)	9	
Total	9	

Expected to be recruited during the year

Subject and Medium	National Schools	Provincial Schools
Foreign Languages (Chinese, Japanese, Korean, German, Hindi)	33	

Progress of Activities related to Special Budget Proposals					
Programme or Activity	Source of Allocation	Vote Head	Allocation (Rs)	Financial Progress as at 30.09.2025	Progress as at 30.09.2025
Recruitment of graduate teachers to Grade 3-1(a) of the Teacher Service - under Phase 2, recruiting teachers for existing foreign language teaching vacancies.		126-1-2-0-1409	197000.00	10200.00 (5%)	Recruitment of 40 graduate teachers to Grade 3-1(a) of the Teacher Service - under Phase 2, for existing foreign language teaching vacancies, effective from 2025-02-20. Recruitment of 40 graduate teachers to Grade 3-1(a) of the Teacher Service - under Phase 2, for existing foreign language teaching vacancies, effective from
Recruitment of 4140 National Diploma in Education holders to Grade 3-1 (b) of the Sri Lanka Teacher Service.		126-1-2-0-1409	1971360.00	533000.00 (27%)	3987 National Diploma in Education holders were recruited to Grade 3-1 (b) of the Sri Lanka Teacher Service, with appointments effective from 2025-05-02. 3987 National Diploma in Education holders were recruited to Grade 3-1 (b) of the Sri Lanka Teacher Service, with appointments effective from 2025-05-02.

Programme or Activity	Source of Allocation	Vote Head	Allocation (Rs)	Financial Progress as at 30.09.2025	Progress as at 30.09.2025
Recruitment of Diploma holders to Grade 3-I(c) of the Sri Lanka Teacher Service for English teacher vacancies.		126-1-2-0-1409	12810000.00	The allocated funds were not utilized for this purpose.	98 diploma holders were recruited to Grade 3-I(c) of the Sri Lanka Teacher Service for English teacher vacancies under Phase 02, and another 09 diploma holders under Phase 03, effective from 2025-08-04 and 2025-10-01 respectively.

Teacher Education Administration Division	
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Capacity Development Programmes

Branch	Source of Allocation	Vote Head	Capacity Dev elopment Area	No. of Programmes		No. of Beneficiaries		Special Remarks
				No. Expected	No. Completed	No. Expected	No Trained	
National Colleges of Education	GEM	126-02-06-02- 2401		4	1	10682	5341	
	SESIP	126-2-7-55- 2401		52	2	10722	80	
		126-2-7-55- 2509						

Other Programmes

Branch	Source of Allocation	Vote Head	Allocations made for the year 2025	Progress as at 30.09.2025	No. of Beneficiaries	
					No. Expected	No. of Beneficiaries as at 30.09.2025
National Colleges of Education	GEM	126-02-06-02- 2401	22.1	8.4	48748	12702
	SESIP	126-2-7-55- 2401	10	0	7000	0
		126-2-7-55- 2509				

Capacity Development Programmes—Teacher Education Administration

Branch	Source of Allocation	Vote Head	Capacity Development Area	No. of Programmes		No. of Beneficiaries	
				No. Expected	No. Completed	No. Expected	No. Trained
Teacher Education Administration Branch	CF	126-02-06-00-2401	Module programmes related to teacher efficiency bar examinations Implemented by the Teacher Centres)	2200	1800	15000	12000
	GEMP	126-2-7-35-2401-12-(C1-DLI-4-TC)	School based teacher professional development programmes and new education reforms	1	1	175	126
	GEMP	126-2-7-35-2401-12-(C1-DLI-4-TC)	Academic programmes implemented by the teacher centres and new education reforms	1	1	235	216
	GEMP	126-2-7-35-2401-12-(C1-DLI-4-TC)	Awareness programmes for developing teacher centre websites	1	1	250	190
	GEMP	126-2-7-35-2401-12-(C1-DLI-4-TC)	Non-academic staff—Stress Management—how to adapt their role to achieve office targets	01	01	250	155
	GEMP	126-2-7-35-2401-12-(C1-DLI-4-TC)	Capacity development programmes for new officers—Role of Teacher Centres	02	02	150	124

Education Services Establishment Division

The institutional affairs of officers in the Education Administrative Service, Teacher-Educator Service, and Principal Service are handled under this division.

Branches under the division:

- Teacher-Educators' Branch,
- Principals' Branch,
- Education Services Establishments Branch.

Sri Lanka Education Administrative Service

Service and Grade	No. recruited/ No. Promoted	Remarks
Sri Lanka Education Administrative Service Grade III	Recruitment	
	Limited basis - 400	
	Open basis - 88	
	Merit basis - 04	
Sri Lanka Education Administrative Service Special Grade	Promotions	
	7	
Sri Lanka Education Administrative Service Grade I	promotions	
	110	
Sri Lanka Education Administrative Service Grade II	Promotions	
	173	

Sri Lanka Principals' Service

Service and Grade	No. recruited/ No. Promoted	Remarks
Promotion from Grade III to Grade II of the Sri Lanka Principals' Service	747	-
Promotion from Grade II to Grade I of the Sri Lanka Principals' Service	347	-

Sri Lanka Teacher Educators' Service

Service and Grade	No. Recruited	No. Promoted	Other Remarks
Sri Lanka Teacher Educators' Service	III – 580 (2025.06.02)	102 (Grade I - Grade II) 51 (Grade III - Grade II)	-

Progress of Activities related to Special Budget Proposals

Programme or Activity	Source of Allocation	Vote Head	Allocation (Rs.)	Financial Progress as at 30.09.2025	Progress as at 30.09.2025
Recruitment to Grade III of Sri Lanka Teacher Educators' Service (Limited)	Annual Appropriation Bill	126-1-2-0 -1409-11	3,384,500.00	3,384,500.00	Has been completed
Recruitment to Grade III of Sri Lanka Teacher Educators' Service (Open)			4,200,000.00	-	Somewhat delayed but in progress
Appointment of officers of Sri Lanka Teacher Educators' Service for various positions			75,000.00	-	In progress as per the schedule

Progress of Activities related to Special Budget Proposals

	Programme or Activity	Source of Allocation	Vote Head	Allocation (Rs.)	Financial Progress as at 30.09.2025	Progress as at 30.09.2025
1	Recruitment to the Sri Lanka Education Administrative Service - For salaries					
1.1	05 Officers as per the Service experience and merit basis on	From the budget 2025	126-1-2-0-1001 126-1-2-0-1003 126-1-2-0-1402	135,315,240.00	2,794,120.00	In progrss as per the schedule
1.2	88 Officers on open basis on 01.07.2025				26,344,560.00	
1.3	400 Officers on limited basis on 01.09.2025				39,916,000.00	
2	Recruitment to the Sri Lanka Education Administrative Service - For the awarding of appointment letters					
2.1	Appointment letter awarding ceremony for officers recruited to the Sri Lanka Education Administrative Service based on experience and merit.	From the budget 2025	126-1-2-0-1409 - 11	1,110,709.00	2,475.00	Has been completed
2.2	Appointment letter awarding ceremony for officers recruited to the Sri Lanka Education Administrative Service on open basis				86,965.00	
2.3	Appointment letter awarding ceremony for officers recruited to the Sri Lanka Education Administrative Service on limited basis				524,775.00	
3	For conducting the Efficiency Bar Examinations and Linked Language Examination of the Officers of Sri Lanka Education Administrative Service					
3.1	Efficiency Bar Examination of the Officers of Grade III of Sri Lanka Education Administrative Service	From the budget 2025	126-1-2-0-1409 - 11	1,540,054.08	128,337.84	In progrss as per the schedule

3.2	Efficiency Bar Examination of the Officers of Grade II of Sri Lanka Education Administrative Service	From the budget 2025	126-1-2-0-1409 - 11	1,069,482.00	99,818.32	In progrss as per the schedule
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	Programme or Activity	Source of Allocation	Vote Head	Allocation (Rs.)	Financial Progress as at 30.09.2025	Progress as at 30.09.2025
3.3	Linked Language Examination for the Officers of Sri Lanka Education Admonistrative Service	From the budget 2025	126-1-2-0-1409 - 11	178,247.00	7,129.88	In progress as per the schedule
4	Promotion of Officers of Sri Lanka Education Administrative Service					
	Promotion of Officers of Sri Lanka Education Administrative Srvce to the Special Grade	From the budget 2025	126-1-2-0-1409 - 11 126-1-2-0-1002	*925,798.00	7,490.00	In progrss as per the schedule
5	Appointment of Directors of the Ministry of Education, Commissioners and Provincial Directors of Education					
5.1	Appointment of Directors of the Ministry of Education, Commissioners	From the budget 2025	126-1-2-0-1409 - 11 126-1-2-0-1002	*925,798.00	126,330.00	In progrss as per the schedule
5.2	Appointment of Provincial Directors of Education				21,100.00	Has been completed
6	Appointment of Principals for the National Schools					
6.1	Appointment of a Principal to National Schools where a Grade I officer of the Sri Lanka Principal Service should hold the Principal post.	From the budget 2025	126-1-2-0-1409 - 11 126-1-2-0-1002	*925,798.00	74,835.00	In progrss as per the schedule
6.2	Appointment of a Principal to National Schools where a Grade I officer of the Sri Lanka Education Administrative Service should hold the Principal post.				29,350.00	
6.3	Appointment of a Principal to National Schools where a Grade II/ III officer of the Sri Lanka Education Administrative Service should hold the Principal post.				12,535.00	
	*This is the amount allocated for the entire establishment related matters for the division in the year 2025.					

Progress of Activities related to Special Budget Proposals

Principals' Branch

	Programme or Activity	Source of Allocation	Vote Head	Allocation (Rs.)	Financial Progress as at 30.09.2025	Progress as at 30.09.2025
1	Recruitment for the Sri Lanka Principals' Service					
1.1	Recruitment for the Grade III of Sri Lanka Principals' Service	From the budget 2025	126-1-2-0-1409 - 11	108,000,000.00		In progrss as per the schedule
2	Conducting of efficiency bar examinations and linked language examination of the officers of Sri Lanka Principals' Service					
2.1	Conducting of efficiency bar examinations and linked language examination of the officers of Grade III and II of Sri Lanka Principals' Service	From the budget 2025	126-1-2-0-1409 - 11	16, 400,000.00		In progrss as per the schedule
	*This is the amount allocated for the entire establishment related matters for the division in the year 2025.					

Non Academic and Combined Services Division

This division operates under the Additional Secretary (Non-Academic and Combined Services) and handles institutional matters including recruitment, transfers, promotions, disciplinary administration, and retirements of non-academic education staff appointed by the Ministry of Education and assigned to national schools, national colleges of education, teacher training colleges, and teacher centers.

Other Programmes						
Branch-General Establishments (Combined Services)						
	Vote Head	Allocations made for the year 2025	Financial Progress as at 30.09.2025	No. of beneficiaries		Special Remarks
				No. Expected	No. of beneficiaries as at 30.09.2025	
Recruitment of Computer Data Operators	126-1-2-0-1003	Rs. 3,000,000.00	Rs. 2,100,000.00	50	22	According to FR 4/2017(II), the daily allowance of Rs. 500 paid to computer data trainers was revised to Rs. 1000 from 01.06.2025, therefore the number of trainers expected to be recruited was limited due to the allocated funds for 2025.

	Vote Head	Allocations made for the year 2025	Financial Progress as at 30.09.2025	No. of beneficiaries		Special Remarks
				No. Expected	No. of beneficiaries as at 30.09.2025	
Provision of uniform allowances	126-1-2-0-1203-2	Rs. 472,000.00	Rs. 364,000.00	118	91	
Conducting of efficiency bar examinations	126-1-2-0-1409-140	-	Rs. 15,000.00	140	81	The efficiency bar examination for the Unified Drivers' Service is scheduled to be held on October 23rd and 24th.
Payment of examination fee for the efficiency bar examination of Legal Officer	126-1-2-0-1409-140	Rs. 85,000.00	Rs. 85,000.00	1	1	
Examination fee for the recruitment of Technical Officers	126-1-2-0-1409-140	Rs. 1,000,000.00	-	-	50	The gazatte notification is scheduled to be published in the government gazette on 03.10.2025
Expenses regarding annual internal transfers	126-1-2-0-1409-140	Rs. 25,000.00	-	-		It is scheduled to be implemented after receiving the 2026 annual transfer orders issued by the Ministry of
Allowances for the operators of photocopiers	126-1-2-0-1409-140	Rs. 12,000.00	-	2		Obtain at the end of the year

General Administration (Non Combined Services)

Other Programmes

	Source of Allocation	Vote Head	Allocations made for the year 2025	Financial progress as at 30.09.2025	No. of Beneficiaries		Special Remarks
					No. Expected	No. of Beneficiaries as at 30.09.2025	
Conducting Efficiency Bar Examinations for officers in PL 1, PL 2, and PL 3 categories.		126-1-2-0-1409-140	250,000	125,000	1000	955	The second efficiency bar examination for 2025 was held on October 07 , 08 and 09.
Holding Annual Transfer Committees.		126-1-2-0-1409-140	250,000			3420	Annual transfer committees are currently being held
Interviews for new recruitments.		126-1-2-0-1409-140	1,000,000		2709	417	Approval has been received from the committee of officials appointed by the Cabinet to review the public service recruitment process and manage staff for new recruitments
Allowances for photocopying machine operators.		126-1-2-0-1409-140	15,000		4	4	Will be obtained at the end of the year
Payment to the Examinations Department for conducting Efficiency Bar Examinations for officers in MN 4 and MN 1 categories.		126-1-2-0-1409-140	750,000		3570		Submitted to the Department of Examinations for gazetting.

Procurement Division

Implementation of the Ministry's goods and services procurement plan and implementation government subsidy programmes for schoolchildren are the responsibilities of this division.

Branches functioning under the division: 01. Procurement Branch, 02. School Supplies Branch.

Welfare Programmes

Branch	Source of Allocation	Vote Head	Allocations made for the year 2025	Financial progress as at 30.09.2025	No. of Beneficiaries		Special Remarks
					No. Expected	No. of Beneficiaries as at 30.09.2025	
School Supplies Branch	CF	126-01-02-02-1501	Million 6400	Million 58.3	Students 4.4 Million	Students 4.4 Million	In 2024, school uniforms were received as a donation from the Chinese government, and in 2025, 58.3 million was spent on their distribution. The Chinese government has agreed to provide school uniform
	CF	126-01-02-1501	Million 2500	Million 2496.29	850000	850000	

Branch	Source of Allocation	Vote Head	Allocations made for the year 2025	Financial progress as at 30.09.2025	No. of Beneficiaries		Special Remarks
					No. Expected	No of Beneficiaries as at 30.09.2025	
School Supplies Branch	CF	126-02-03-02-2102	Rs 550 Mn	Rs 22.2 Mn	Children's desks and chairs - 32,822 Teacher's tables/chairs - 1,000 Executive desks - 345 Executive chairs - 380 Office tables - 648 Office chairs - 959 Steel cupboards - 309 Steel filing cabinets - 306	Students' desks and chairs for 268 schools. Teachers tables and chairs for 120 schools	In 2024, orders were placed for 750 teacher's tables and chairs, costing 22.2 million in 2025, and that amount was paid from the 2025 appropriations.

Administration Division

The Administration Division, which falls under the General Education Sector of the Ministry of Education, Higher Education, and Vocational Education, consists of 15 branches. It handles leave for approximately 1421 officers employed in the General Education Sector, approval of all types of loans, providing recommendations and approvals for various allowances and payments (communication allowances, overtime allowances, travel expenses, holiday pay allowances, hospitality allowances, photocopying allowances), approving, revising, canceling, and extending short/long-term local and foreign leave for officers serving in all national schools, colleges of education, teacher professional development centers, and government teacher training colleges, in addition to officers in the "Isurupaya" premises. It also issues circulars, official identity cards, free railway passes, and duty-free vehicle import permits for selected categories of officers.

Furthermore, it carries out building maintenance work related to the "Isurupaya" premises, including security, sanitation, electricity, water, telephone, elevator, and air conditioning (AC) maintenance, generator maintenance, and all repairs. Tasks such as ministry mail, auditorium control, central archives, language translation unit, public day coordination, and matters related to official residences owned by the Ministry also fall under the Administration Division. The Administration Division also coordinates with the Commission to Investigate Allegations of Bribery or Corruption and election-related activities, as well as matters related to asset and liability declarations.

This division also handles land issues related to schools under the Assisted Schools and Training Colleges (Supplementary Provisions) Act, No. 8 of 1961, national schools, and schools operating under the Land Acquisition Act.

Moreover, coordination activities related to Cabinet memoranda submitted by the Minister of Education, as well as responding to parliamentary questions, parliamentary consultative committees, public petitions committees, budget committees, and sectoral oversight committees, human rights commissions, and parliamentary commissioner duties are also handled by the Administration Division. All transportation duties related to vehicles belonging to the "Isurupaya" premises are also managed by the Administration Division.

Furthermore, the Administration Division is responsible for all the aforementioned tasks, including responding to information requests under the Right to Information Act, No. 12 of 2016, appearing before the Information Commission for appeals, directing telephone calls received by the Ministry to relevant divisions, channeling relevant information through the Hot Line system, and coordinating with the Attorney General's Department for all legal matters pertaining to the General Education Sector.

Branches under the division:

General Administration Branch

Buildings Management Branch

Mail Branch

Land Branch

Transport Branch

Auditorium

Central Archives

Central Library

Leave Reserve

Parliamentary Affairs Branch

Legal Division

National Operations Centre

RTI Information Centre

Risograph Section

Language Translation Unit

Capacity Development Programmes

Branch	Source of Allocation	Vote Head	Capacity Dev elopment Area	No. of Programmes		No. of Beneficiaries		Special Remarks
				No. Expected	No. Completed	No. Expected	No. Trained	
General Administration, Buildings, Lands	Capital	126-01-02-00 -2401-11	Training Programmes	9	5	1500	1481	
RTI	Capital	126-01-02-00 -2401		4	3	760	613	
Transport	Capital	126-01-02- 2003		-	-	-	-	

Disciplinary and Investigation Division

This division is responsible for conducting preliminary investigations in accordance with Chapter XLVIII of Volume II of the Establishments Code when officers belonging to various services working in the Ministry of Education, Higher Education, and Vocational Education and its controlled institutions across the island, such as national schools, colleges of education, teacher training colleges, and teacher centers, have acted contrary to the provisions of the Establishments Code, codes of instructions, financial regulations, Ministry of Education circulars, procedural rules, etc. It also takes disciplinary action as the disciplinary authority against officers where misconduct is revealed and submits information to and coordinates with the respective disciplinary authorities for officers who are not under its direct disciplinary authority.

Branches under the division:

- (i). Disciplinary Branch
- (ii). Investigations Branch

Capacity Development Programmes

Branch	Source of Allocation	Vote Head	Capacity Development Area	No. of Programmes		No. of Beneficiaries	
				No. Expected	No. Completed	No. Expected	No. Trained
Disciplinary Branch	Human Resource Development	126-1-2-0-2401	Disciplinary Procedure and Preliminary Investigations	01	01	19	19
Investigation Branch						18	18

Engineering Division

Branches Functioning under the Division:

- ◆ Engineering branch
- ◆ Buildings, Services and Infrastructure Development Branch

Progress of Activities related to Special Budget Proposals

Programme or Activity	Source of Allocation	Vote Head	Allocation (Rs.)	Financial Progress as at 30.09.2025	Progress as at 30.09.2025
Maintenance - Repair	Consolidated Fund	126-01-02-00-2001(11)	180	17.48	Somewhat delayed but in progress
Maintenance - New	CF	126-01-02-00-2104(11)	240	0.15	Somewhat delayed but in progress
Primary Education - Repairs	CF	126-02-03-01-2001(11)	150	58.1	Somewhat delayed but in progress
Primary Education - New	CF	126-02-03-01-2104(11)	30	-	-
Secondary Education - Repairs	CF	126-02-03-02-2001(11)	200	128.83	Somewhat delayed but in progress
Secondary Education -New	CF	126-02-03-02-2104(11)	270	121.06	Somewhat delayed but in progress

Programme or Activity	Source of Allocation	Vote Head	Allocation (Rs.)	Financial Progress as at 30.09.2025	Progress as at 30.09.2025
Facilitate Education and training of A/L Vocational Stream Students	CF	126-02-03-04-2001(11)	2	-	-
Facilitate Education and training of A/L Vocational Stream Students	CF	126-02-03-04-2104(11)	118	56	Somewhat delayed but in progress
Improvement of Sanitation Facilities	CF	126-02-03-25-2104(11)	524	-	-
Disaster Mitigation and Safety Improvements in Schools	CF	126-02-03-26-2001(11)	400	-	-
Special Education - Repair	CF	126-02-05-01-2001(11)	30	-	-
Special Education - New	CF	126-02-05-01-2104(11)	50	-	-
NPRC Special Education - Repair	CF	126-02-05-05-2001(11)	25	-	-
NPRC Special Education - New	CF	126-02-05-05-2104(11)	5	-	-
Teachers College and Centers - Repair	CF	126-02-06-01-2001(11)	120	20.44	Somewhat delayed but in progress
Teachers Collage and Centers - New	CF	126-02-06-01-2104(11)	90	2.82	Somewhat delayed but in progress
National Education of Education - Repair	CF	126-02-06-02-2001(11)	275	63.98	Somewhat delayed but in progress
National Education of Education - New	CF	126-02-06-02-2104(11)	50	6.35	Somewhat delayed but in progress
Facility Improvement of National Colleges of Education	CF	126-02-06-09-2001(11)	825	3.99	Somewhat delayed but in progress

Programme or Activity	Source of Allocation	Vote Head	Provisions Allocated	Financial Progress as at 30.08.2025	Progress as at 30.09.2025
Improvement of Teacher Colleges and Centers	CF	126-02-06-10-2001(11)	280	-	-
Providing Electricity Facilities (through National Grid or Solar) for the Schools	CF	126-02-07-14-2506(11)	25	-	-
Upgrading Plantation Schools to Secondary Level - Repair	CF	126-02-07-15-2001(11)	17.79	9.42	Although somewhat delayed, it is currently in progress
Upgrading Plantation Schools to Secondary Level - New**	CF	126-02-07-15-2104(11)	18	2.22	Although somewhat delayed, it is currently in progress
Dental helth Facilities	CF	126-02-07-17-2104(11)	9.21	-	-
Providing Sanitary and Water facilities for all Schools - New	CF	126-02-07-18-2104(11)	50	-	-
Upgrading Facilities of 3577 Primary Schools - New	CF	126-02-07-19-2104(11)	10	-	-
Providing Facilities of Teacher Quarters and Rest Rooms etc.for Rural and Regional Schools	CF	126-02-07-23-2104(11)	10	7.93	Although somewhat delayed, it is currently in progress
Upgrading facilities of 1000 Secondary Schools - Repairs	CF	126-02-07-24-2001(11)	100	24.32	Although somewhat delayed, it is currently in progress
Upgrading facilities of 1000 Secondary Schools - New	CF	126-02-07-24-2104(11)	910	73.98	Although somewhat delayed, it is currently in progress
Improve Facilities of 1360 Schools which were not included in recent projects - Repairs	CF	126-02-07-25-2001(11)	20	3.45	Although somewhat delayed, it is currently in progress

Programme or Activity	Source of Allocation	Vote Head	Provisions Allocated	Financial Progress as at 30.08.2025	Progress as at 30.09.2025
Improve Facilities of 1360 Schools which were not included in recent projects - New	CF	126-02-07-25-2104(11)	500	21.73	Although somewhat delayed, it is currently in progress.
Trilingual education -New	CF	126-02-07-27-2104(11)	300.38	-	-
Trilingual education -New	Indian Grant	126-02-07-27-2104(13)	100	100	Completed
Trilingual education -New	Indian Grant	126-02-07-27-2104(17)	37.62	18	Completed
Upgrading Schools in Plantation Areas (GOSL/ India)	CF	126-02-07-44-2104(13)	200	-	-
Upgrading Schools in Plantation Areas (GOSL/ India)	CF	126-02-07-44-2104(17)	36	-	-
Teachers Colleges and Centers -Repair (SESIP)	ADB Fund	126-02-07-55-2001(11)	575	51.01	Although somewhat delayed, it is currently in progress.
Improvement of Infrastructure Facilities in Schools	CF	126-02-07-58-2001(11)	2000	209.03	Although somewhat delayed, it is currently in progress.

Pirivena Education Division

The Pirivena Education Division operates under the Ministry of Education and plays a primary role in the development and maintenance of Pirivena education across the island. This operates with the aim of preserving the traditional Buddhist Pirivena education system while updating it to align with modern educational guidelines and national development goals.

Branches within the Division:

- **Administration Branch:** Manages staff, student affairs, and general operations of Pirivenas.
- **Pirivena Education Branch:** Oversees and regulates studies in accordance with the Pirivena Education Act.
- **Development Branch:** Formulates, implements, and monitors ongoing development projects, training programs, guidelines, and plans for Pirivenas.
- **Accounts Branch:** Manages financial affairs, fund disbursement, and expenditure control.

Capacity Development Programmes

Branch	Source of Allocation	Vote Head	Area of capacity Development	No. of programmes		No. of beneficiaries		Remarks
				Expected	Completed	Expected	Trained	
Piriven	CF	126-2-05-002-2205	Student Attitude Training Programmes	250	38	2500	1225	Second and third stages are in progress
			Pirivena-Based Professional Teacher Development Programme	19	5	1650	350	In progress
			Conducting Capacity Development Programmes and Subject-Related Programmes for Pirivenacharyas (Pirivena teachers/ principals)	125	71	5106	3718	In progress

Welfare Programmes

Branch	Source of Allocation	Vote Head	Allocations made for the year 2025 (Rs. Million)	Financial progress as at 30.09.2025 (Rs. Mn.)	No. of Beneficiaries		Special Remarks
					Number Expected	No of beneficiaries as at 30.09.2025	
Piriven	CF	126-2-05-002-2205	82.5	12	825	120	It is expected that all grants will be released to Pirivenas in the fourth quarter.
		126-2-05-002-1501	90	90	30,000		Expenditure heads have been submitted to the Ministry of Education to provide footwear vouchers for Pirivena students.
		126-2-05-002-1508 (021)	310	202.90	825	567	Reimbursement of annual aid for Pirivenas.
		126-2-05-002-1201	14.31	2.2	825	142	Provision of stationery aid for Pirivena educational institutions.
			0.71		150		The procurement process for purchasing and supplying books for Oriental education has commenced.

Other Programmes

Branch	Source of Allocation	Vote Head	Allocations made for the year 2025 (Rs. Million)	Financial progress as at 30.09.2025 (Rs. Mn.)	No. of Beneficiaries		Special Remarks
					Number Expected	No. of beneficiaries as at 30.09.2025	
Piriven	CF	126-2-05-002-1409 (140)	2.00	2.8			Organization of the All-Island Student Skills Assessment Programme and awarding of certificates.
			4				National Pirivena Day Programme.
		126-2-05-002-2509 (034)	6.70				Identifying the reform needs in Pirivena education curricula in line with the government's new education reforms.
			3.3	3.3			Final stage payments for the curriculum revision of the Pirivena Education Degree.

**Information on Foreign Aid Projects - Summary of Large-Scale/Foreign Funded Projects
(as at August 31, 2025)**

	Project	Source of Funding	Allocation (2025)	Duration	Physical Progress (2025)
1	Establishing a National College of Education and Teacher Training System for the Technology Stream. (KOICA Project)				
	01. Establishing a National College of Education and Teacher Training System for the Technology Stream (KOICA Project) - MOE Scope (Infrastructure development by the Ministry of Education using local funds)				98%
	02. Establishing a National College of Education and Teacher Training System for the Technology Stream (KOICA Project) - Construction of male and female dormitories at the College by the Ministry of Education using local funds	KOICA/ GOSL	Rs. 2,496 .00 Million	2017-2025	30%
	03. Establishing a National College of Education and Teacher Training System for the Technology Stream (KOICA Project) - KOICA Scope (Construction of academic buildings with Korean aid)				100%
	04. Establishing a National College of Education and Teacher Training System for the Technology Stream (KOICA Project) - KOICA Scope (Second Phase - Construction of a multi-purpose building and official residences)				99%

	Project	Source of Funding	Allocation (2025)	Duration	Physical Progress (2025)
2	National and Provincial Resource Center for Children with Special Educational Needs	CF	Rs. 33.63 Million	2015-2025	93%
4	Establishing an Information and Communication Technology (ICT) Hub within Secondary Education	EDCF/GOSL	Rs. 1100.00 Million	2019-2026	0.5%
5	General Education Modernization Project (GEMP)	World Bank	Rs. 2000.00 Million	2018-2027	45%
6	Technical Education Development Program	OFID/GOSL	Rs. 2500.00 Million	2018-2025	80%
7	Secondary Education Sector Improvement Program (SESIP)	ADB	Rs. 3600.00 Million	2020-2025	53.44%
8	Construction of the National School in Polonnaruwa with Multi-Ethnic and Trilingual Education	Indian Funds	Rs. 100 Million	2017-2025	100%
9	UNICEF Project (Early Childhood Education, Digital Citizenship Skills, etc.)	UNICEF		2025	30%
10	Upgrading 9 Estate Schools under Indian Funding	Indian Funds (Indian Grant) / GOSL	Rs. 236 Million	2020- 2027	18 %

- N.B.*
1. Many projects have had their initial deadlines extended.
 2. Progress data has been updated as of August 31, 2025.
 3. Values for some projects have been subsequently revised.

04. Financial Progress

Capital Expenditure under the Ministry of Education Vote (as at 31.08.2025)

Programme	Estimate for 2025 (Rs. Million)	Expenditure as at 30.11.2025 (Rs. Million)
Office of the Minister	10,000,000	1,173,520
Administrative and Establishment Services (General Education)	790,000,000	54,912,668
Administrative and Establishment Services (Higher Education)	1,880,000,000	84,732,729
Administrative and Establishment Services (Skills Development & Vocational Education)	1,230,000,000	306,758,283
Primary and Secondary Education	2,824,000,000	463,405,933
Special Education	351,000,000	22,294,321
Teacher Development	1,850,000,000	128,027,340
General Education Development Projects		
- Foreign Funds	8,047,862,000	862,987,295
- Local (NSBS)	1,670,000,000	143,075,764
- Local	6,650,000,000	1,016,475,039
Higher Education Development Projects	24,770,000,000	9,291,245,183
Institutional support for the quality development of higher education	1,050,000,000	415,500,000
Vocational Training and Skills Development	3,221,300,000	589,736,060
Total	54,344,162,000	13,380,324,134

Source : Source: Miscellaneous Branch, Ministry of Education

Recurrent Expenditure under the Vote of Ministry of Education (As at 30.11.2024) - General (2025.08.31)

Programme	Estimate for 2025 (Rs. Million)	Expenditure as at 30.11.2025 (Rs. Million)
Office of the Minister (126 - 1- 1)	100,000,000.00	24,352,040.28
Establishment and Administrative Affairs (126 - 1- 2)	33,600,000,000.00	8,675,396,427.39
Establishment and Administrative - Higher Education sector (126 - 1- 9)	275,000,000.00	164,080,052.43
Administrative and establishment—Skills development and vocational education (126 - 1- 18)	6,455,110,000.00	3,732,587,374.86
Programme 01	40,430,110,000.00	12,596,415,894.96
Primary and secondary education(126 -2-3)	55,284,000,000.00	36,001,546,833.01
Primary and secondary education(126 - 2 - 3 - 1) Primary 01	6,565,000,000.00	4,713,169,870.01
Primary and secondary education(126 - 2 - 3 - 2) secondary 02	48,099,000,000.00	31,112,047,894.63
Primary and secondary education (126 - 2- 3) (3/4/21/22)	620,000,000.00	176,329,068.37
Special education (126 - 2- 5)	10,840,000,000.00	6,990,434,198.26
Special education (126 - 2- 5)(1/3/4/5)	3,531,553,000.00	2,232,863,188.92
Special education (126 - 2- 5)(2-Piriven)	7,308,447,000.00	4,757,571,009.34
Teacher development (126 - 2- 6)	4,276,000,000.00	2,421,763,395.70
Teacher development - Teachers' Colleges and Teacher Centres (126 - 2- 6)	794,800,000.00	393,277,759.30
Teacher development - NCoEs (17)	3,481,200,000.00	2,028,485,636.40
Higher Education Development Project (126-2-10)	2,875,000,000.00	1,352,994,867.40
Obtaining the establishment assistance for the quality development of higher education (126 - 2- 11)	2,482,550,000.00	1,560,398,000.00
Skills development and Vocational development (126-2-21)	900,000,000.00	442,095,950.00
Programme 02	76,657,550,000.00	48,769,233,244.37
Total of recurrent expenditure	117,087,660,000.00	61,365,649,139.33

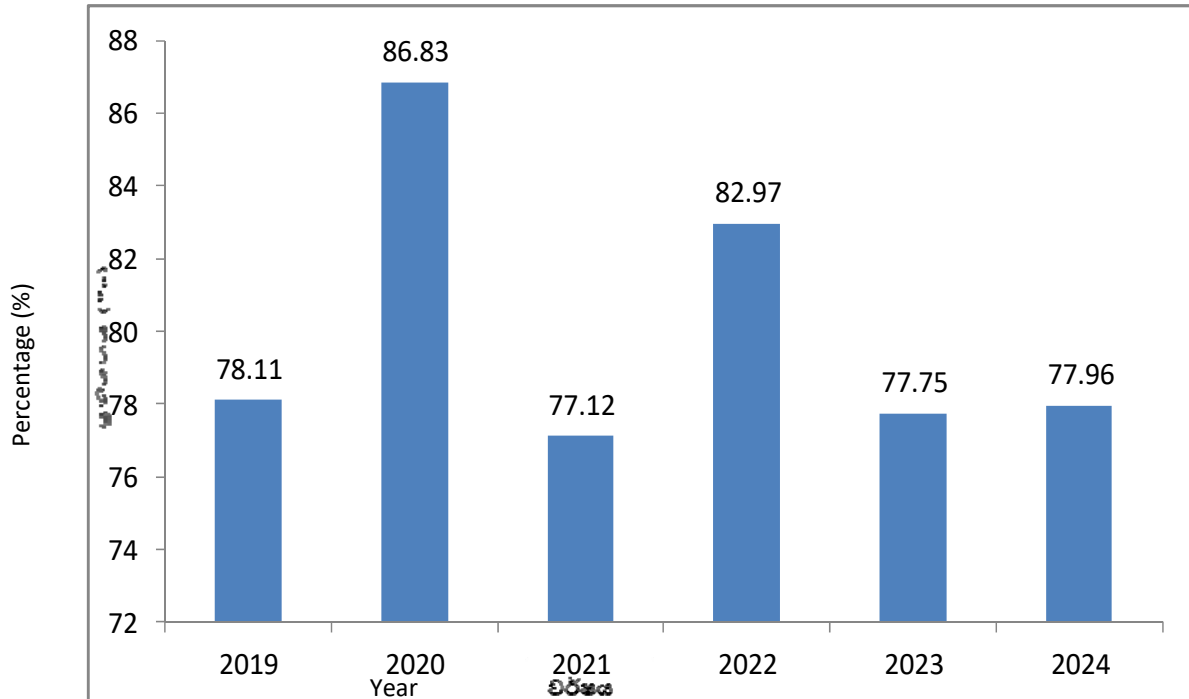
Source: Finance Branch, Ministry of Education

05. Student Performance

Student Performance

(a) Performance of Grade Five Scholarship Examination

Student performance and No. of students sat for the grade 5 scholarship examination (2019 – 2024)



Percentage of students who have secured more than 70 marks at the Grade 5 Scholarship Examination (2019– 2024)

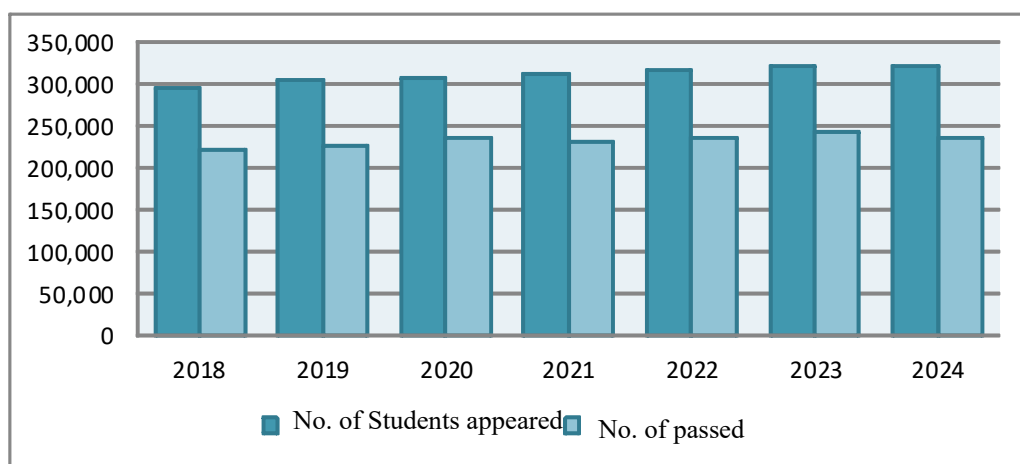
	2019	2020	2021	2022	2023	2024
No. of students sat for the exam	332,168	326,264	335,158	329,668	332,949	319,284
Student percentage secured above 70 marks (%)	78.11	86.83	77.12	82.97	77.75	77.96
Median Mark	114.38	125.65	109.31	115.11	111.74	107.25

Source : Assessment Report 2024, Department of Examinations of Sri Lanka

b) Student Performance at G.C.E. (Ordinary Level) Examination

No. of Students and Percentage qualified for the G.C.E. (Advanced Level) from G.C.E. (Ordinary Level) - (2018 – 2024)

	2018	2019	2020	2021	2022	2023	2024
Number of Students Appeared	296,029	305,427	308,134	311,321	317,326	322,537	322,704
Number of Students Passed	222,281	225,539	236,015	231,982	236,041	244,228	237,026
Pass Percentage %	75.09	73.84	76.59	74.52	74.38	75.72	73.45



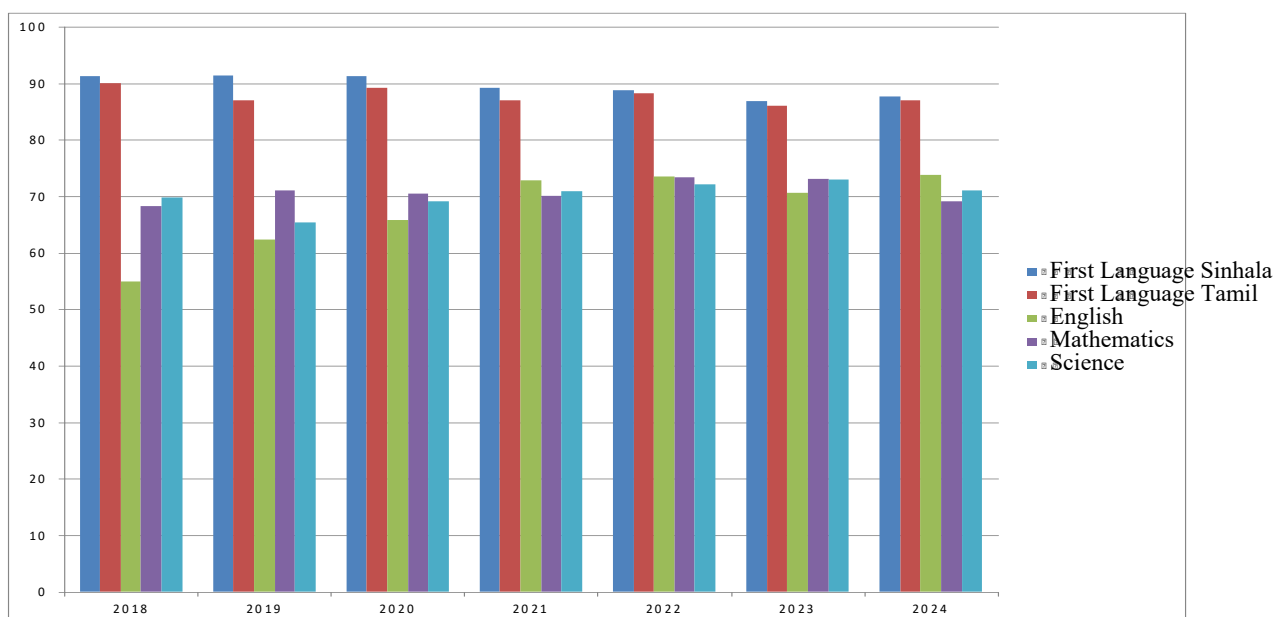
No. of Students and Percentage qualified for the G.C.E. (Advanced Level) from G.C.E. (Ordinary Level) by Province (2023 - 2024) as at 31.08.2025

Province	2023			2024		
	No. of students sat	No. of students passed	Pass Percentage %	No. of students sat	No. of students passed	Pass Percentage %
Southern	41,302	32,301	78.21	41,909	31,702	75.64
North Western	38,383	28,416	74.03	39,405	28,166	71.47
Western	80,474	62,056	77.11	81,244	60,509	74.47
Uva	22,217	16,465	74.11	21,641	15,830	73.14
Central	41,737	31,380	75.19	42,173	31,174	73.91
Sabaragamuwa	30,599	23,421	76.54	30,451	22,374	73.47
North Central	23,193	16,604	71.59	23,289	16,360	70.24
Eastern	26,780	20,717	77.36	26,222	19,474	74.26
Northern	17,852	12,868	72.08	16,370	11,437	69.86
Grand Total	322,537	244,228	75.72	322,704	237,026	73.45

Source : Assessment Report 2024, Department of Examinations of Sri Lanka

G.C.E. (Ordinary Level) Examination (2018 – 2024) Pass Percentage of Students for Each Subject

Pass Percentage							
	2018	2019	2020	2021	2022	2023	2024
First Language (Sinhala)	91.3	91.4	91.3	89.15	88.73	86.9	87.73
First Language (Tamil)	90.08	87.05	89.22	87.02	88.27	86.06	87.03
English	54.9	62.36	65.78	72.86	73.5	70.6	73.82
Mathematics	68.3	71.08	70.52	70.03	73.36	73.16	69.07
Science	69.83	65.45	69.07	70.84	72.19	72.9	71.06



Source : Assessment Report 2018- 2024, Department of Examinations of Sri Lanka

(b) G.C.E. (Advanced Level) Examination Student Performance (School Applicants) 2019 - 2024

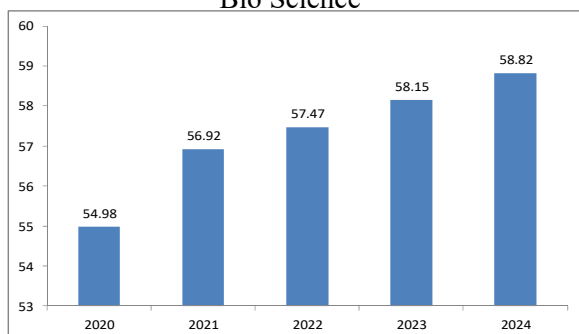
	2019	2019	2020	2020	2021	2022	2023	2024
	(New Syllabus)	(Old Syllabus)	(New Syllabus)	(Old Syllabus)				
No. of students sit	173,781	61,769	251,168	-	236,035	232,797	229,057	222,774
No. of students qualified for the university entrance	108,353	46,552	165,711	-	149,946	149,487	151,343	149,964
Percentage of students qualified for the university entrance (%)	62.35	75.36	65.98	-	63.53	64.21	66.07	67.32

Source : Assessment Report 2024, Department of Examinations of Sri Lanka

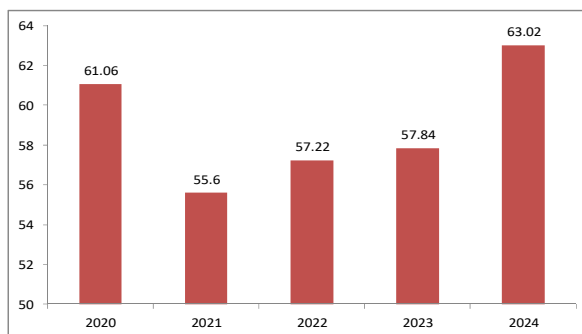
Percentage of students qualified for university entrance for each subject stream

(First sitting 2020 - 2024)

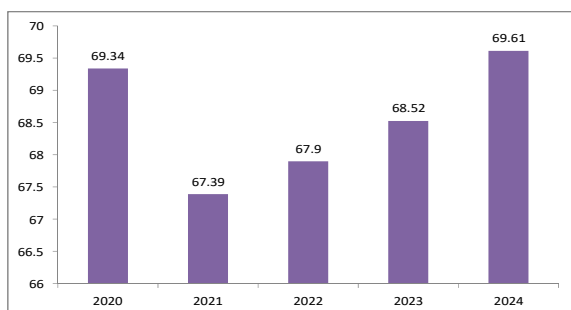
Bio Science



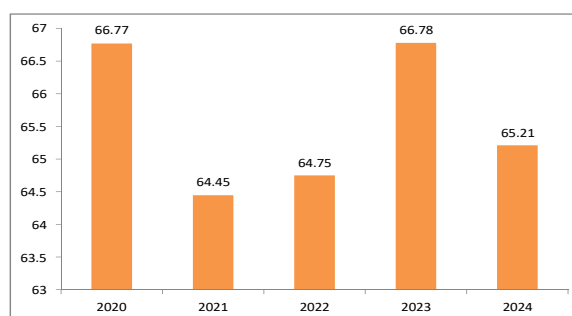
Physics



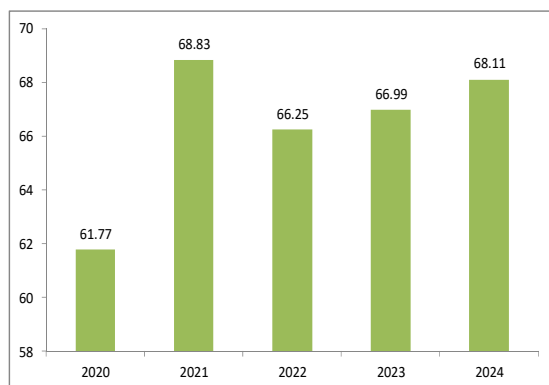
Commerce



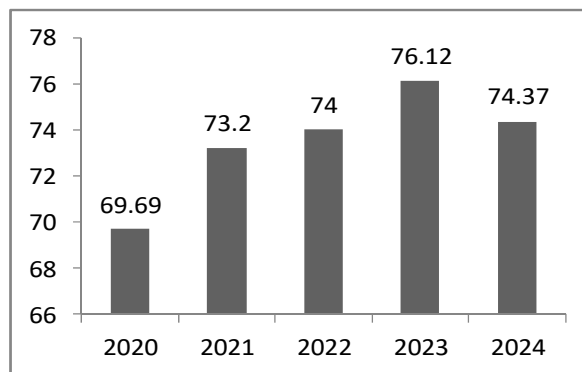
Arts



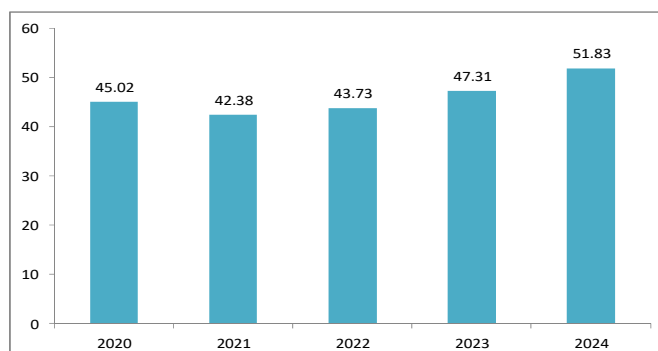
Engineering Technology



Bio System Technology



Common



Source : Assessment Report 2024, Department of Examinations of Sri Lanka

06. Institutions Affiliated to General Education

National Institute of Education

Physical progress up to 30.09.2025

- Finalizing National Early Childhood Education Curriculum Framework in three media.
- Activity books, modules, and teacher guides for Grades 1 and 6, scheduled for implementation in schools in 2026, have been prepared, and the progress achieved in this regard is as follows:

	No. of Teacher Guides	No. of Activity Books/Modules
Gr.1	46	49
Gr.6 (1 st term)	42	112
Total	46	161

- Conducting Training of Trainers (ToTs) programmes on the new curriculum reforms across provinces for 32 subjects in Grades 1 and 6. A total of 431 Training of Trainers (ToTs) participated for Grade 1 and 5,566 Training of Trainers (ToTs) for Grade 6.
- Conducting awareness programmes for 69 teachers and online capacity building programmes for teachers in Korean Language Gr. 10-13.
- Finalizing 66 teacher guides on co-curricular activities for Grade 8 and conducting capacity development programs for 20 teachers using the prepared guides for Health and Physical Education subject.
- Conducting awareness programmes on transformation of education system for 1960 participants including principals and education officials.
- Producing 26 video programmes, 02 community awareness programmes, and 30 trends and news programmes for Channel NIE YouTube.
- Collecting data through Google Sheets to support research on *Pre-service Training in Sri Lanka: Challenges, Opportunities, and Pathways for Improvement*.
- Preparing the final draft of the guideline for teachers on mainstreaming children with special educational needs, following a review of the existing guideline.
- Conducting a survey on National College of Education curriculum reform.
- Holding the ceremony for conferring the National Diploma in Teaching, to 4,313 teacher students, from 29th to 31st July 2025 at the BMICH.
- The Open School Unit implements three distance courses-Literacy, Foundation, and Secondary-with the aim of opening educational pathways for students who were denied school education for various reasons. At present, about 4,313 learners are enrolled across 23 centres islandwide.
- Implementing 18 courses, ranging from the Master of Philosophy degree to certificate programs for education professionals, through regional centres across the island.

Financial progress up to 30.09.2025

Source of Funding	Recurrent Expenditure		Capital Expenditure	
	Budget	Expenditure	Budget	Expenditure
Government Grant	507,500,000	416,090,792	120,000,000	16,638,694
GEMP	50,000,000	18,059,190	-	
SESIP	136,373,000,000	27,501,262	10,000,000	
NIE Generated Fund (Income)	663,229,000	271,225,000	116,920,000	5,192,245
UNICEF	5,831,340	221,220	-	
UNESCO (KNCU)	21,700,000	14,309,094	4,000,000	1,909,063
Total	1,384,633,340	747,406,560	250,920,000	23,740,002

Expected tasks to be completed by the end of 2025

- Completing of the preparation of Teachers' Guides and Modules for Grade 6 (2nd and 3rd terms) under the new curriculum reforms.
- Completing capacity development programmes for Training of Trainers (ToTs) on the new Grade 6 curriculum reforms for the first term.
- Completing the development of activity books, teacher guides, and modules for Grades 2 and 7.
- Conducting and supervising provincial level teacher training programmes.
- Conducting Annual Regional English Support Centres (RESC) conference.
- Finalizing guideline for teachers to mainstream children with special education needs in grade 10.
- Finalizing the National Teacher Development Framework.
- Developing Higher National Diploma in Teaching programme for National Colleges of Education.
- Preparing 04 syllabi for NCoEs.
- Preparing Sri Lankan Journal of Education Research in three media.
- Organizing to hold Dr. C.W.W.Kannangara memorial lecture.

Summary of the programmes planned for the year 2026

- Coordinating and supervising all curriculum development related activities of the NIE by the Centre for Curriculum and Instructional Science.
- Establishing a Centre for Quality Assurance and a mechanism to ensure quality of the programmes conducted by the NIE.
- Establishing an International Affairs Unit, Centre for Curriculum Development for Professional Development Courses, a Student affairs Unit and a Centre for Professional Development.
- Conducting capacity development programmes for pre-primary teachers and Early Childhood Care and Development officers.
- Conducting awareness programmes for education administrators, principals, teacher educators in National College of Education and Teacher Centres, parents/guardians, district secretaries and other relevant government officials.
 - The curriculum reforms will encompass the following tasks.

Develop syllabi	Gr.12
Develop TG/Modules	Gr.3,8,and 10
Finalize TG/Modules	Gr.2 and 7
Conduct capacity development programmes	Gr.2 and 7

- Conducting policy research to propose evidence-based recommendations to improve the efficacy and inclusivity of educational systems at local, national, and international levels.
- Conducting capacity building programmes for Training of Trainers (ToTs) on Guidance and Counseling and Bilingual Education on new curriculum reforms.
- Implementing 20 courses ranging from Master of Philosophy (Education) degree to certificate courses for the professionals in the field of education.
- Completing a building complex for the establishment of a model pre-school with a day care centre.
- Producing educational radio programmes for NIE Alpha U Visual Radio Channel.
- Producing audio and video programmes that can be used for primary and secondary education.
- Conducting three courses (literacy, foundation and secondary) for 1500 learners at the Open School regional centres.

**Progress Report submitted for the 2025/2026
Budget Committee Stage**



Educational Publications Department

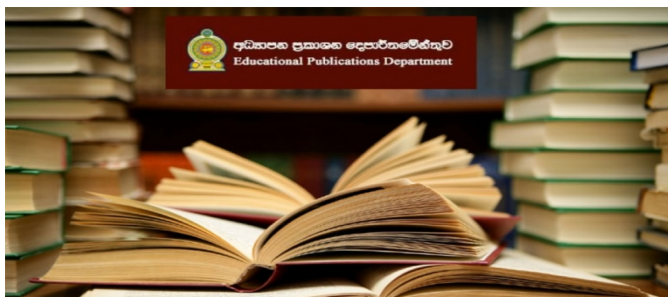
1.0 Introduction

education system by taking measures to develop, print and distribute school textbooks and other essential learning materials. This institution, which is under the purview of the Ministry of Education, ensures that all the students in the government and government approved schools obtain high quality publications in line with the curricula and consequently supports for equal learning opportunities all around the island.

Background Details

It was established as a separate budget unit by the extra special gazette notification dated 27th March 1965 and as a Department that functions under the then Ministry of Education and Culture by the extra special Gazette Notification dated 30th September 1966.

The Educational Publications Department which was established as a B grade Department in 1965, was upgraded to a super grade Department with effect from 14.07.2004, revised the designation of the Head of the Department as Commissioner General of Educational Publications and it was promoted to be equal to the designation of an Additional Secretary of the Ministry.



Vision, Mission and Objectives of the Institution

Vision of the Institution

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

Mission of the Institution

Enhance the quality and value of education by implementing the Free Textbook Scheme of Government of Sri Lanka, progressively widening the range of available textbooks, workbooks, reference books, supplementary readers, glossaries, dictionaries, audio-visual study packs and other materials of high educational standards enabling to produce worthwhile and intelligent citizens with ability to contribute towards the development of the country.

Objectives

Create intelligent, virtuous and productive citizens for the country by developing the quality of education

- Provide free of charge school textbooks / modules required for the children in all the grades from grade 1 to 11 learning in government schools and pirivenas.
- Provide knowledge related to the school curricula and additional knowledge to students by compiling supplementary reading books.
- Prepare the necessary learning aids to enhance understanding and success in syllabus-related learning
- Prepare the students sitting for public examinations to face the examination by printing question and answer books. Provide the knowledge of syllabi to teachers by printing and distributing Teacher's Guides.

1.3 Main Tasks

2.0 Physical Progress of the Main Programmes implemented in 2025 (as at 30.09.2025) and Way forward

The following tasks have been entrusted to the Educational Publications Department by the extra special gazette notification of the Government of Sri Lanka dated Friday, 30th September 1966 bearing the number 14, 715/3.

Translate, publish, distribute and sale, purchase publishing rights of approved books for the use of primary, secondary and higher education

Produce, publish, distribute and sale of academic books, glossaries, encyclopedia, and other books required for educational activities

Production, distribution and sale of learning aids, audio-visual and other equipment

Encourage the production of reading materials

The Educational Publications Department has implemented the following programmes during the first three quarters of the year 2025 with the aim of providing quality learning materials for school children.

Production of Textbooks and Modules

The Ministry of Education has taken the necessary measures to introduce a new curriculum for the school education system with effect from the year 2026 and it will commence with grades 1 and 6. In this new curriculum, instead of the textbooks for grades 1 and 6, new learning materials prepared by the National Institute of Education will be introduced. Accordingly, in 2025, the Educational Publications Department bears the responsibility for the implementation of the following tasks.

- Print school textbooks for grades 2,3,4,5,7,8,9,10 and 11 based on the curriculum implemented at present
- Print modules Activity Books for Grade 1 and Modules for Grade 6.

- Quality control of textbooks and modules to be carried out by Education Administrative Services officers

Progress up to 30th September 2025:

- Activities related to printing 334 textbooks for grades 2,3,4,5,7,8,9,10 and 11 and 106 activity-based learning books and modules for grades 1 and 6 have been commenced.

Table 1.0: Details of books submitted for printing

Type of Book	Number of Books	Number of Copies
textbooks	334	21,966,750
modules	106	9,563,700

- 18% of the total printing requirement for the year 2025 has been awarded to the State Printing Corporation (SPC) through direct procurement. The remaining 82% has been awarded to the government and private sector printers through an open competitive tender procedure.
- Among the 78 textbooks awarded to the State Printing Corporation under the direct procurement, 42 textbooks have already been printed and handed over to the warehouse of the Educational Publications Department. The preparation for printing of the remaining textbooks is in progress and it is expected to complete it by 07th October 2025.
- The preliminary printing activities have been commenced for the textbooks awarded through the open tender procedure and it is expected to complete it by 17th November 2025.

The Expected Performance by the End of 2025

- Completing the printing of all the textbooks, activity books and modules and ensure that the printers hand over those books to the central warehouse at the end of the year.

Distribution of Textbooks and Modules (Progress up to 30th September 2025)

- The distribution of textbooks from the central warehouse to regional centres and to schools has been commenced. At the moment, the distribution of textbooks is carried out by the lorries of the Educational Publications Department and the percentage of textbook distribution is about 1%.
- The procurement process to obtain private lorries on rent for textbook distribution has been commenced the procurement process is at the stage of bid evaluation.
- The allowance vouchers provided to the provincial education officers and principals in relation to the distribution of textbooks for the year 2024 are now being received. Those vouchers have been sent for payments.
- About 850 officers in 07 provinces have been made aware by now of storing textbooks / modules in regional centres, distribution, usage in schools, reuse and the automated system prepared to distribute textbooks / modules.
- Pre activities to recruit casual workers for the textbook distribution have been carried out.

The Expected Performance at the End of the Year 2025:

Distribute all the textbooks, activity books and modules to schools and regional centres before the end of the year 2025

Printing and Distribution of Braille Books

About Braille Books

According to the Requisition Lists of Braille Textbooks,

1. The number of Braille textbook copies required to be provided to visually impaired students learning in the country in 2025 is 11,780.
2. The number of Special Education schools to which Braille textbooks have been distributed is 14.
3. The number of Special Education Units under the Zonal Education Office is 43.
4. The number of visually impaired students who have requested Braille textbooks is 371.

Progress up to 30th September 2025

- Purchase papers required to print Braille books for the years 2025 and 2026
- Braille textbooks and modules for the years 2025 and 2026 are being printed.
- Only one Braille printer that can be used to print Braille books is available and around 30 books are printed per day through that printer.
- The procurement process to purchase a Braille printing machine and an additional new battery (UPS) has now been completed and steps are being taken to award orders.
- Procurement activities are being carried out to repair two old Braille printing machines.
- The recruitment of translators to translate activity books of grade 1 and modules of grade 6 related to the year 2026 into Braille books has been carried out.

The Expected Performance at the End of the Year 2025:

- Print all the textbooks, activity books and modules before the end of the year 2025 and distribute to the special education units established in the special schools and government schools.
- Purchase the new Braille printing machine and establish in the relevant printing press.
- Complete the repairing of the two old Braille printing machines.

2.4 Book Sales Promotion

Progress up to 30th September 2025

- The opportunity has been provided to purchase school textbooks, supplementary reading books, glossaries and past examination papers through the Sales Promotion Centres of the Educational Publications Department.
- The Sales Promotion Centres of the Educational Publications Department are located in Vidyodaya Pirivena, Maradana, Isurupaya, National Institute of Education, Maharagama, Teacher Training Centre, Meepe, Rajawasala Trade Complex, Narahenpita, Jaffna Central College, Jaffna.
- Relevant training for the officers serving in the Sales Promotion Centres has been provided in this year.
- Among the 4 sales promotion programmes planned for 2025, 3 have been conducted.
- - Book Exhibition – Kandy

2.5 Production of Supplementary Reading Books

Progress up to 30th September 2025

The following supplementary reading books produced in 2024, have been printed in 2025 and sent for sale.

- **Modern Cartographic Scientific Methods and Their Practical Application (Sinhala)**
- **G.C.E. (A/L) Tamil Language – Part II (Tamil)**
- **G.C.E. (A/L) Accounting (Sinhala)**
- **Critical Reviews of Classical Prose Literature (Sinhala)**
- **Sinhala Grammar Compendium (Sinhala)**
- **G.C.E. (A/L) Physics – Electronics (Sinhala)**

The following supplementary reading books have been produced in 2025 and submitted to commence printing.

- Production, Cost, and Market Models
- Classical Poetry – Guttila Kavya, Classical Prose – Selected Short Stories

Expected Performance at the End of the Year 2025:

- Print the supplementary books that have been already compiled and send for sale.
- Finish compiling supplementary reading books that are being drafted.

Information and Communication Technology Development Programmes

Progress up to 30th September 2025:

- An Automated System has been established in order to execute all the tasks of the Educational Publications Department productively and efficiently. This is a programme implemented under the General education Modernization Project – GEMP implemented under World Bank loans.
- The processes from book production to distribution to schools will be digitalized and by now about 90% of the tasks of the automated system have been completed and measures have been taken to feed data.
- The existing website of the educational Publications Department is currently inactive and therefore preliminary measures have been taken to create a new website.

Expected Performance at the End of the Year 2025:

- Complete 100% of the automated system by the end of 2025 and take measures to utilize it for the relevant tasks
- Create the website of the Educational Publications Department
- Purchase the In Design software for the Educational Publications Department

2.7 Capacity Development Programmes

Progress up to 30th September 2025:

- One capacity development programme each has been implemented for the officers of the Distribution Section and the Sales Promotion Section.
- According to the training needs identified, officers of all the sections have been sent for training as required.
- It is planned to train all the staff officers engaged in textbook production on the use of In Design software. A proposal has been submitted to get the training done through Nipunatha Piyasa and quotations have been called.
- **Expected Performance at the End of the Year 2025:**
- Conduct a training workshop on duties of the officers in the Production, Publishing and Distribution sections.
- Train all the staff officers on using the In Design software.
- According to the identified training needs, send officers for relevant training programmes.

2.8 Other Programs Currently in Operation

- Creative Story Writing Competition (English)
- Survey on Additional Book Requirements in Schools

Development of Infrastructure Facilities of the Educational Publications Department and other Affiliated Sections

- **Progress up to 30th September 2025:**
- The procurement process is in progress to purchase office equipment and furniture for the sections of the Educational Publications Department, warehouse and Sales Promotion Centres.
- Estimates have been prepared for the repairs and essential maintenance activities in all three warehouses A, B, and C in Pitipana and the procurement process has been commenced.
- Estimates and plans have been prepared to install CCTV camera system in all three warehouses in Pitipana and the procurement process has been commenced.
- Contracts have been signed with institutions for the maintenance services of machinery.
essential repairs of vehicles have been carried out.
- Monthly rental fees, for buildings in which sales promotion centres have been established, have been paid for this year.
- Uniform allowance have been provided for officers who are entitled for uniforms.

Expected Performance at the End of the Year 2025:

- Implement all the tasks in the procurement process mentioned above.
- Carry out vehicles, building and machinery maintenance needs that will arise in the future.

Planning and Supervision

Progress up to 30th September 2025:

- Prepare and implement the total plan of the year 2025 according to the annual budget allocations of the year 2025
- Prepare the draft of the Annual Plan of the year 2026 and accordingly the Budget Estimate of the year 2026 has been prepared and submitted to the Treasury.
- The Risk Management Framework of the Educational Publications Department for the period 2026-2030 has been prepared.
- The Mid Term Strategic Plan of the Educational Publications Department for the period 2026-2030 has been drafted.
- A framework for monitoring and evaluation has been drafted by identifying the main performance indicators for the period 2026-2028.
- Quarterly Progress Review Meetings have been conducted and measures have been taken to monitor and provide feedback for the Annual implementation Plan.

Expected Performance at the End of the Year 2025:

- Prepare and finalize the Mid Term Strategic Plan of the Educational Publications Department for the period 2026-2030.
- In parallel to the Mid Term Strategic Plan, prepare a Framework for Monitoring and Evaluation for 2026-2030
- Based on the approved budget allocations, prepare the Annual Implementation Plan for 2026
- Monitor the Annual Implementation Plan of the following quarter and provide feedback.

3.0 Financial Progress of the Annual Plan of the Educational Publications Department up to (30.09.2025)

Head - 126, 213 Department of Educational Publications

Financial Progress up to 2025.09.30

Budget head	Vote Number	Description	Allocation for 2025	Cumulative expenditure (2025.09.30)	Balance allocation	Expenditure Percentage
126	<u>Recurrent expenditure</u>		15,500,000,000.00	1,787,010,851.88	13,712,989,148.12	11.53
213			115,000,000.00	68,465,448.74	46,534,551.26	59.54
		<u>Personal Emoluments</u>				
213	1001	Salaries and Wages	36,000,000.00	32,454,739.96	3,545,260.04	90.15
213	1002	Overtime and Holiday Payments	3,000,000.00	1,440,479.25	1,559,520.75	48.02
213	1003	Other allowances	27,000,000.00	16,428,326.56	10,571,673.44	60.85
		<u>Travelling Expenses</u>				
213	1101	Domestic	1,500,000.00	585,552.00	914,448.00	39.04
		<u>Supplies</u>				
213	1201	Stationery and office requisites	7,000,000.00	1,608,403.34	5,391,596.66	22.98
213	1202	Fuel	10,000,000.00	5,630,331.09	4,369,668.91	56.30
213	1202-002	Fuel Allowance	2,000,000.00	1,468,978.39	531,021.61	73.45
213	1202-009	Fuel for Pool Vehicles	6,000,000.00	3,948,025.00	2,051,975.00	65.80
213	1202-010	Fuel for Other Purpose	2,000,000.00	213,327.70	1,786,672.30	10.67
213	1203-002	Diet and Uniforms	50,000.00	44,000.00	6,000.00	88.00
		<u>Maintenance Expenditure</u>				
213	1301	Vehicles	6,200,000.00	1,988,065.89	4,211,934.11	32.07
213	1302	Plant and Machinery	3,000,000.00	455,789.88	2,544,210.12	15.19
213	1303	Building and Structure	1,000,000.00	183,780.00	816,220.00	18.38
213	1304	Software Maintenance	200,000.00	0.00	200,000.00	0.00

Budget head	Vote Number	Description	Allocation for 2025	Cumulative expenditure (2025.09.30)	Balance allocation	Expenditure Percentage
		<u>Services</u>				
213	1401	Transport	2,500,000.00	1,716,071.43	783,928.57	68.64
213	1402	Postal and Communication	2,000,000.00	1,063,110.23	936,889.77	53.16
213	1403	Electricity and Water	6,000,000.00	654,881.30	5,345,118.70	10.91
213	1404	Rental and Local Taxes	200,000.00	6,422.76	193,577.24	3.21
213	1407	Security Services	4,450,000.00	1,569,823.57	2,880,176.43	35.28
213	1409	Other	3,400,000.00	1,852,759.03	1,547,240.97	54.49
213	1409-138	Machinery and Office Equipment Services Agreements	2,500,000.00	1,342,587.10	1,157,412.90	53.70
213	1409-139	Vehicle Insurance	400,000.00	189,346.93	210,653.07	47.34
213	1409-140	Miscellaneous Services Expenditure	500,000.00	320,825.00	179,175.00	64.17
		<u>Transfer</u>				
213	1506	Property Loan Interest to Public Servants	1,500,000.00	782,912.45	717,087.55	52.19
126	1501	Printing and distribution of Textbooks	15,500,000,000.00	1,787,010,851.88	13,712,989,148.12	11.53
		<u>Capital Expenditure</u>	59,733,005.00	10,931,602.57	48,801,402.43	18.30
		<u>Rehabilitation and Improvement of Capital Assets</u>				
213	2001	Building and Structure	17,500,000.00	0.00	17,500,000.00	0.00
213	2003	Vehicles	3,000,000.00	1,159,182.57	1,840,817.43	38.64
		<u>Acquisition of Capital Assets</u>				
213	2102	Furniture and Office Equipment	1,800,000.00	0.00	1,800,000.00	0.00
213	2103	Plant, Machinery and Equipment	21,200,000.00	0.00	21,200,000.00	0.00
213	2106	Software Development	500,000.00	0.00	500,000.00	0.00
		<u>Capacity Development</u>				
213	2401	Staff Training	1,000,000.00	306,410.00	693,590.00	30.64
213	2509	Other (GEMP)	14,733,005.00	9,466,010.00	5,266,995.00	64.25
		Total	15,674,733,005.00	1,866,407,903.19	13,808,325,101.81	89.37

4.0 Way Forward: Main Projects and Programmes expected to be implemented in 2026

- Print textbooks for grades 3,4,5,8,9,10,11 for the year 2027 and distribute to schools and regional textbook centres.
- Print Activity Books for Grades 1,2 and Modules for Grades 6,7 for the year 2027 and distribute to schools and regional textbook centres.
- Produce, print and distribute supplementary reading books to the Sales Promotion Centres.
- Print Teacher's Guides related to the new syllabus and distribute them to schools.
- Produce and distribute Braille textbooks, activity books and modules required for visually impaired students.
- Carry out the repairs of the three central warehouses of the Educational Publications Department located in Pitipana.
- Purchase furniture and machinery for the educational publications Department.

01. Functions of the Department of Examinations, Sri Lanka

Department of Examinations, Sri Lanka was established as the sole legally authorized institution for conducting public examinations under the Public Examinations Act No. 25 of 1968. Since then, the functions of Department of Examinations, Sri Lanka have expanded significantly.

Department of Examinations, Sri Lanka fulfills a national mission holding on to the core values of confidentiality, accuracy, fairness, integrity, and accountability.

G.C.E. (Advanced Level), G.C.E. (Ordinary Level), Grade 5 Scholarship and General Information Technology Examination are the main school examinations conducted by the department. In addition, the institutional examinations conducted by the department could be classified as follows.

- ◆ Recruitment Examinations
- ◆ Certificate Examinations
- ◆ Efficiency Bar Examinations
- ◆ Promotion Examinations
- ◆ National Diploma in Education Final Examination
- ◆ Teacher Training Colleges Final Examination

The main responsibility of the department is to pave the way for student's future aspirations via conducting examinations in the most accurate and fair manner while securing confidentiality and releasing results for thousands of candidates every year.

Over two hundred thousand of teachers and principals serve as part of National examinations staff for the administration of school examinations.

To enhance the efficiency of administration of examinations the Department of Examinations maintains a pool of qualified persona as the examination staff and provides them with formal training frequently. This systematic process minimizes the administrative issues that arise during the conduct of examinations.

To meet modern demands and ensure efficient service delivery Department of Examinations, Sri Lanka has digitalized certain steps in the examination cycle such as calling applications from applicants, facilitating to download admission cards, calling applications from examiners, calling applications for re-scrutiny, providing opportunity for principals and private candidates to download examination results. Those digital processes have enabled timely and accurate completion of tasks and the department expects to continue expanding its digitalization initiatives.

The Department of Examinations also takes steps to provide reasonable accommodations to school candidates with special needs during the conduct of examinations. Applications are obtained through school principals and concessions are recommended to those examination candidates through an interview board, and the concessions are provided by informing the supervisors of the relevant examination centre.

Another main function of this department is to issue examination certificates for local and foreign requirements, and the issuance of certificates through online method and e-mail are currently being promoted. On average, more than a thousand people avail themselves of these services every day.

Furthermore, the department also verifies the examination results of employees of government, semi-government and private institutions.

Department of Examinations, Sri Lanka without being limited to conduct examinations only, also carries out a number of activities to uplift the learning and teaching process in the school system. Also, this department makes the school community aware to prepare students for the examinations when new educational reforms or new subjects are introduced or syllabi are revised by determining question paper structure as per that and preparing proto-type question papers.

Department of Examinations, Sri Lanka with the aim of developing school education, prepares Analysis Reports on the candidates' performance in national level examinations such as G.C.E. (Advanced Level), G.C.E. (Ordinary Level), and Grade 5 Scholarship Examinations at the provincial and zonal levels and distributes to the school system, thereby providing information to officers of educational zones to identify the strengths and weaknesses of students and plan development programs accordingly. It prepares evaluation reports for selected subjects in the G.C.E. (Advanced Level) and G.C.E. (Ordinary Level) examinations and distributes them to schools, thereby guiding teachers in teaching and students in writing answers.

Through its efficient and trustworthy administration of both school and institutional examinations the department of examination has become a highly respected government institution earning strong public confidence.

It is the aspiration of Department of Examinations, Sri Lanka to provide a more effective service to students, candidates seeking admission to the public service and the general public by successfully confronting all challenges and conducting examinations in future, while maintaining reliability and confidentiality, modernizing the examination methodologies very accurately.

02. Activities that are being implemented/to be implemented by the Department of Examinations, Sri Lanka in accordance with the government policy statement “A Thriving Nation - A Beautiful Life”.

In accordance with the government policy statement “A Thriving Nation - A Beautiful Life”, plans have been made to implement a number of reforms in the education sector of Sri Lanka. In line with those reforms, the Department of Examinations, Sri Lanka is taking steps to introduce reforms to the national examinations. According to the government policy statement, the following goals are expected to be achieved.

Consecutive No	Target (In accordance with government policy statement)
1	Establish a National Evaluation Centre with all technical and physical infrastructure.
2	Facilitate an annual school calendar to ensure that the national examination evaluation process is completed within a month and the results are released within two months.
3	Introduce a payment system that reflects the intellectual contribution of examiners involved in the examination evaluation process. Under this, it is expected to update and provide payments to all parties who provide intellectual contribution to the examinations, not only the examiners.
4	Providing guidance and support to conduct the literacy and numeracy skills test to be held in grade 9 at national level.

03. Progress of the Department of Examinations, Sri Lanka from 01.01.2025 to 30.09.2025

3.1 Conducting School Examinations and Issuing Results

Due to the Covid-19 pandemic situation in the country and the subsequent economic and social crises, the national level examinations scheduled to be held in each year could not be held as planned, and the examinations related to the year 2024 are being held in the year 2025, and the G. C. E. (Ordinary Level) Examination scheduled to be held in the year 2025 will be held in the year 2026.

G. C. E. (Advanced Level) Examination- 2024 (2025)

Date of Examination - From 25.11.2024 to 20.12.2024

Date of Release of Results - 26.04.2025

Number of candidates who sat the examination - 274,361

Number of candidates who passed the examination - 177,588

	No. of Candidates				Total No. of Candidates	
	School		Private		No	Percentage (%)
	Female	Male	Female	Male		
Number of candidates sat for 03 subjects	134,900	87,874	32,270	19,317	274,361	-
No. of candidates who fulfilled the minimum requirement for university admission	97,045	53,243	18,486	9,146	177,920	53.96%

G.C.E (Ordinary Level) Examination - 2024 (2025)

Date of examination	- From 17.03.2025 to 26.03.2025
Date of release of results	- 11.07.2025
No. of candidates sat the examination	- 425,155
No. of candidates who passed 6 subjects including Mathematics and Sinhala	- 223,944
No. of candidates qualified for Advanced Level (5 subjects with 3 credits including Mathematics Or Sinhala)	- 245,735

Grade 5 Scholarship Examination- 2025

Date of examination	- 10.08.2025
Date of release of results	- 03.09.2025
No. of candidates who sat the examination	- 303,670
No. of candidates above cut off mark	- 51,969

General Information Technology Examination (GIT) - 2023,2024 (2025)

Date of examination	- 03.03.2025
Date of release of results	- 26.08.2025
No. of candidates who sat the examination	- 235,038

Conducting Institutional Examinations and Issuing Results – Progress

Category of Examination	Number of exams conducted	No of exams in which results were released
Recruitment Examinations	29	31
Certificates Examinations	12	10
Efficiency Bar Examinations	24	28
Promotion Examinations	06	01
Other Examinations	-	07
Total	71	*

* The results of several examinations held in 2024 have been released in 2025.

3.3 Issuance of certificates (originals and duplicates) and verification of examination results

Services	No.
Issuance of certificates	227,980
One-day Service	104,945
Normal Service	968
Online Service	122,067
Verification of results	25,978
Government	18,609
Private	7,369
Searching Index Nos	5,402

3.4 Capacity Development Programmes

As per a programme organized by the Ministry of Education, a group of 15 officers from this department were sent for the “Advanced Certificate Course in Monitoring & Evaluation” conducted by the University of Sri Jayewardenepura.

A group of **35** members including staff officers, Information and Communication Technology officers, Development officers and Management Service officers of the Department of Examinations, Sri Lanka were sent for the computer course i.e. “Digital Empowerment for Administrative Excellence” conducted by the Information Technology Resource Development Authority - Western Province.

With the aim of improving the computer skills of the Management Service Officers and Development Officers of the Department of Examinations, Sri Lanka, a group of 40 members were sent for the training course i.e. “Advanced Office Applications & Google Workspace Tools” conducted by the Information Technology Resource Development Authority - Western Province.

Two courses were organized, covering Financial Regulations, Establishment Code and Procedural Rules of Public Service Commission, with the aim of supporting the efficiency bar examinations of officers serving in the Printing Service of the Sri Lanka Examinations Department.

A training workshop on the “Pension Process” was organized for a group of **34** members including Management Service and Development Officers of the Department of Examinations, Sri Lanka with the resources of the Department of Pensions.

With the aim of enhancing the knowledge on the management of public assets in the officers of the Department of Examinations, Sri Lanka, a group of **6** members including Staff Officers and Management Service Officers were sent to a training workshop on “Public Asset Management”.

- In order to improve the disciplined and safe driving skills of drivers employed in the Transport Division of the Department of Examinations, Sri Lanka, a group of 07 drivers were sent to a training course called “Disciplined Safe Driving” conducted by the “Construction Industry Development Authority”.
- A Print Finisher employed in the Printing Service of the Department of Examinations, Sri Lanka was connected with the “Book Binding & Finishing” course organized by the Sri Lanka Institute of Printing.
- With the aim of standardizing the examination process of the Department of Examinations, Sri Lanka according to ISO 9001 standards, a training programme was conducted as a preliminary step for a group of 80 officers of the department with the resources of the Sri Lanka Standards Institution on standardization of examination processes.

3.5 Quality development programmes

- The evaluation reports of the G.C.E. (Advanced Level) Examination - **2020** were prepared and edited.
- The evaluation reports of the G.C.E. (Advanced Level) Examination - **2021** were prepared and edited.
- The evaluation reports of the G.C.E. (Advanced Level) Examination - **2022** were prepared and edited.

3.6 Educational reform activities

- Review and update school-level assessment and national-level assessment in relation to the new educational reforms.
- Preparation of guidelines on assessment and evaluation of general education.
- Develop a regulatory and evaluative framework for the implementation of school and national level assessment and evaluation.
- Preparing guidelines for the professional development of teachers on assessment and evaluation through the school-based professional teacher development programme.
- Establishing a steering committee for the development of the proposed support systems (Semi-Automated Test Generation System, School Level Assessment Resource Pool, Management Information System of Student Assessment) proposed to be established by the Department of Examinations, Sri Lanka in the implementation of the new educational reforms, conducting steering committee meetings and organizing the related activities.

04. Tasks expected to be carried out from 30.09.2025 to 31.12.2025

4.1 Conducting school examinations

G.C.E.(A/L) Examination - 2025

Date scheduled for the examination	-10.11.2025
Date scheduled for the conclusion of the examination	- 05.12.2025
Date of calling for applications	- 26.06.2025.06.26 to 21.07.2025
Date scheduled for the release of results	- 10.03.2026

Number of applicants		Total
No. of school applicants	246,521	340,525
No. of private applicants	94,004	

General Information Technology Examination – 2025

Date scheduled for the examination	- 06.12.2025
Date scheduled for the conclusion of the examination	- 06.12.2025

4.2 Conducting Institutional Examinations

Month	Number of Exams scheduled to be conducted	Other
From 15 September to 30	4	Since the exam calendar has already been approved, it is mandatory to be held.
October	12	
November	8	Since the G.C.E. (A/L) Examination is scheduled to be held, the number of these examinations intended to be conducted may vary.
December	10	

4.3 Conducting capacity development programs

- An SPSS course is scheduled to be held for a group of 30 officers (including staff officers) engaged in data analysis related duties and in Research and Development branch of the Department of Examinations, Sri Lanka.
- A training course on the use of AI-related innovative computer knowledge is scheduled to be held for a group of 35 members including staff officers, development officers, management service officers and Information and Communication Technology Service officers of the Department of Examinations, Sri Lanka.

- The Assistant Director (Information Technology), Information and Communication Technology Officer and a group of Information and Communication Technology Assistants of the Department of Examinations, Sri Lanka are scheduled to be sent for a Full Stack Web Development training course.
- It is planned to conduct a training workshop on the formal investigation process for officers conducting examination-related investigations.

4.4 Conducting quality development programmes

- Preparation and editing of Evaluation Reports of the G.C.E. (Ordinary Level) Examination- **2024** and the G.C.E. (Advanced Level) Examination-**2024**.
- Publication of Evaluation Reports of the G.C.E. (Ordinary Level) in 2019, 2020, 2021, 2022, 2023 and 2024 and G.C.E. (Advanced Level) Examinations in 2020, 2021 and 2024.
- Conducted Awareness Programmes on the Analysis Reports of the Grade 5 Scholarship Examination 2024.

4.5 Activities related to educational reforms

- Preparation of the final document related to the National Student Assessment Framework.
- Carrying out procurement activities to purchase equipment for the infrastructure required for the development of support systems

4.6 Development projects implemented by the department in 2025 and expected to be completed by the end of the year

- The project to modernize the lavatory system in Buildings A and B of the Department of Examinations, Sri Lanka has been initiated, and this project is scheduled to be successfully completed by the end of this year.
- The ceiling repair work in the Confidential Press is due to be completed in this year.
- Renovation work in the One-Day Service Premises is due to be concluded.
- Renovation activities of the Arthur Wedamulla Hall are scheduled to be carried out this year.
- Renovation activities of the Data Entry branch are scheduled to be carried out.
- The non-confidential press is due to be air-conditioned and refurbished.
- The renovation activities of the parking area and drivers' lounge are due to be concluded.
- The repair activities of the centralized air conditioning system of the department is due to be concluded.
- Purchase of office equipment required for the branches of the department.
- A **1000kw** generator is due to be purchased for the needs of the department.
- A server machine is due to be purchased for the needs of the department.
- The development work of the AS 400 system, the main computer system of the Department of Examinations, Sri Lanka is due to be performed by the end of this year.
- The first phase of the project to preserve the old examination results of the department is scheduled to be completed in the year 2025.

5. Financial progress of the Department of Examinations, Sri Lanka for the year 2025

Expenditure item	Estimate 2025 (Rs.)	Financial Progress as at 30.09.2025	Expected financial expenditure as at 31.12.2025
Recurring expenses	11,610,000,000.00	6,728,762,530.27	11,610,000,000.00
Payment of individual salaries	659,000,000.00	452,204,409.45	659,000,000.00
Travel expenses	3,000,000.00	652,258.00	3,000,000.00
Supplies	877,650,000.00	206,549,563.31	877,650,000.00
Maintenance Expenditure	115,300,000.00	31,077,379.05	115,300,000.00
Services	9,950,850,000.00	6,035,700,543.61	9,950,850,000.00
Transfers	4,200,000.00	2,578,376.85	4,200,000.00
Capital expenditures	750,000,000.00	24,703,619.26	750,000,000.00
Rehabilitation and improvement of capital assets	154,000,000.00	20,774,237.01	154,000,000.00
Acquisition of capital assets	70,000,000.00	1,476,676.25	70,000,000.00
Capacity development	5,000,000.00	2,452,706.00	5,000,000.00
Development plan	0	0	0
Educational reforms	0	0	0
Printing infrastructure development	324,000,000.00	0	324,000,000.00
Improving data protection	97,000,000.00	0	97,000,000.00
Old Examination Results Preservation Project	100,000,000.00	0	100,000,000.00
Total	12,360,000,000.00	6,753,466,149.53	12,360,000,000.00

6. Expected goals for the year 2026

6.1 Conduct of School Examinations

G.C.E.(Ordinary Level) Examination 2025 (2026)

- Date scheduled for the examination 17.02.2026
- Date scheduled for the conclusion of the examination - 26.02.2026

Grade 5 Scholarship Examination 2026

- Date scheduled for the examination - 09.08.2026
- Date scheduled for the conclusion of the examination - 09.08.2026

G.C.E.(Advanced Level) Examination 2026

- Date scheduled for the examination - 10.08.2026
- Date scheduled for the conclusion of the examination - 05.09.2026

General Information Technology Examination 2026

- Date scheduled for the examination - 24.10.2026
- Date scheduled for the conclusion of the examination - 24.10.2026

G.C.E.(Ordinary Level) Examination 2026

- Date scheduled for the examination - 08.12.2026
- Date scheduled for the conclusion of the examination - 17.12.2026

The examination calendar, which was delayed due to the Corona pandemic, is scheduled to be restored in 2026 by conducting for examinations.

6. 2 Conducting institutional examinations

Examination category	No. of exams expected to be held
Recruitment Examinations	30
Certificates Examinations	13
Efficiency Bar Examinations	35
Promotional Examinations	10
Other Examinations	9
Total	102

6.3 Quality development programmes scheduled for the year 2026

- Preparation of evaluation reports for selected subjects in the G.C.E. (Advanced Level) Examination 2022, 2023 and 2025.
- Preparation of evaluation reports for selected subjects in the G.C.E. (Ordinary Level) Examination 2023, 2025.
- Preparation of research and analysis reports for the Entrance Examination of Law College.
- Preparation of data analysis reports for the General Information Technology Examination 2026.
- Carrying out further work of the research based on the Grade 05 Scholarship Examination.
- Carrying out development activities related to school and institutional examinations.
- Analytical activities based on data related to school and institutional examinations.

6.4 Activities related to educational reforms

- Conducting workshops to prepare assessment structures for the Grade 9 National Level Examination proposed to be implemented in relation to the new educational reforms and organizing related activities.
- Updating the assessment frameworks for the G.C.E. (Ordinary Level) Examination and preparing prototype question papers.
- Conducting pilot projects related to the G.C.E. (Ordinary Level) Examination.
- Conducting a comparative study of the G.C.E. (Ordinary Level) Examination with the other international examinations.
- Performing necessary actions for planning, designing, developing and testing assessment support systems related to the school level assessment resource pool for school level assessment. (Procurement for necessary purchases)

6.5 Development projects to be implemented by the Department of Examinations, Sri Lanka in the year 2026

No.	Project	Estimated Expenditure (Rs.Million)
01	Installation of a new CCTV system to further strengthen security and internal monitoring	9.5
02	Implementing a secure printing system that adds a QR code for confidential documents	28
03	Improving security and efficiency in packing and distribution of question papers through modern technology	5
04	Capacity development in the departmental officers on the Formative Assessment through an overseas training program	20
05	Development of IT infrastructure in the Computer branch	10.2

No.	Project	Estimated Expenditure (Rs.Million)
06	Purchase of office equipment to improve operational efficiency	15
07	Implementing a system for translating and printing Braille question papers	9.5
08	Installing an internal server within the department	37
09	Strengthening infrastructure through purchase of printing equipment, etc.	57
10	Developing a complete ERP (Entity Resource Plan) system for the department	98
11	Library Modernization Project located at the Research and Development branch	34.7
12	Digitalization of the payment voucher system for the Institutional Examination branch	3.4
13	Establishment of a suitable place for Resource Persons to dine and unwind on the rooftop of Building A of the Department.	5
14	Exterior colourwashing project of the department	30
15	Expansion of the evaluation facilities of the department	17
16	Promoting confidentiality within the department	9.5
17	Repair and Renovation Project of the building system of the department	98
18	Implementation of the second phase of the project to preserve old examination results	200

UNESCO Sri Lanka National Commission

UNESCO Sri Lanka National Commission Progress Report for the 2025 Budget Committee Session

The UNESCO Sri Lanka National Commission Office is an office that constantly interacts with the UNESCO Headquarters, the UNESCO Permanent Representation in Sri Lanka, the 58 UNESCO Field Offices and the 194 UNESCO Member States.

The tasks created by such a networked office system spread across the world, such as the assignment of policy matters, communication coordination, informing and implementing representative institutions, all of which have to be carried out on a daily basis by the UNESCO Sri Lanka National Commission, which is the only and foremost institution representing the Government of Sri Lanka.

This will also ensure the coordination of all ministries, departments and other institutions within the UNESCO Commission covering all the five subject areas relevant to the scope of the UNESCO Sri Lanka National Commission. .

Cultural Division

- The Minister of Education, Higher Education and Vocational Education visited UNESCO Headquarters to participate in the International Expert Conference on the Sacred City of Anuradhapura held at UNESCO Headquarters on 1st April 2025.
- The visit of the Director of the UNESCO Regional Office, Mr. Tim Curtis, to Sri Lanka to supervise the development plan for the Sacred City of Anuradhapura after it was submitted to UNESCO. Coordination activities in this regard will be carried out.
- Conducting online discussions with Ms. Junhi Han, Head of the Cultural Division of the UNESCO Regional Office, and other officials regarding cultural affairs in Sri Lanka.
- Informing UNESCO Headquarters and obtaining recommendations on the Sustainable Urban Development Project implemented under the Asian Development Bank Credit Facility and the development of the Sigiriya Centennial Walk and the restoration of the Sigiriya Lake, and holding discussions with officials of the Ministry of Urban Development.
- Discussing with the Department of Cultural Affairs of the Ministry of Culture regarding the listing of intangible cultural heritage and planning future activities.

Education Division

- Mitsubishi Asian Children's Ennikki Festa 2024-2025- Awards Ceremony-Physical Progress 100%
Financial Target - Cost - Rs. 2,170,175.00
- Greening Education Partnership- Drafted Memorandum of Understanding with Green Building Council of Sri Lanka and approval obtained from the Secretary of Education
- UNESCO Capacity Development Workshop on Education for Sustainable Development (ESD) for 2030

Ms. P.K. Priyangika, Deputy Director of Education, Agriculture Development Branch

Ms. M.K.A.U. Ananda (Deputy Director of Education, Education for All Branch)

Surveys

- UNESCO Survey on Youth and Student Participation by 20 June 2025 - forwarded to Additional Secretary (Policy Planning and Performance Review Branch)
- School Affairs Branch requested to disseminate and encourage participation in the “Teaching in the 21st Century 3.0” global competition
- Participation in the UNESCO ASPnet Teacher Professional Development Programme on Intangible Cultural Heritage (ICH) Education in Hong Kong and coordinated the “Gift a Poem” programme

Natural Sciences

- Man and the Biosphere Programme – (MAB) National Committee convened, discussed with the Chairman and Secretary of the Man and the Biosphere Programme. and decided to conduct a periodic review with SLNCU funds.
- The Commission paper for the periodic review has been submitted and approved by the Commission.
- National Committee for Geology and Geoparks - Geological Survey and Bureau of Mines held preliminary discussions with Dr. Beno Bor, Natural Sciences Specialist, UNESCO New Delhi Regional Office.

Contributions paid to UNESCO Headquarters for the year 2025 under Expenditure Head 126-01-02-0-1505

UNESCO Contribution	Rs. 38,787,057.40
World Heritage Preservation Fund	Rs. 395,547.60
Unquestionable World Wonders Fund	Rs. 395,547.60
TCCROM Contribution	Rs. 620,768.15
Total Payments	Rs. 40,198,920.75

UNESCO Scholarship Fund

- Relevant steps are being taken to update and maintain the UNESCO Scholarship Fund by implementing the decisions taken at the UNESCO Scholarship Fund Management Committee meeting. Accordingly,
- Reinvestment of the fixed deposit held at the Bank of Ceylon, Pelawatta branch under the name of UNESCO Scholarship Fund and 25% of the interest income received from fixed deposits as on 2023.12.04 in a new fixed deposit.
- Instructions have been given to the Non-Formal and Special Education Unit to prepare a database of scholarship recipients.
- Payments have been made in the year 2024 for scholarship recipients whose school education has been confirmed by the school principal.
- As per the management decisions of the UNESCO Scholarship Fund held on 12.10.2023, the sale of printed flags was initiated with the aim of increasing funds for the UNESCO Scholarship Fund established under the Sri Lanka UNESCO National Commission.
- The final accounts for the UNESCO Scholarship Fund had not been prepared since 2015 and the final accounts prepared from 2015 to 2023 were submitted to the Government Audit Division and instructions were given to complete the deficiencies and submit them again, so the relevant work is being done.
- The final accounts have been prepared as of 31.12.2024 and are scheduled to be submitted for approval by the Management Board in the future.

Projects planned for implementation in 2026

- Inclusion of North and South-Eastern schools in the ASP School Network
- Launching the Green Concept School Project
- Taking necessary steps to designate a site on the Tentative List of World Heritage Sites as a World Heritage Site
- Expedite the preparation of the Sri Lanka Intangible Heritage List and conduct the periodic reporting review process of the four Biosphere Reserves, which is scheduled and to be conducted every ten years, under the UNESCO Natural Sciences Division, for the Man and the Biosphere Programme.
- Conducting workshops on Intangible Cultural Heritage (ICH) with international partners to update the National List of ICH.
- Nominating several more items of cultural and natural heritage for inclusion in the World Heritage List.
- Mitsubishi Asian Children's Enikki Festa 2024-2025 - Awards Ceremony.

State Printing Corporation

Serial Number	Description	Status in 2025	Proposed for 2026
01	Painting the exterior of all buildings	Has been completed	It has been proposed to paint inside the building
02	Renovating a portion of the corporation's internal road system	Has been completed	It has been proposed to rennovate the remaining section
03	Refilling and installing fire extinguishers	Has been completed	
04	Upgrading the electrical system	Procurement activities are in progress	
05	Construction of a cafeteria premises	Procurement activities are in progress	
06	Repairing the roofs of the Litho and Binding factories	Procurement activities are in progress	
07	Renovating toilet systems and rest areas	Procurement activities are in progress	
08	Implementing 5S	In progress	
09	Expanding market share by establishing a product distribution network	In progress	
10	Rebranding SPC and promotion	Has been proposed	
11	Expanding the SPC stationery product portfolio	Has been proposed	
12	New Landscape Designing Business Process Re-engineering (Landscape Designing)	Has been proposed	
13	Business Process Re-engineering	Has been proposed	
14	Introducing a comprehensive ERP solution		Has been proposed
15	Expanding the production line of the stationery factory; purchasing a new automatic exercise book printing machine.	Proposal has been handed over	The proposal has been submitted for the 2026 budget speech.
16	“Smart Print Initiative” – Establishing an e-security printing division (joint venture)	A descriptive proposal is being preparing.	The proposal has been submitted for the 2026 budget speech.

Progress of the Budget Allocations as at 30.09.2025

Expenditure	Total Allocation - 2025 (Rs. Million)	Expenditure as at 30.09.2025 (Rs. Million)	Financial Progress (%)
Recurrent	1220	756.2	61.98%
Capital	203	8.74	4.31%
Expenses for raw material	1570	595.4	37.92%
Total	2993	1360.34	45.45%

Income Generation as at 30.09.2025

	As at 30.09.2025			Expected Performance as at 31.12.2025
Strategic Business Units	Targeted Cost (Rs.)	Achieved Value (Rs.)	(%)	
Suraksha Printing	373,000,000.00	389,854,832.00	104.52%	500,000,000.00
Textbook Printing	1,137,000,000.00	872,938,767.63	76.78%	1,600,000,000.00
Commercial Print-	195,000,000.00	167,415,198.01	85.85%	300,000,000.00
Outlet Sales (Stationery, Other, Publications)	194,823,730.31	99,431,323.26	51.04%	551,000,000.00
Other Operating Income	50,716,678	20,833,152.00	41.08%	67,622,237.00
Financial Income	2,175,000	1,863,524.00	85.68%	2,900,000.00
Total	1,901,041,115.31	1,601,509,092.90	79.50%%	3,021,522,237.00

The figures represent the budget after revisions made following the mid-year progress evaluation.

	Activity	Expected Performance as at 30.09.2025		Expected performance as at 31.12.2025
		Physical	Physical %	
01	Primary School Teachers' Perceptions of School Readiness of Children Enrolling into Grade One	- Preparing a questionnaire for Grade One teachers in collaboration with experts in the preschool and primary education sectors, incorporating their insights. - With the assistance of a statistician from the Department of Census and Statistics, a sample of 581 teachers representing 337 schools across all nine provinces was selected to conduct the research. - To confirm the validity of the questionnaire, a pilot study was conducted by distributing questionnaires to 11 selected schools, and revisions were made as appropriate. - The revised final questionnaire was sent to the relevant schools via mail to collect data. (Responses were received from 488 teachers, which is 84%). - Conducting data analysis.	The final report is currently being prepared. Approximately 80% of the study has been completed.	Making the necessary amendments and finalizing the report.

	Activity	Expected Performance as at 30.09.2025		Expected performance as at 31.12.2025
		Physical	Physical %	
02	Evaluation of the current status of the 13-year continuous education programme in the Western Province of Sri Lanka.	- Preparing of two structured questionnaires to understand the current status of the 13-year continuous education programme. - Holding of focus group discussions to confirm the relevance of these questionnaires, with the participation of teachers involved in the vocational education sector. 89 schools in the Western Province of Sri Lanka where the 13-year continuous education programme is taught were identified as the study population. From these, 70 schools from various educational zones were randomly selected and used as the survey sample. - The improved questionnaire was then distributed to the selected schools. The received responses were used for data analysis. - The study report relevant to this study was prepared and submitted to the Chairman of the National Education Commission for necessary amendments. - To disseminate knowledge, this research report has been uploaded on the official website of the National Education Commission.	Research report has been uploaded on the official website of the National Education Commission Study has been completed 100% .	Study has been completed

	Activity	Expected Performance as at 30.09.2025		Expected performance as at 31.12.2025
		Physical	Physical %	
03	Research on the Career Readiness of Grade 11 Students in Schools	• Preparation of 2 questionnaires in collaboration with officials working on Counseling and Guidance subjects at the Ministry of Education and the National Institute of Education. • Questionnaire for Grade Eleven students • Questionnaire for Student Counseling and Guidance Teachers • Conducting a workshop with a group of Principals, Provincial and Zonal Education officials working on Counseling and Guidance subjects, and teachers to confirm the validity of the questionnaires. • Drawing of a suitable sample for distributing these questionnaires across all 9 provinces with the support of the Department of Census and Statistics. • Conducting a pilot study in a few selected schools and updating the questionnaires. • Distributing questionnaires to selected sample schools island-wide. For this, questionnaires were given to 8738 Grade Eleven students in 490 schools as the study sample. • Collecting data from teachers and students in 490 schools and digitizing the data. • Analyzing the data.	The final report is currently being prepared. Approximately 80% of the study has been completed.	Making the necessary amendments and finalizing the report.

Information regarding staff participation in workshops for the year 2025

No.	Name of the Officer	Course	Has been/ has not been held the course	Fee (Rs.)	Has been/ has not been paid
01	Mrs. W.A.D.T. Jayasinghe	Master of Public Administration in Education Management	Yes	155,500.00	√
01	Mrs. H. D. Kathriarachi	Workshop on Procurement Guideline 2025	Yes	42,000.00	√
02	Mrs. E. G. I. Gamage				
03	Mr. M. Alex Fugurado				
04	Mrs. G. L. Nimesha	150 hrs Tamil Course	Yes	1,500.00	√
05	Mr. N. P. J. Hewage	200 hrs Tamil Course	Yes	5,338.99	√
06	Dr. (Mrs.) R. K. R. S. Ranasinghe				
07	Dr. (Mrs.) W. W.P.N. Weerakoon				
08	Mr. M. Alex Fugurado	150 hrs Sinhala Course	Yes	–	X
09	Mr. K.I.R.K. Perera	100 hrs Tamil Course	Yes	–	X
Total				204,338.99	

Name of the Research	Total Allocation according to Action Plan (Rs.)	Total Expenditure (Rs.)	Balance (Rs.)	Percentage of Expenditure
Present Status Assessment of the 13 - year Guaranteed Education Programme (Continuation)	200,000.00	-	200,000.00	-
Primary School Teachers' Perception on Readiness for Schooling of Children Entering Grade 1 (Continuation)	1,400,000.00	-	1,400,000.00	-
Teenage Career Readiness: An Assessment of Career Readiness of Senior Secondary Students (Continuation)	1,700,000.00	847,040.00	852,960.00	49.80%
Review of the National Preschool Policy (2025)	1,500,000.00	-	1,500,000.00	-
Evaluation of the Current Digital Education in Sri Lanka (2025)	2,500,000.00	-	2,500,000.00	-
Others		75,000.00		-
Total	7,300,000.00	922,040.00	6,452,960.00	12.63%



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கல்வி, உயர் கல்வி மற்றும் தொழிற கல்வி அமைச்சு
Ministry of Education, Higher Education and Vocational Education

ප්‍රගති වාර්තාව முன்னேற்ற அறிக்கை Progress Report 2025.01.01 – 2025.09.30

වෙර්ම II - උසස් අධ්‍යාපන
இதழ் II - உயர் கல்வி
Volume II - Higher Education

අයවැය කාරක සභා අවස්ථා විවාදය - 2025
வரவுசெலவுத் திட்ட குழுநிலை விவாதம் - 2025
Committee Stage of the Budget Debate - 2025

Progress Report

2025



Higher Education

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Vision

Sri Lanka to be an International Centre of Excellence on Higher Education.

Mission

To delight students and other stakeholders of the Higher Education System of Sri Lanka by formulating and implementing results-oriented policies & strategies.

Goals

1. Increased opportunities and access to Higher Education
2. Converted and new world-class universities
3. Improved Employability and quality of graduates
4. Improved satisfaction of stakeholders
5. Improved global compatibility, global links and exchanges
6. Enhanced research, publications and commercialization
7. Converted Higher Education to attract investments and foreign exchange
8. Empowered universities and institutes with the freedom to be competitive and unique
9. Enhanced entrepreneurship of graduates
10. Improved effectiveness and efficiency of the Higher Education Sector
11. Enhanced Contribution to the national development, reconciliation and peace
12. Improved infrastructure facilities of the national higher education system

Higher Education System

Under the Ministry

- Buddhist and Pali University of Sri Lanka
- Bhiksu University of Sri Lanka
- SLIATE

Institutes

Dehiwala, Colombo, Kandy, Kurunegala, Badulla, Jaffna, Gampaha, Ampara, Trincomalee, Galle, Kegalle, Anuradhapura, Rathnapura, Vavuniya, Samanthurei, Batticaloa, Tangalle, Nawalapitiya, Mannar

Under the University Grants Commission

Universities

- University of Colombo
 - **Sri Palee Campus**
- University of Peradeniya
- University of Sri Jayawardenepura
- University of Kelaniya
- University of Moratuwa
- University of Jaffna
- Vavuniya Campus
- University of Ruhuna
- Open University of Sri Lanka
- Eastern University of Sri Lanka
 - **Trincomalee Campus**
- South Eastern University of Sri Lanka
- Rajarata University of Sri Lanka
- Sabaragamuwa University of Sri Lanka
- Wayamba University of Sri Lanka
- Uva Wellassa University
- University of the Visual & Performing Arts
- Gampaha Wickramarachchi University of Indigenous Medicine
- University of Vavuniya

Postgraduate Institutes

University of Colombo

- Postgraduate Institute of Medicine
- Postgraduate Institute of Indigenous Medicine

University of Peradeniya

- Postgraduate Institute of Agriculture
- Postgraduate Institute of Science
- Postgraduate Institute of Humanities and Social Sciences
- Postgraduate Institute of Medical Sciences

University of Sri Jayawardenepura

- Postgraduate Institute of Management

University of Kelaniya

- Postgraduate Institute of Buddhist and Pali Studies
- Postgraduate Institute of Archaeology

Open University of Sri Lanka

- Postgraduate Institute of English

Higher Education Institutes

- National Centre for Advanced Studies in Humanities and Social Sciences

University of Colombo

- Institute of Human Resource Advancement (IHRA)
- University of Colombo School of Computing (UCSC)
- National Institute of Library and Information Science (NILIS)
- Institute of Biochemistry, Molecular Biology and Biotechnology (IBMBB)
- Institute of Argo Technology and Rural Science

University of Moratuwa

- Institute of Technology University of Moratuwa (ITUM)

Eastern University of Sri Lanka

- Swami Vipulananda Institute of Aesthetic Studies

28 Non-State Institutes Permitted to Offer Degree Programs Under Section 25A of the Universities Act. No. 16 of 1978-Active Institutes

1. Institute of Surveying and Mapping
2. Sri Lanka Institute of Information Technology (SLIIT)
3. Sri Lanka Institute of Development Administration (SLIDA)
4. National Institute of Social Development
5. Aquinas College of Higher Studies
6. South Asian Institute of Technology and Medicine (SAITM) (Pvt) Ltd
7. National School of Business Management (NSBM)
8. Colombo International Nautical and Engineering College (CINEC)
9. Sri Lanka International Buddhist Academy
10. Institute of Chartered Accountants of Sri Lanka (ICASL)
11. SANASA Campus
12. Horizon College of Business & Technology
13. KIU Campus (Pvt) Ltd.
14. Nagananda International Institute for Buddhist Studies
15. SLT Campus (Pvt) Ltd.
16. Sri Lanka Institute of Nanotechnology (Pvt) Ltd.
17. SIGIS Campus (Pvt) Ltd.
18. E Soft Metro Campus (Pvt) Ltd.
19. Institute of Chemistry Ceylon
20. International College of Business Technology Ltd.
21. Benedict XVI Catholic Institute of Higher Education (Pvt) Ltd
22. Royal Institute Colombo (Pvt) Ltd.
23. Business Management School (Pvt) Ltd.
24. International Institute of Health Sciences (Private) Ltd
25. Sri Lanka Nippon Bistech Institute (Pvt) Ltd
26. Gateway College (Pvt) Ltd
27. The Lyceum Campus (Pvt) Ltd
28. British School of Commerce (Pvt) Ltd.
29. Sri Lanka Institute of Tourism and Hotel Management
30. Sri Lanka Institute of Textile and Apparel
31. American College of Higher Education (ACHE)

01

Introduction

Due to the political, economic, and social instability that Sri Lanka has experienced over the past few years, maintaining the continuity of the entire education system has been challenging. In this environment, the Ministry has exerted considerable effort to ensure that educational activities continue in an orderly manner.

Over the past few years, Sri Lanka has faced severe impacts on national stability due to political and economic crises, as well as various social resistance activities. The energy crisis, shortages of essential goods, and the high cost of living have placed the public under considerable pressure. During this period, significant efforts were also required to maintain the continuity of the education sector. Amid such circumstances, the Ministry succeeded in restoring educational activities to normalcy and in safeguarding the teaching and learning process through systematic measures.

Within Sri Lanka's higher education system, 17 universities and 18 higher education institutes operate under the direct administration of the University Grants Commission. In addition, the Buddhist and Pali University, the Bhiksu University of Sri Lanka, and the Sri Lanka Institute of Advanced Technological Education (SLIATE) function under the Ministry. The Buddhist and Pali University and the Bhiksu University of Sri Lanka work to promote Buddhist education, while the Sri Lanka Institute of Advanced Technological Education (SLIATE) plays a significant role in advancing higher technological education in the country. Furthermore, 31 non-state higher education institutes have been provided with the opportunity to confer degree programs.

The total allocation for the higher education sector in 2025 is Rs. 119.2 billion. This is comprised of Rs. 38.2 billion in capital allocation and Rs. 81 billion in recurrent allocation. Of the capital allocation of Rs. 38.2 billion, Rs. 23.5 billion was received from foreign projects.

By 2025, the total number of students engaged in the state higher education system is approximately 417,425. In 2024, 285,289 students sat for the G.C.E. (A/L) examination, and 177,887 students were deemed eligible for university admissions. However, based on the available resources, the university system is expected to enroll only 43,237 students.

For the year 2025, 9,600 students were enrolled in the Sri Lanka Institute of Advanced Technological Education (SLIATE). In addition, 350 registrations were reported for the Bhiksu University of Sri Lanka and the Buddhist and Pali University for the 2023/2025 academic year.

As of 30.09.2025, the Ministry of Higher Education has approved 31 non-state higher education institutes to offer degrees. Accordingly, under the interest-free student loan scheme, 16,622 students have been provided the opportunity to pursue their studies over the past five years, and for the current year, applications have been called, and the interviews have been completed.

The Ministry has introduced a foreign scholarship program to enable local students to pursue higher education at universities abroad. Accordingly, as of 30.09.2025, 37 students were awarded scholarships for undergraduate studies and 115 students for postgraduate studies. In addition, opportunities have been provided for foreign students to pursue higher education at Sri Lanka's state universities. By 2025, 356 foreign students were registered for undergraduate programs, and 395 for postgraduate programs.

Financial assistance is provided to students facing economic difficulties who have gained access to higher education under two main schemes: the Mahapola Scholarship Scheme, the University Bursary Scheme. Accordingly, under the Mahapola Scholarship Scheme and the University Bursary Scheme, a total of 100,280 students were awarded Rs. 3,568.2 million in 2025.

The aim of enhancing the quality of the higher education system is to produce graduates who are fully competent and skilled. Accordingly, during the 2024/2025 academic period, a total of 31,893 graduates (including those from the Buddhist and Pali University and the Bhiksu University) were produced by the university system, while 31,893 postgraduate graduates were awarded their degrees. In 2025, the Sri Lanka Institute of Advanced Technological Education (SLIATE) produced 5,201 diploma holders.

To enhance the quality of graduates, the Ministry of Higher Education continuously facilitates opportunities for the academic members to pursue doctoral and postgraduate studies, and provides scholarships from foreign countries under bilateral agreements signed with the Ministry to implement various international workshops and programs.

In line with enhancing the quality of graduates, various measures are undertaken to improve the efficiency and productivity of the higher education system. For that purpose, both at the Ministry and university levels, opportunities are provided for all staff to participate in domestic as well as international training programs. In 2025,

the total academic staff (permanent and temporary) in the higher education system numbered 10,405, while the non-academic staff totalled 11,753.

One of the major challenges facing the higher education system led by universities is producing graduates and diploma holders who are equipped to integrate with the technologically advanced global economy of the 21st century. Accordingly, the Ministry has initiated various projects under domestic and foreign financial assistance to develop university infrastructure, enhance curricula, and adopt new technological methods.

Of the total capital provision allocated for the year 2025, 96% has been designated for the development of infrastructure. Of this, Rs. 19,620million, or 53%, is allocated for construction projects. From those provisions, Rs. 7,370 million is financed through domestic funds, while Rs. 12,250 million is financed through foreign loans and grants. This investment is allocated for 33 ongoing projects initiated before 2025, 4 projects whose construction has been completed.

For a country to advance in development, it is essential to utilize innovations and research outcomes effectively. In 2025, the Ministry allocated Rs. 900

million for research activities as capital provision and Rs. 3,267.10 million for recurrent expenditure. In addition, Rs. 551 million was provided through foreign-funded projects. Under these provisions, various projects were initiated to separately promote research, development, innovation, and commercialization in universities, as well as to implement postgraduate training programs through research.

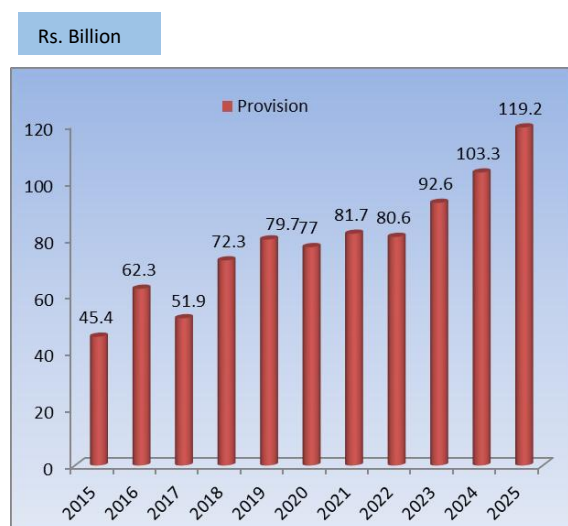
02

Financial Progress

2.1 Overview

For the development of the higher education system, an allocation of Rs. 119.2 billion has been made for the year 2025, which is an increase of 15.4% compared to 2024. When a separate Ministry for Higher Education was established in 2007, Rs. 19.8 billion had been allocated. Since then, the Ministry of Higher Education has carried out its responsibilities according to various subject scopes. The allocations for this Ministry have gradually increased over time. Over the past ten years, these allocations have grown by approximately 191.3%. Allocations for the higher education system from the General Treasury from 2015 onwards are shown in Figure 2.1.

Figure 2.1 : Allocation of provisions from the General Treasury for the Higher Education System 2015– 2025

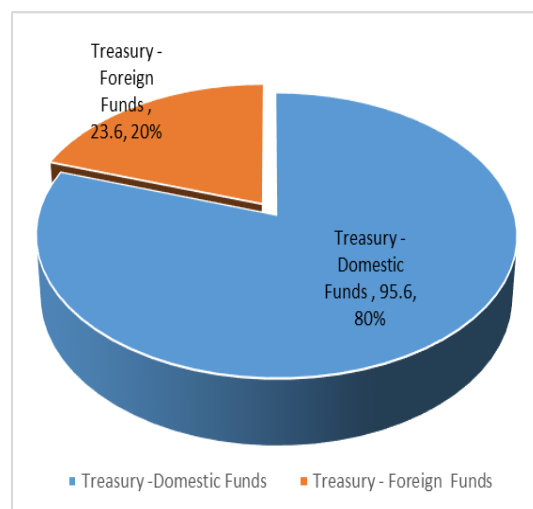


(Source - Ministry of Education - Higher Education Division. UGC, Universities coming under the UGC, SLIATE and Buddhist Universities)

When considering provisions allocated by the Treasury, this has been financed by Rs. 95.6 billion in local funds and Rs. 23.6 billion in foreign loans and grants.

The financial composition for the year 2025 is shown in Figure 2.2.

Figure 2.2 : Financial Composition for the year 2025

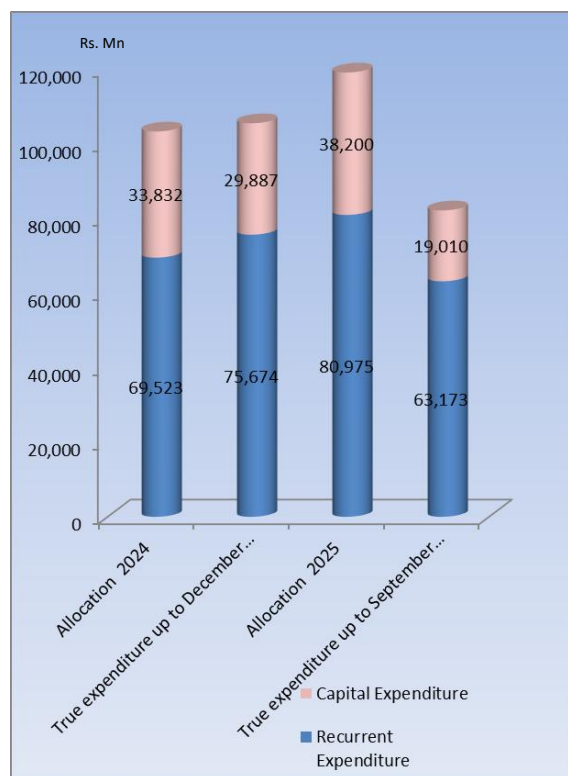


((Source - Ministry of Education - Higher Education Division. UGC, Universities coming under the UGC, SLIATE and Buddhist Universities)

Of the allocation of Rs. 119.2 billion for the year 2025, Rs. 38.2 billion is capital allocation, while Rs. 81 billion is a recurrent allocation. Of this capital allocation of Rs. 38.2 billion, Rs. 23.5 billion was received from foreign projects.

As of September 30, 2025, the total expenditure amounted to Rs. 82.2 billion, which is 69.0% of the allocated provisions. The disbursement percentage of capital provisions is 49.8%, while the expenditure percentage of recurrent provisions is 78%. The manner of expenditure of provisions as of December 31, 2024, and September 30, 2025, is shown in Figure 2.3.

Figure 2.3: Allocation and expenditure of provisions, 2024 and 2025



(Source - Ministry of Education - Higher Education Division. UGC, Universities coming under the UGC, SLIATE and Buddhist Universities)

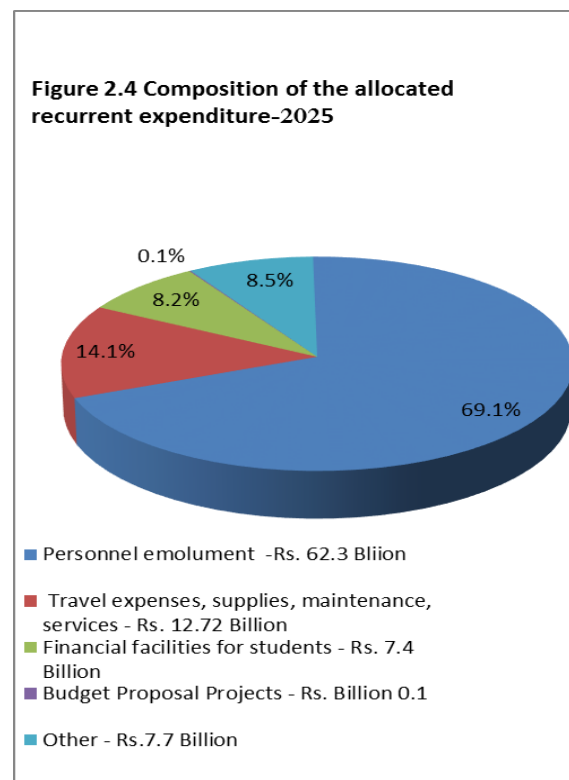
2.2 Recurrent Expenditure

For the year 2025, Rs. 81 billion has been allocated as recurrent provisions, and compared

to the previous year, the allocation of provisions has increased by Rs. 11.4 billion.

Of the amount allocated for recurrent expenditure in 2025, the largest share, 69.1%, has been allocated for personal emoluments. 14.1% has been allocated for service expenditure, supply expenditure, travel expenditure, maintenance expenditure, and other expenses, and 8.2% has been allocated for providing financial facilities to students. Under student facilities, funds have also been allocated for the student loan scheme and for providing loan facilities for laptop computers.

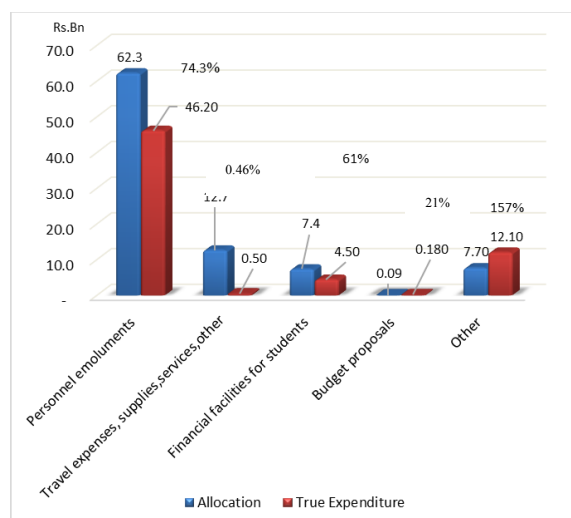
The composition of allocated recurrent expenditure is shown in Figure 2.4.



(Source - Ministry of Education - Higher Education Division. UGC, Universities coming under the UGC, SLIATE and Buddhist Universities)

As of September 30, 2025, the disbursement percentage of allocations for personal emoluments is 74.3%, while the disbursement percentage of the amount allocated for providing financial facilities to students is 65.3%. The detailed composition is shown in Figure 2.5.

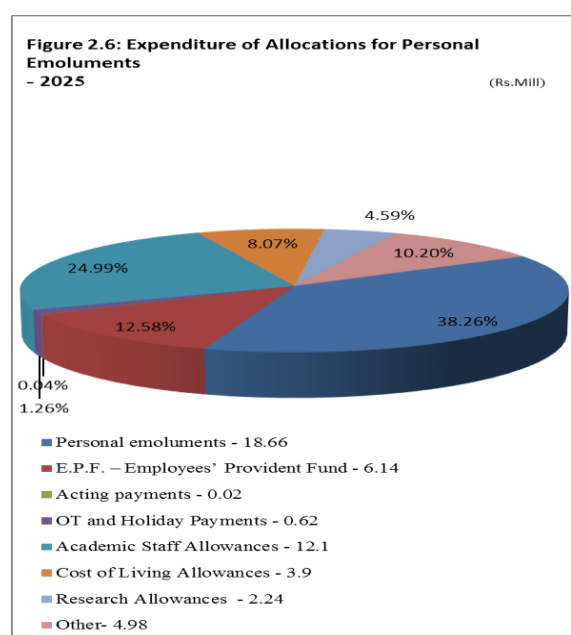
Figure 2.5 Disbursement of Recurrent Allocations-2025



(Source - Ministry of Education - Higher Education Division. UGC, Universities coming under the UGC, SLIATE and Buddhist Universities)

Of the provisions disbursed, the largest percentage, 73.1%, has been spent on personal emoluments. The detailed composition of this is shown in Figure 2.6.

Figure 2.6: Disbursement of provisions allocated for personnel emoluments -2025



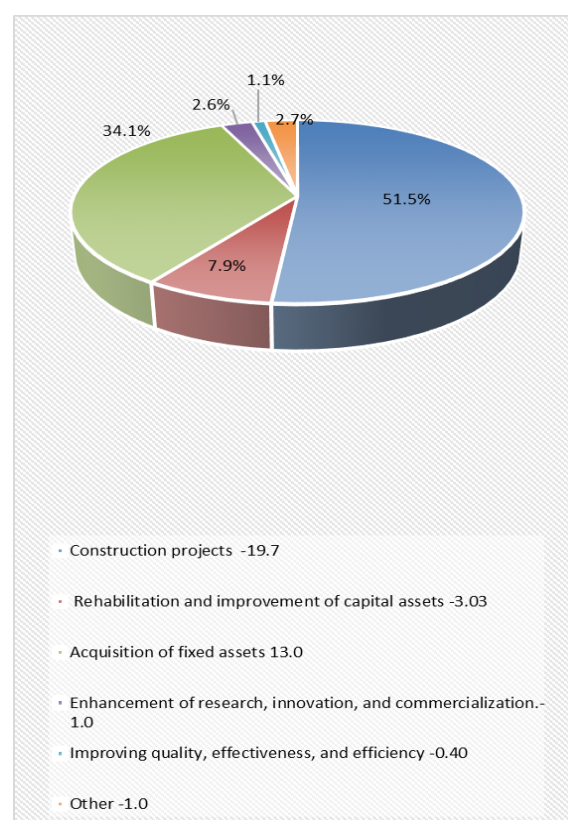
Source - Ministry of Education - Higher Education Division. UGC, Universities coming under the UGC, SLIATE and Buddhist Universities)

2.3 Capital Expenditure

For the higher education system in the year 2025, an amount of Rs. 38.2 billion has been provided for capital expenditure. Of the capital expenditure composition, the largest share, 51.5%, has been allocated for construction projects. In addition, 7.9% has been allocated for the rehabilitation and improvement of capital assets, and 34.1% has been allocated for acquiring fixed assets. For research activities as well as for providing facilities to improve innovations and commercialization, 2.6% has been allocated. Furthermore, 1.1% has been allocated for improving employment and quality, and 2.7% has been allocated for other capital expenditures.

The composition of capital expenditure allocations for 2025 is shown in Figure 2.7.

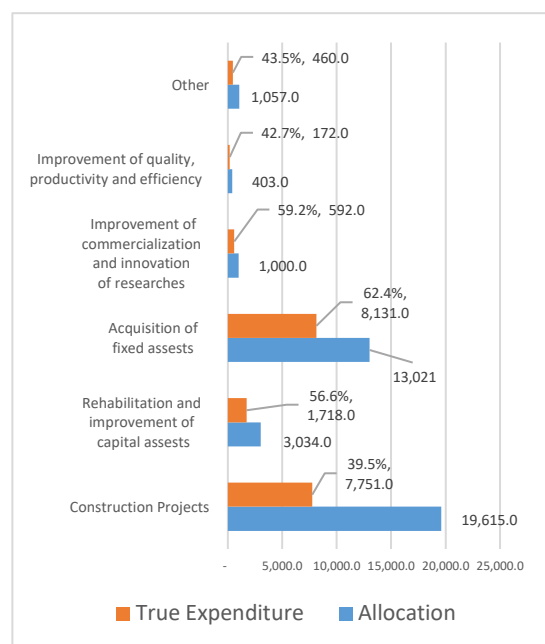
Figure 2.7: Allocated capital expenditure composition - 2025 (Rs.Billion)



Source - Ministry of Education - Higher Education Division. UGC, Universities coming under the UGC, SLIATE and Buddhist Universities)

As of September 30, 2025, of the amounts allocated for each component of capital expenditure, 39.4% of the allocation for construction projects, 42.6% of improving quality, effectiveness, and efficiency, 59.2% of research activities and for providing facilities to enhance innovations and commercialization, 56.6% of renovation and improvement of capital assets, 62.4% of acquisition of fixed assets, and 43.5% of other capital expenditures have been actually disbursed. The disbursement of capital allocation is given in Figure 2.8.

Figure 2.8: Disbursement of capital allocation 2025



(Source - Ministry of Education - Higher Education Division. UGC, Universities coming under the UGC)

Table 2.1: Disbursement of Institution-wise allocated recurrent and capital provisions - Up to September 30, 2025

Universities and institutions	Recurrent 2025 (Rs)			Capital 2025 (Rs)			Total 2025 (Rs)		
	Allocations	Disbursement	%	Allocations	Disbursement	%	Allocations	Disbursement	%
Higher Education Division	275	185	67.3	18	4	22	293	189	64.5
SLIATE	1,315	1004	76.3	400	200	50	1,715	1,204	70.2
Buddhist and Pali University	632	392	62.0	400	58	14.5	1,032	450	43.6
Bhiksu University	536	378	70.5	250	208	83.2	786	586	74.6
Foreign projects	-	-	-	23,558	12,100	51.4	23,558	12,100	51.4
Budget proposals	2,875	1,360	47.3	3,074	381	12.4	5,949	1,741	29.3
Total of the Ministry	5,633	3,319	58.9	27,700	12,951	46.8	33,333	16,270	48.8
UGC	75,342	59,854	79.4	10,500	6,059	15.2	85,842	65,913	59.1
Grand Total	80,975	63,173	78.0	38,200	19,010	49.8	119,175	82,183	69.0

(Source: Ministry of Education – Higher Education Division, UGC)

When comparing recurrent expenditure and capital expenditure, the income earned by the UGC under the Higher Education Division of the Ministry of Education and the Bhikkhu, Buddhist and Pali Universities and the SLIATE as of 30.09.2025 has also been included)

2.4 Institutional Contribution to Overall Expenditure

Mainly, the overall provision for expenditure is allocated under two expenditure heads, namely the University Grants Commission and the Ministry of Education.

The total provision of Rs. 33,333 million allocated for higher education under the Ministry of Education comprises Rs. 27,700 million as capital provisions and Rs. 5,633 million as recurrent provisions.

Of the Rs. 85,842 million allocated to the University Grants Commission, Rs. 10,500 million represents capital expenditure, while Rs. 75,342 million represents recurrent expenditure. However, the actual recurrent expenditure allocation amounts to Rs. 85,052.3 million, of which Rs. 75,342 million has been provided by the Treasury, and the remaining Rs. 9,710.03 million has been financed through the earnings of the University Grants Commission. The breakdown of the amounts spent on the recurrent and capital provisions allocated institutionally is shown in Table 2.1.

2.5 Revenue from Foreign Students

Foreign students pursuing undergraduate and postgraduate degrees in state universities and state higher education institutes constitute a source of income for the state higher education sector. The income earned from 902 foreign students in 2024 amounted to Rs. 850.2 million, while by September 2025, the income earned from 736 foreign students amounted to Rs. 523.5 million.

2.5.1 Revenue from Foreign Undergraduate Students

Of the total income earned from foreign students in 2024, 64.2% was generated from foreign undergraduate students, amounting to Rs. 546.4 million from 330 students. By September 2025, 69.8% of the total income earned from foreign students was generated

from undergraduate students, amounting to Rs. 365.4 million from 345 students.

In 2024, when examining the income earned from foreign undergraduate students by course, the highest income was generated from medical students. It amounted to Rs. 515.2 million from 211 students, representing 94.3% of the income earned from foreign undergraduate students.

By September 2025, the highest income was again generated from medical students. The number of students was 193, and the income amounted to Rs. 339.7 million, representing 93.0% of the total. The second-highest income was generated from students enrolled in Buddhist Studies programs, amounting to Rs. 9.7 million, which accounted for 2.7% of the total income from foreign undergraduate students in 2025. The third-highest income was earned from students enrolled in Arts programs, amounting to Rs. 9.3 million, representing 2.5% of the total income.

Table 2.2 shows the income received from foreign undergraduate students by course as of September 30, 2025.

Table 2.2: Income received from foreign undergraduate students by each course (as of September 30, 2025)

Degree Program	No. of Students	Revenue as at 30.09.2025 (Rs)
Medicine	193	339,690,062.59
Buddhist Studies	106	9,701,670.34
Arts	38	9,344,670.06
Engineering	7	4,880,000.00
Computer Science	1	1,830,000.00
Total	345	365,446,402.99

Source - Ministry of Education - Higher Education Division. UGC, Universities coming under the UGC, SLIATE and Buddhist Universities)

When comparing the income earned from foreign undergraduate candidates by universities and institutions in 2024, the University of Colombo accounted for 46.8% of the total income, followed by the University of Kelaniya with 16%, and the University of Peradeniya with 13.8%

As of September 2025, the highest share of total income, 37.3%, was earned by the University of Colombo. The second-highest, 18.6%, was earned by the University of Kelaniya, while the third-highest, 12.2%, was earned by the University of Sri Jayewardenepura. The income received from foreign undergraduates by each university as of September 2025 is shown in Table 2.3.

Table 2.3: Income received from foreign undergraduate students by each university (as of September 30, 2025)

University	No. of Students	Income as of Sep.30 2025 (Rs.)
Kelaniya	99	67,898,813.13
Buddhist and Pali	87	6,303,608.50
Peradeniya	66	39,015,013.30
Colombo	46	136,345,766.02
Ja'pura	16	44,443,192.04
Ruhuna	11	11,529,610.00
Jaffna	6	22,875,000.00
Moratuwa	6	8,692,500.00
Eastern	5	19,062,500.00
Wayamba	1	3,693,650.00
Colombo (UCSC)	1	39,015,013.30
Sabaragamuwa	1	3,756,750.00
Total	345	365,446,402.99

Source - Ministry of Education - Higher Education Division. UGC, Universities coming under the UGC, SLIATE and Buddhist Universities)

In 2024, 330 students from 27 countries came to the country to pursue their undergraduate studies, with the largest group of 107 students coming from Bhutan. The highest income was also generated from students from Bhutan, amounting to Rs. 145.4 million, representing 26.6% of the total income earned from foreign undergraduate students.

In 2025, 345 students from 22 countries are engaged in undergraduate studies in the country. As in 2024, the highest income from foreign undergraduate students in 2025 was generated from students from Bhutan, amounting to Rs. 85.7 million from 95 students, representing 23.5% of the total.

The income received from foreign undergraduate students by country as of 2024 and September 30, 2025, is shown in Appendix 2.a.

2.5.2 Income received from foreign postgraduate students.

In 2024, the income earned from foreign postgraduate students accounted for 35.7% of the total income from foreign students, amounting to Rs. 303.6 million from 572 students. By September 2025, the income from foreign postgraduate students accounted for 30.2% of the total income from foreign students, amounting to Rs. 158.1 million from 391 students.

In 2024, the highest income from foreign postgraduate students, 30.8% of the total income from foreign postgraduate students, was generated by students pursuing a postgraduate degree in Economic Management, amounting to Rs. 93.7 million from 100 students.

As of September 2025, the highest income from foreign postgraduate students, accounting for 24.2% of the total income from foreign postgraduate students, was generated by

students pursuing a postgraduate degree in Management, amounting to Rs. 38.4 million from 33 students. The income received from foreign postgraduate students by each course of study as of September 2025 is shown in Table 2.4.

Table 2.4: Income received from foreign postgraduate students by each course of study as of September 2025

Study Program	No. of Students	Income as at 30.09.2025 (Rs)
Management	33	38,415,600.88
Buddhist Studies	240	33,428,321.27
Arts	56	36,395,455.55
Economics	29	
Education	21	25,200,000.00
Science	8	21,716,467.91
AI	3	2,486,014.79
Engineering	1	497,316.00
Total	391	158,139,176.40

(Source - Ministry of Education - Higher Education Division. UGC, Universities coming under the UGC, and Buddhist Universities)

Considering the income from foreign postgraduate students by university and institution, in 2024, the highest income was generated by the University of Sri Jayewardenepura, amounting to Rs. 110.1 million, which accounts for 36.2% of the postgraduate student income. The second-highest income in 2024 was generated by the University of Colombo, amounting to Rs. 109.8 million, also representing 36.2% of the postgraduate student income. The third highest income was generated by the Postgraduate Institute of Pali and Buddhist Studies at the University of Kelaniya, amounting to Rs. 57.1 million, which represents 17.8% of the postgraduate student income.

As of September 2025, the income received from foreign postgraduate students by university and institution is shown in Table 2.5.

Table 2.5. Institute-wise Income from Foreign Postgraduate Students (As of September 30, 2025)

Institute / University	No. of Students	Income as at 30.09.2025 (Rs)
PGIPBS	195	22,423,500.00
Colombo	73	57,312,612.46
PIM	53	63,600,000.00
Ja'pura	37	1,788,112.63
Kelaniya	14	4,478,270.00
PGIPBS	9	1,297,775.00
IBMBB	2	4,193,172.00
Moratuwa	4	2,983,330.79
PGIS	4	62,403.52
Total	391	158,139,176.40

((Source - Ministry of Education - Higher Education Division. UGC, Universities coming under the UGC, and Buddhist Universities)

In 2024, 572 students from 28 countries came to the country for their postgraduate studies, with the largest group of 299 students coming from China. The income generated from them was Rs. 229.9 million, representing 75.7% of the total income from postgraduate students. The next highest income was from students from Myanmar, with 166 students generating Rs. 34.9 million, accounting for 11.5% of the total.

As of September 2025, the largest group of students came from China, consisting of 164 students, generating an income of Rs. 103.7 million, which represents 65.6% of the total income from postgraduate students. The second-highest income was generated by 125 students from Myanmar, amounting to Rs. 16.3 million, which is 10.4% of the total income.

As of 2024 and September 30, 2025, the income received from foreign postgraduate students by country is shown in Appendix 2.b.

Access and Opportunities in Higher Education

3.1 Overview

Education is a process of acquiring and sharing knowledge that has been created through all past and present social stages, while also producing new knowledge. Therefore, it is the responsibility of every government to formulate and implement policies that provide higher education opportunities for all, to foster a high-quality citizenry.

While the process of enrolling students into the state university system is being carried out to prioritize domestic and global economic goals, additional objectives should be further set to gradually expand the tertiary education system so that all those who meet the minimum qualifications required for each course are allowed to do so, avoiding the current delays in the student recruitment process. Accordingly, continuous efforts are being made to equip lecture halls, research laboratories, libraries, cafeterias, and internet facilities in line with the prescribed standards.

Increasing opportunities and access to higher education is one of the main objectives of the Ministry, and various strategies are being adopted to achieve this. In particular, funds from domestic and foreign projects are being allocated to the university system, higher education institutions, Buddhist and Pali and Bhiksu Universities, and non-state higher education sectors to enhance their physical and human resources. In addition, while working to award foreign scholarships, interest-free student loan schemes have also been introduced for admission to non-state universities.

Efforts are being made to establish new courses and faculties/academic departments based on updated recommendations to expand educational opportunities, while also addressing the necessary costs for student welfare.

3.2 Total Student Enrolment in Higher Education

By the year 2024, the total number of students, including internal, external and postgraduate students enrolled in the entire state higher education system for studies is 417,425. Out of this total number of students, the number of students registered at state universities who have been selected on the Z-score is 160,121.

The student enrolment in the Open University is 31,575. There are 1,043 internal students at two Buddhist universities, namely Sri Lanka Buddhist University and Buddhist and Pali University. Total external student enrolment within the entire state university system is 142,410.

The number of students registered in higher education institutes operating under the University Grants Commission is 10,942.

For the year 2024, the number of students registered at the Sri Lanka Institute of Advanced Technological Education for Higher National Diplomas is 24,586. In addition, the number of students engaged in postgraduate studies within the higher education system is 46,134. The total student population by institution is shown in Appendix 3.a, and a summary of this composition is presented in Table 3.1.

Table 3.1: Total number of students engaged in academic activities within the state higher education system during the year 2023.

Student Category	Male	Female	Total
Universities and affiliated institutes	54,592	105,529	160,121
Open University	8,722	22,853	31,575
Buddhist and Pali University / Bhiksu University	1,043	-	1,043
Students registered for external degrees	46,334	126,076	142,410
For undergraduate studies	110,691	254,458	335,149
HEIs are coming under the UGC	4,516	6,426	10,942
SLIATE	6,757	17,829	24,586
Buddhist and Pali University / Bhiksu University	351	263	614
Certificates/ Diploma	11,624	24,518	36,142
Postgraduate studies	21,702	24,432	46,134
Total	144,017	303,408	417,425

Source: Universities coming under the UGC, SLIATE, Buddhist and Pali University / Bhiksu University of Sri Lanka

3.3 Students' Access to Higher Education

3.3.1 Student Intake for State Universities.

Based on the 2024 G.C.E. (Advanced Level) examination results, the expected number of students to be admitted for the 2024/2025 academic year is 43,237. Over the past 11 years, the number of students who appeared for the Advanced Level examination, the number of students meeting the minimum qualifications, and the number of students selected for universities are shown in Table 3.2.

Table 3.2 Admission of Students for Universities

Year	No. of students sat for the exam	No. of students with minimum qualifications	No. of selected students	No. of selected students as a % of (2)
	(1)	(2)	(3)	
2014	247,376	149,572	25,643	17.1
2015	302,434	155,550	29,550	18.7
2016	263,184	160,517	30,662	19.1
2017	253,357	163,160	31,415	19.3
2018	267,202	167,992	31,902	19.0
2019	290,313	181,206	41,669	23.0
2020	301,771	194,297	43,927	22.6
2021	283,616	171,532	43,568	25.4
2022	274,304	166,967	44,005	26.4
2023	269,613	173,444	43,739	24.9
2024	285,289	177,887	43,237*	25.2

Source: UGC

*Proposed Intake.

In 2014, the number of students admitted to universities was 25,643, whereas in 2024 (proposed intake), it is 43,739. Accordingly, when considered on an annual basis, the number of students admitted to universities has increased by 18,096 over the period from 2014 to 2024.

In addition, the Bhiksu University of Sri Lanka (SLBU) in Anuradhapura admitted 171 students for the 2023/2024 academic year, including students representing two foreign countries. 189 students have been admitted for the academic year 2024/2025, and they represent three foreign country. The Buddhist and Pali University (BPU) located in Homagama has enrolled 1522 students for the year 2023/2024, and 36 out of them represent foreign countries. For these universities, 203 students were admitted for the 2024/2025 academic year, including 17 students from foreign nations. Details are given in table 3.3.

Table 3.3: Student registrations for academic activities at the SLBU and BPU.

Institute	2023/2024	2024/2025
Buddhists and Pali University	152	203
Sri Lanka Bhiksu University	171	189
Total	340	350

Source: SLBU and BPU

Student registrations for university admission have been carried out under five subject streams as well as common subjects, and these admissions are shown in Table 3.4.

However, overall admissions show a 1.84% decrease in the 2023/2024 academic year compared to the 2022/2023 academic year.

Table 3.4: Growth in University Admissions

A/L Subject Stream	2022/2023	2023/2024	growth
Arts	13,055	13,153	0.74%
Bio Science	10,104	10,050	-0.53%
Physical Science	8,204	7,690	-6.68%
Commerce	8,001	8,130	1.58%
Technology	3,886	3,948	1.57%
Common Subjects	728	739	1.48%
Total	43,978	43,710	-1.84%

Source: UGC

3.3.2 Student Intake of Sri Lanka Institute of Advanced Technological Education – SLIATE

As of 30 September 2025, a total of 9,600 students have been enrolled at the Sri Lanka Institute of Advanced Technological Education. Operating as a widely recognized regional institution, the institute offers programs across a variety of fields, including Accounting, Agriculture, Civil and Electrical Engineering, English, Information Technology, Management, and Tourism. Furthermore, it is expected that the number of students enrolled in these programs will increase in the coming year.

Compared to 2024, a decrease in student applications is observed for all ATIs across Sri Lanka in 2025. Information on student admissions by regional Advanced Technological branches is shown in Appendix 3.b.

The subjects of Accounting (Full-Time), Higher National Diploma in English (Full-Time), and Information Technology (Full-Time) have gained popularity among students at the SLIATE.

Course-wise student enrollment is given in Appendix 3.c

3.4 Non-State Higher Education Systems

Non-State Higher Educational Institutes that have received approval for degree-awarding status.

Under the provisions and orders of the University Act No. 16 of 1978, the Minister in charge of the Subject of Higher Education has appointed the Secretary of the Ministry as the Specified Authority in this task. Accordingly, the Standing Committee on Accreditation and Quality Assurance (SCAQA), which was established by the specified Authority to recommend degrees and degree-awarding Institutes, has commenced arrangements for the 9th Intake by now. Accordingly, proposals have been invited from 16 non-state higher education institutes. Under 125-degree programs, a total of 23,162 students has been registered.

Appendix 3.d denotes the enrolment details relevant to the year 2024 of the institutes that have been recognized for degree awarding.

Furthermore, in 2017, an interest student Loan Scheme was introduced based on an expenditure proposal to increase access to higher education for students who were qualified in the G.C.E. (A/L) examination for university admission but did not meet the eligibility for admission to state universities.

Table 3.5 Admission of students to Non-State Higher Education Institutes under the Interest-Free Student Loan Scheme for the years 2018-2024.

Year	No. of Non-State Higher Education Institutes	No. of Degree Programs	No. of students
2017	06	26	268
2018	08	38	1,281
2019	10	50	2,064
2020	12	69	2,114
2021	15	95	3,665
2022	16	101	4,443
2023	17	93	3,534
2024	17	110	2,866
2025	16	125	2927
Total			23,162

2017	06	26	268
2018	08	38	1,281
2019	10	50	2,064
2020	12	69	2,114
2021	15	95	3,665
2022	16	101	4,443
2023	17	93	3,534
2024	17	110	2,866
2025	16	125	2927
Total			23,162

Source: Non-State Higher Education Division

3.5 Foreign Scholarships for Sri Lankan Students

Awarding of foreign undergraduate and postgraduate scholarships that are annually granted by various countries through the Ministry of Foreign Affairs is one of the foremost tasks of this ministry.

Several countries, annually, award scholarships for foreign students and applications for these scholarships are invited by publishing details in this regard in public newspapers in all three languages and on our website (www.mohe.gov.lk). From this year, applications will be invited online, and students will be selected under a formal and transparent system. Selection of suitable candidates is done in a transparent manner by a panel of experienced interviewers, including university lecturers. The final selection is done by the respective scholarship-awarding nation or the relevant agency. In addition, foreign scholarship opportunities that can be directly applied for are published on the Ministry's website to make the students aware. Tables 3.6 and 3.7 show the total number of students

selected for undergraduate and postgraduate study programs from 2022 – 30.09.2025

Table 3.6 Undergraduate scholarship opportunities (2022- 30.09.2025)

Country	2022	2023	2024	2025
India	37	44	11	27
China	-	-	5	-
Cuba	01	01	01	01
Japan	01	02	05	-
Serbia	-	-	-	01
Hungaria	-	08	08	-
Vietnam	-	-	-	08

Source: Ministry of Education, Higher Education and Vocational Education- Higher Education Division

Table 3.7 Postgraduate Scholarship Opportunities (2022- 30.09.2025)

Country	2022	2023	2024	2025
India	07	28	67	59
China	-	07	30	30
Japan	07	07	07	08 (Nominations have been submitted)
UK	-	02	02	04
Hungaria	-	12	12	12
Azerbaijan	-	-	-	02 (Nominations have been submitted)

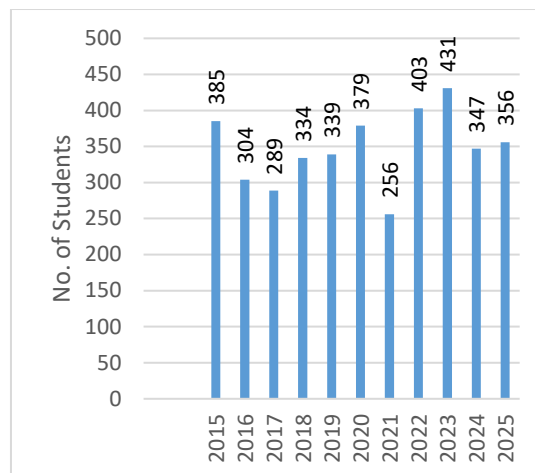
Source: Ministry of Education, Higher Education and Vocational Education- Higher Education Division

3.6 Foreign Student Enrollment

3.6.1 Foreign Undergraduate Student Enrollment

For the year 2024, 347 foreign students have registered in state universities to pursue undergraduate degree programs. That number is 356 as of 31.09.2025. Figure 3.1 shows the number of foreign undergraduate students enrolled since 2015.

Figure 3.1: Foreign Undergraduate Student Enrollment



Source: Universities coming under the UGC, SLIATE, Buddhist Universities

When considering country-wise student enrollment, students from 23 countries have come to the island for undergraduate studies in the year 2025. In the year 2025, the highest number of students for undergraduate studies is from Bhutan. It is 95 students in total. It is 27% of the total student count. The second largest enrollment for undergraduate studies is from Myanmar. Country-wise undergraduate student enrollment is given in Appendix 2.a

When considering course-wise foreign undergraduate enrollment in the year 2024, the highest number of students, *i.e.* 220 students, have enrolled to study Medicine. The total enrollment of this course up to 30.09.2025 is 199. Enrollment for Medicine is around 56% of the total student enrollment. The second highest enrollment is for studying Buddhist Philosophy, and it was 90 in 2024 and 106 as of 30.09.2025. The enrollment of undergraduate students by study program is provided in Appendix 3.e.

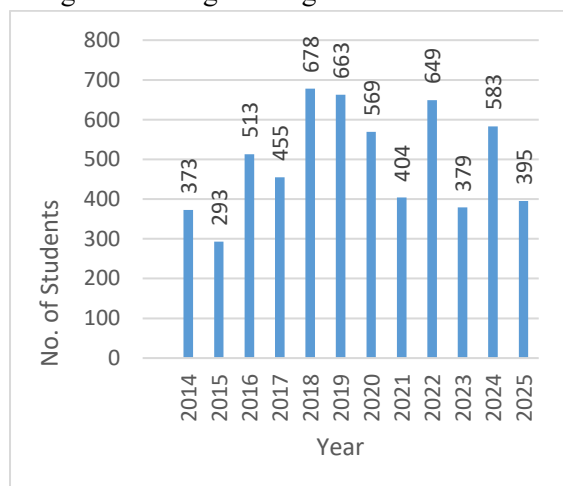
Undergraduate Student Registrations by University Foreign students are engaged in undergraduate programs across 14 universities, with the largest number registered at the University of Kelaniya, totaling 101 students as

of 30.09.2025. The second-largest group is at the Buddhist and Pali University, with 87 students as of 30.09.2025, followed by the University of Peradeniya as the third, with 66 students as of 30.09.2025. Undergraduate student registrations by university are shown in Appendix 3.f.

3.6.2 Foreign Postgraduate Student Enrollment

For postgraduate studies, 583 foreign students were registered in 2024, and as of 30.09.2025, 395 students have been registered. Foreign student registrations for postgraduate studies since 2014 are shown in Figure 3.2.

Figure 3.2: Foreign Student Enrollment – Postgraduate Degree Programs



Source: Universities coming under the UGC, SLIATE, and Buddhist Universities

By country, for postgraduate studies, 583 foreign students from 30 countries were registered in 2024, while as of 30.09.2025, 395 students from 26 countries were registered. In 2024, the largest number of students came from China. Foreign student registrations for postgraduate studies by country are shown in Appendix 2.b.

When considering course-wise foreign postgraduate student enrollment, out of the total 583 foreign students who came for postgraduate studies in 2024, 285 students came to study Buddhist Studies, which is 49% of the total students. As of 30.09.2025, out of

the total 395 registered students, 244 students came to study Buddhist Studies, which is 62% of the total students. Foreign student registrations for postgraduate studies by program are shown in Appendix 3.g.

When considering university-wise foreign postgraduate student enrollment, in 2024, the highest number of foreign students enrolled for academic activities was at the Postgraduate Institute of Buddhist and Pali Studies, with 135 students out of the total 583, 23% of the total students. As of 30.09.2025, the highest number of foreign students enrolled for academic activities is also at the Postgraduate Institute of Buddhist and Pali Studies, with 195 students out of the total 395, i.e., 49% of the total students. The second-highest number of students registered for postgraduate studies is at the University of Colombo, with 77 students as of 30.09.2025. University-wise foreign postgraduate student enrollment is shown in Appendix 3.h.

3.7 Financial Assistance for Students

Financial assistance is provided for students who have entered for higher education with financial difficulties, under 02 major schemes. Those are;

- Mahapola scholarship scheme
- University Bursary Scheme

3.7.1 Mahapola and Bursary Scholarship Scheme.

In the year 2025, Rs. 3,568.16 million has been provided for 100,288 students as Mahapola, university bursaries, and other contributions. Out of this, Rs. 70.02 million was provided under the Mahapola scholarship scheme in 2025 for 4,309 students at the Postgraduate Institute of Buddhist and Pali Studies, Sri Lanka Buddhist University, and SLIATE under the Ministry of Higher Education. Table 3.8 shows the financial assistance provided to students under Mahapola and university bursaries in 2024 and up to 30 September 2025.

Table 3.8 : Financial assistance provided under Mahapola Scholarship Scheme and Bursary Scheme

	2024		Up to June 30, 2025	
	No. of Students	Total (Rs. Mill)	No. of Students	Total (Rs. Mill)
Institutes under the UGC	102,842	2,600.80	94,894	3,476.00
Bursary	36,983	1,459.00	30,622	1,575.00
Mahapola*	65,832	1,141.00	64,272	1,901.00
Other	27	0.8.00	-	-
Buddhist & Pali Uni.	457	12.28	587	17.16
Bursary	412	10.59	537	15.58
Mahapola*	45	1.69	50	1.58
Bhiksu Uni.	470	13.90	498	4.98
Bursary	457	13.16	483	4.78
Mahapola	13	0.745	15	0.20
Other	-	-	-	-
SLIATE	2060	78.24	4,309	70.02
Mahapola*	2060	78.74	4,309	70.02
Total	105,829	2,705.72	100,288	3,568.16

Source: Universities coming under the UGC, SLIATE, Buddhist Universities

* The amount provided by the Mahapola Trust Fund under the Mahapola Scholarship Scheme is not included here. Only the portion allocated from Treasury funds for scholarship recipients is specified.

3.8 Academic Development and Modification

3.8.1 Introduction of New Courses.

Based on the proposals submitted by various universities and higher education institutions, in 2025, the University Grants Commission has approved 03 undergraduate degree programmes, and during the year, 01 special degree programme has been introduced. Details in this regard are given in Tables 3.9 and 3.10.

Table 3.9: Special degree programs as at 30.09.2025

Institute	Degree Program
South Eastern University of Sri Lanka	Bachelor of Science Honors in Applied Geology

Source: UGC

Table 3.10: undergraduate degree programs as of 30.09.2025

Institute	Degree Program
Sabaragamuwa University, Sri Lanka	Bachelor of Arts Honours in Teaching English as a Second Language
University of Kelaniya	Bachelor of Biosystems Technology Honours
South Eastern University, Sri Lanka	Bachelor of Science Honours in Applied Geology

Source: UGC

3.8.2 Regularization of Postgraduate Study Programs in Sri Lanka

In order to expand postgraduate study opportunities to meet the high-skilled labour demand required for specific sectors of the country's economic development, the University Grants Commission has approved 08 postgraduate programmes in the year 2025. Details of the postgraduate programmes approved up to 30.09.2025, as well as information on external degree programmes and updated programmes, are presented in Appendix 3.i.

3.8.3 Established New Faculties/ Departments and Units

With the view of expanding the academic opportunities and developing other activities,

having considered the recommendations on prerequisites of the Standing Committees, steps were taken to establish new faculties and departments. The new academic departments are indicated in Appendix 3.j. A Faculty of Graduate Studies has been established at the Open University of Sri Lanka in the year 2024.

3.9 Development of international educational cooperation in the field of higher education.

In order to elevate Sri Lanka's universities to higher positions in global university ranking indices, legal approvals are granted for entering into agreements between local state universities and foreign universities or higher education institutions, to develop international relations for higher educational cooperation and participate in international research collaborations.

Therefore, the introduction of a qualification framework for higher education has been recognized both as a state policy and as a long-term necessity. Furthermore, due to the increasing regional and global labour mobility in higher education, as well as advancements in information and communication technology and distance learning methods, preliminary activities are being carried out to introduce a qualification framework for higher education, approve regional reference frameworks, and ratify global conventions.

Accordingly,

- Endorsement of the Regional Reference Framework.
Ratification of Global Conventions.
- Erasmus+ Programme for Capacity Building in the Field of Higher Education (Erasmus+ CBHE Info Day Session – 2024).
- Entering into Memoranda of Understanding / Agreements on Academic Cooperation.

I . Entering into an Agreement on Educational Cooperation between the Democratic Socialist Republic of Sri Lanka and the Socialist Republic of Vietnam for the period 2024–2026.

II. Entering into a Memorandum of Understanding between the Ministry of Education, Higher Education and Vocational Education of the Democratic Socialist Republic of Sri Lanka and the National University of Singapore of the Republic of Singapore, to establish higher educational cooperation, including the provision of postgraduate scholarship opportunities for Sri Lankan students.

III. Entering into Memoranda of Understanding/Agreements between the University Grants Commission and Sri Lankan and foreign universities with the objective of promoting academic cooperation.

04

Graduate Output & Quality of Graduates

4.1 Overview

The Ministry of Higher Education is taking measures to maintain the graduate output rate at one hundred percent, while also strengthening the quality assurance system, providing higher education opportunities to enhance the quality of academic staff, and implementing internationally significant conferences and programs. Based on these factors, steps are being taken to improve the quality of graduates. Accordingly, during the 2024/2025 period, the total number of undergraduates who completed their studies within the university system is **31,893**, while the number of postgraduate degree holders is **12,326**. In addition, in 2025, the Sri Lanka Institute of Advanced Technological Education (SLIATE) produced 5,201 diploma holders.

4.2 Graduate Output

4.2.1 Undergraduate Output

During the 2024/2025 period, the total graduate output from the universities under the purview of the University Grants Commission (UGC) amounts to 31,578, comprising 25,292 internal graduates and 6,286 external graduates. Similarly, 74 internal students and 154 external students from the Buddhist and Pali University of Sri Lanka, and 87 internal students from the Bhiksu University of Sri Lanka have completed their degrees.

Accordingly, the total graduate output of the institutes coming under the purview of the Ministry of Higher Education is **31,893**. Gender wise breakdown of the total graduate output is shown in the table 4.1.

Table 4.1. Total graduate output (according to gender))

	Male	Female	Total
Internal	9065	16417	25482
External	1091	5320	6411
Total	10156	21737	31893

(Source -UGC, Buddhist and Pali University of Sri Lanka, Bhiksu University)

The majority within the total graduate output are Arts graduates, and that number is 10,879, that is 34%. Likewise, 7,483 graduates have completed degrees in the fields of Management and Commerce, and that is 23.5% of the total output. 3,984 graduates, that is 12.5%, are from the Science stream, and 1,753, that is 5.5%, are from the Engineering stream. 1,441, that is 4.5%, are from the fields of Computer Science and Information Technology, and 1,621 have completed degrees from the field of Medical Sciences, and that is 5.1% of the total output, while 1,408 graduates, that is 4.1%, are from the Technology stream. In the year 2024, no

final year examination was held for the Dental Science stream, and compared to the year 2023, in the year 2024, there has been an increase of 361 graduates in the field of Medical Sciences. The total graduate output according to the field of study is shown in Table 4.2.

Table 4.2 Subject stream-wise total graduate output

Subject Stream	2023	2024
Arts	14029	11179
Management & Commerce	7829	7483
Education	-	-
Science	3245	3984
Law	309	361
Medicine	1260	1621
Dental Science	-	-
Veterinary Science	80	69
Agriculture	1103	1500
Engineering	2111	1753
Architecture & QS	345	341
Computer Science and IT	1572	1441
Allied Health Science	369	447
Indigenous Medicine	264	306
Technology	1124	1408
Total	33640	31893

(Source -UGC, Buddhist and Pali University of Sri Lanka, Bhiksu University)

4.2.2 Postgraduate Output

There is a high tendency among students to pursue postgraduate studies due to various reasons such as the expectation of promotions in their current employment, facing intense competition in the job market, and the desire to enhance their knowledge.

By the end of the year 2024, the total postgraduate output is 12,326. Out of this, 12,239 are from institutions under the University Grants Commission, while one postgraduate is from the Bhiksu University of Sri Lanka and 86 are from the Buddhist and Pali University of Sri Lanka. When considering the

total postgraduate output, it includes 4,607 postgraduate diploma holders and 7,062 Master's (MA/ MSc) degree holders. In addition, 657 postgraduate medical degree holders and doctoral degree holders are also included in the total postgraduate output. Among the postgraduate output, the highest number of postgraduates has been produced in the field of Education, which amounts to 3,918 or 32%. The Arts field records the second-highest number of postgraduates, amounting to 2,890 or 23%. A summary of the postgraduate output is presented in Table 4.3.

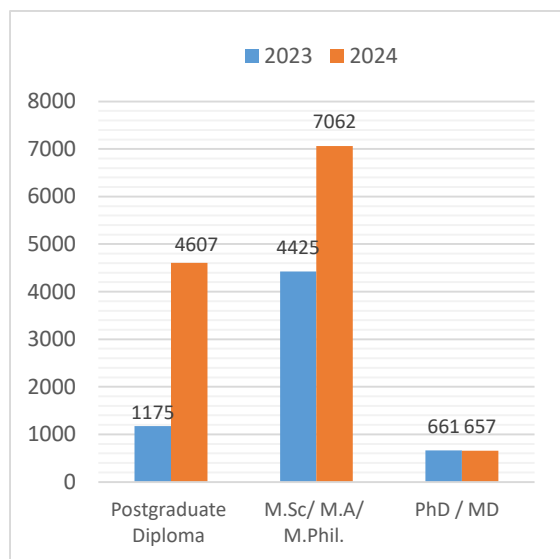
Table 4.3 Postgraduate Output

Academic Stream	Post grad. Dip.	Masters / MPhil	PhDs / MDs	Total
Arts	394	2413	83	2890
Education	3274	638	6	3918
Management & Commerce	244	1858	17	2119
Law	18	233	10	261
Medicine				
Dental Science	278	131	474	883
Veterinary Science	23	241	12	276
Agriculture	203	321	13	537
Veterinary Science		68	2	70
Architecture & QS	36	79	3	118
Science				
IT	106	1032	33	1171
Indigenous Medicine	31	28	4	63
Allied Health Science	0	20	0	20
Total	4607	7062	657	12326

(Source -UGC, Buddhist and Pali University of Sri Lanka, Bhiksu University)

Figure 4.1 shows the variability of postgraduate output in 2023 and 2024

Figure 4.1 Postgraduate Output



(Source -UGC, Buddhist and Pali University of Sri Lanka, Bhiksu University)

4.2.3 Output of the Sri Lanka Institute of Advanced Technological Education

In 2025, the total output of Sri Lanka Institute of Advanced Technological Education numbered 5,201, and course-wise output for 2025 are presented in Table 4.4.

Table 4.4 Output of SLIATE

Course	2025
HNDA	1281
HNDIT	802
HNDE (Civil)	203
HNDE (Mech.)	130
HNDE (Ele & Electronics)	202
HND(English)	1475
HNDM	287
HNDT(Agri)	118
HNDBF	31
HNDFT	45
HNDQS	83
HNDBSE	33
HNDBA	134
HNDTHM	265
HNDCSPT	95
HNDPM	17
එකතුව	5201

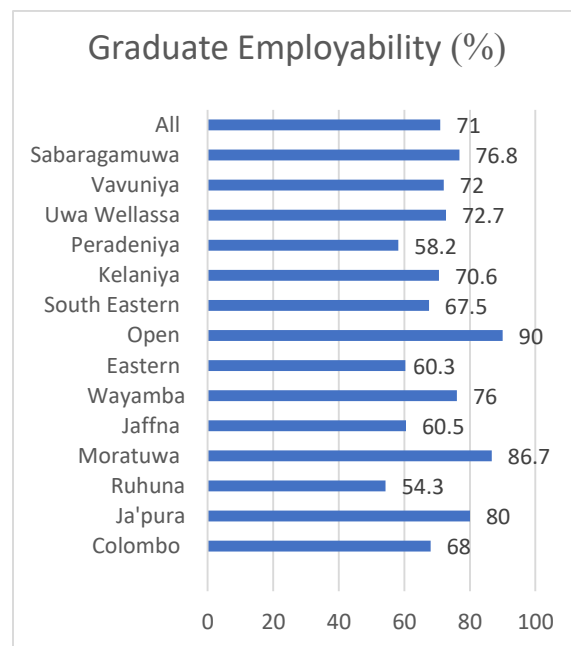
(Source -SLIATE)

4.3 Employability of Graduates

University-wise graduate employability in the year 2024

Universities were assigned to continue the Graduate Employability Survey, first introduced by the Ministry in 2012 and conducted over several years. Accordingly, according to the results of surveys conducted by several universities for the year 2024, the overall graduate employability rate in 2024 is 71.0%. In 2024, the University of Moratuwa reported an employability rate of 86.7%, the Open University reported an employability rate of 90.0%, the Wayamba University reported an employability rate of 76.0%, the University of Sri Jayewardenepura reported an employability rate of 80.0%, the South Eastern University reported an employability rate of 67.5%, the University of Colombo reported an employability rate of 68.0%, and the Universities of Ruhuna, Jaffna, and Eastern reported an employability rate of 54.3%, 60.5%, and 60.3% respectively.

Figure 4.2 - University-wise overall graduate employability



(Source – University of Colombo, University of Moratuwa, University of Sri Jayewardenepura, University of Jaffna, University of Ruhuna, Eastern University, South

Eastern University, Wayamba University, Open University, University of Kelaniya, University of Peradeniya, Uva Wellassa University, University of Vavuniya, Sabaragamuwa University)

Subject-wise graduate employability - 2024

Table 4.5 Subject-wise overall graduate employability

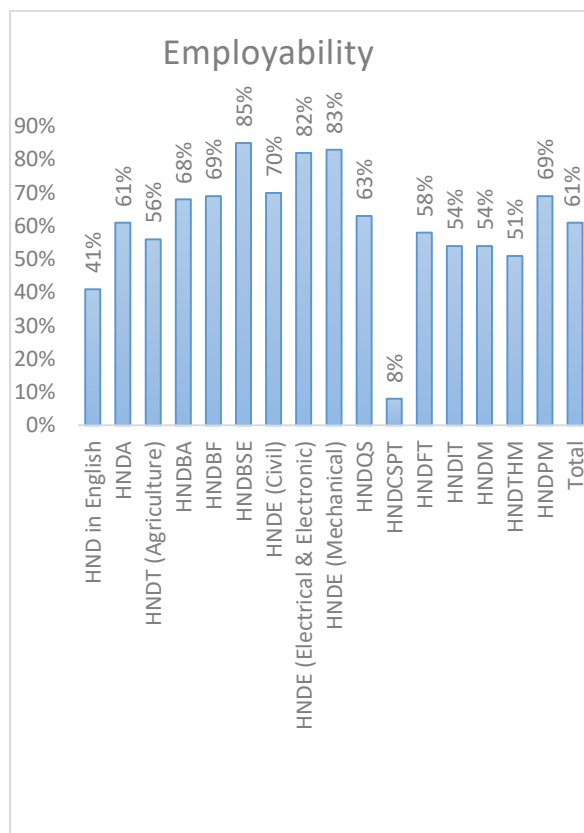
Subject Stream	Percentage (%)	
	2023	2024
Arts	32.6	43.1
Management	76.9	84.1
Business Studies	69.4	72.4
Education	32.0	28.3
Science	73.1	73.3
Applied Science	60.2	61.4
Law	52.0	46.1
Medicine	76.2	73.8
Dentistry	-	24.7
Fisheries and Marin Science	42.9	-
Veterinary Science	-	78.6
Livestock, Fisheries and Nutrition	85.0	85.0
Agriculture	65.2	69.8
Engineering	80.6	85.8
Architecture	78.0	96.7
Computer Science / IT	90.0	83.6
Allied Health Science	34.2	-
Indigenous Medicine	37.5	15.1
Nursing	81.0	100
IT	90.0	77.1
Bio System Technology	42.0	50.8
Technology	59.7	73.2
Technological Studies	85.1	84.2
Quantity Surveying	96.4	89.9
*Agro Technology and Rural Science	-	71.0
Fashion Design and Product development	87.5	84.6
Designing	93.6	87.9
Business Science	96.7	96.3
Engineering Technology	65.0	65.0
Facilities Management	91.1	90.0
IT and Management	82.2	63.6
Transport and Logistics Management	86.4	94.0
Town and Country Planning	77.3	77.3
Mass Media and Performing Arts (Sri Palee Campus)	35.5	32.1
Landscape Architecture	63.6	88.9
Islamic Studies and Arabic Language	65.1	65.1
Geology	-	62.2
Average	69.2	70.2

(Source – University of Colombo, University of Moratuwa, University of Sri Jayewardenepura, University of Jaffna, University of Ruhuna, Eastern University, South Eastern University, Wayamba University, Open University, University of Kelaniya, University of Peradeniya, Uva Wellassa University, University of Vavuniya, Sabaragamuwa University)

When reviewing the results of the employability surveys conducted by universities, a significant increase in employability is observed in 2024 compared to the 2023 survey results in the fields of Arts, Allied Health Sciences, Technology, Nursing, and Architecture. A closer examination shows that in the Arts stream, employability was reported as 62% at the University of Sri Jayewardenepura, 45.2% at the University of Kelaniya, 78.8% at Sabaragamuwa University, and 46.0% at the University of Colombo. In the field of Allied Health Sciences, employability was reported as 63% at the University of Sri Jayewardenepura, 70.8% at the University of Ruhuna, 77.5% at the University of Jaffna, 81.2% at the University of Peradeniya, and 57% at the University of Colombo. In the field of Technology, employability was reported as 76% at the University of Sri Jayewardenepura, 63.8% at the University of Ruhuna, 73.7% at the University of Jaffna, 83% at the University of Moratuwa, 82.5% at the South Eastern University, 84.1% at Uva Wellassa University, and 64.1% at Sabaragamuwa University. For Nursing, employability data were available only from the South Eastern University, which reported a 100% rate. For Architecture, employability data were reported only by the University of Moratuwa, which recorded 96.7%. For Landscape and Architecture, employability data were also reported by the University of Moratuwa, with a rate of 88.9%.

Course-wise employability of SLIATE diploma holders

Figure 4.3- Employability of diploma holders



(Source - SLIATE)

In 2024, the employability rate for the Higher National Diploma in Engineering (Construction Services) (HNDBSE) was 85%. The employability rates for the Higher National Diploma in Engineering (Mechanical) (HNDE-MECHANICAL) and the Higher National Diploma in Engineering (Electrical & Electronic) (HNDE-ELECTRICAL & ELECTRONIC) exceeded 80%. Among these programs, the lowest employability rate of 8% was recorded for the Higher National Diploma in Consumer Science and Production Technology (HNDCSPT), which was conducted from 2017 to 2020. After 2020, no students were admitted to this program due to policy reasons. In 2024, the overall employability rate across all programs at the Sri Lanka Institute of Advanced Technological Education was 61%.

4.4 Strengthening of Internal Quality Assurance Systems

4.4.1 Role and Affairs of Quality Assurance Council (QAC)

1. Supporting internal quality assurance activities in universities.
2. Developing new subject bench mark statements and updating existing subject bench mark statements through due process.
3. Conducting Institutional Reviews (IRs)
4. Conducting undergraduate Program Reviews (PRs)
5. Conducting postgraduate Program Reviews.
6. Conducting external degree Program Reviews.
7. Conducting distance learning program reviews.
8. Support universities in aligning qualifications with the Sri Lanka Qualifications Framework (SLQF 2015) and assist in efforts to align qualifications with the South Asian Qualifications Reference Framework (SQRF) ratified by the Sri Lankan Government in 2023.
9. Evaluation of new proposals for the establishment of new faculties, institutes, campuses, academic departments and degrees.
10. Evaluating proposals for the revision of existing degree programs.
11. Assessing applications submitted for full approval of degree programs.
12. Establishing and maintaining collaboration with international higher education quality assurance agencies.
13. Conducting training programs related to quality assurance.
14. Maintaining the website of the Quality Assurance Council.
15. Representing the Quality Assurance Council and its programs at national, sectoral, and international forums.
16. Responding to national and international inquiries regarding the relevance and validity of qualifications awarded by higher education institutions.
17. Providing guidance on quality assurance matters when requested by other public higher education providers.
18. Coordinating activities to strengthen the

University Grants Commission as the regulatory authority responsible for accrediting, approving, and certifying programs offered by domestic higher education institutions affiliated with foreign universities and by domestic private institutions.

4.4.2 Strengthening internal quality assurance systems at universities and higher education institutes.

The Institutional Review (IR) cycle, which began in 2017, was completed in 2023, and all final reports were uploaded to the Quality Assurance Council's website by September 2023. The revised Institutional Review (IR) handbook was also published in 2023. Following approval by the Department of Management Services for emergency cadre positions for Quality Assurance Council., the schedule for the next Institutional Review cycle is prepared.

Program Reviews – As part of the 2020 program reviews, 77 undergraduate program reviews were planned in two phases: 37 in Phase 1 and 40 in Phase 2. In addition, 20 external degree program reviews were also planned.

By the end of August 2025, the status of completing Institutional Reviews (IR), Programme Reviews (PR) (Phase 1 and 2), and External Degree Programme Reviews is shown in Table below.

Year	IR	PR	External Degree programs
2020	02	00	00
2021	00	00	00
2022	00	36	04
2023	03	21	13
2024	00	11	01
2025	00	05	02

Sri Lanka Qualifications Framework (SLQF)

The updated version of the Sri Lanka Qualifications Framework (SLQF), issued by the University Grants Commission (UGC) in September 2015, was approved for implementation across the university system. This was retrospectively enforced from 1 January 2016 in accordance with Commission Circular No. 05/2013(i) dated 25 August 2017.

In order to recognize the SLQF as a national document, the Ministry of Education submitted a Cabinet Memorandum on 02.06.2023 with the concurrence of the Chairman of the UGC. This matter was referred by the Cabinet to the Cabinet Sub-Committee, chaired at that time by His Excellency the President, for the development of the National Education Policy Framework. On 28.08.2024, the Ministry of Education inquired about the progress of this matter from the Presidential Secretariat, but no response has been received to date. Therefore, the Ministry of Education has decided to submit another Cabinet Memorandum to obtain Cabinet approval for the SLQF. Accordingly, by a letter dated 26.05.2025, the Secretary of the Ministry of Education requested the Chairman of the UGC to include it in the SLQF document or to provide concurrence to the existing version so that it could be submitted to the Cabinet by the Ministry of Education.

At its 141st meeting held on 09.07.2025, the Standing Committee on Quality Assurance (SC on QA), having considered the letter from the Secretary of the Ministry of Education, recommended obtaining proposals from all relevant stakeholders regarding possible amendments to the current SLQF document.

In this regard, at its 1154th meeting held on 03.09.2025, the University Grants Commission (UGC) decided to appoint a committee consisting of the following members. The committee has been entrusted with reviewing the stakeholders' proposals regarding the current SLQF document. It is to update the existing SLQF with appropriate amendments. Thereafter, the revised document should be submitted for consideration by the Commission, the Ministry of Education, Higher Education and Vocational Education,

and the Cabinet.

Prof. Meena Senthilnathanan (Chairperson)

Prof. Kalyani Perera

Prof. Gominda Ponnampuruma

Dr. P.N.K.W. Panditharatne (Convener)

4.4.3 Degree Programs, Institutes which obtained degree awarding status, and new applications of the non-state higher education institutes in the year 2023/2024

Table 4.6 Number of Degree Programmes (2024 and 2025)

	(Undergraduate Degree)	(PG Diploma)	(M.Sc/ M.A)	(M.Phil)	(PhD)	Total
19924/07/1990 – 31/12/2024	203	15	24	12	12	266
01/01/2025 – 30/06/2025	4	0	1	0	0	5
Total	207	15	25	12	12	271

(Source- Ministry of Education- Higher Education – Non-State Higher Education Division)

The degree awarding status has been provided for 271 degree programs up to 30.06.2025, and the degree awarding status has been provided for 5 programs from 31.01.2025 to 30.06.2025

Institutes that had been granted degree awarding status and new applications

As of 30/09/2025, the **degree awarding status** has been received for 31 institutions.

As of 30/06/2025, there were 29 institutions, and by 30/09/2025, this number had increased to 31.

1. American college of Higher Education
2. Sri Lanka Institute of Textile and Apparel

- has been recognized as new degree awarding institutes.

4.4.4 Granting of interest-free loans to university students for obtaining laptop computers.

According to the 2016 Budget Proposals, to carry out the official duties related to the project of providing interest-free loans for the purchase of laptop computers continuously.

The interest amount paid to banks for the loans obtained from 01/01/2024 to 30/06/2025 is shown in Table 4.7.

Table 4.7 – Interest Amount Paid to Banks for Loans Obtained

Month	BoC (Rs.Mn)	People's Bank (Rs.Mn)
2024		
January	0.14	0.02
February	0.12	0.02
March	0.12	0.02
April	0.10	0.02
May	0.10	0.01
June	0.09	0.01
July	0.08	0.01
August	0.08	0.008
September	0.07	0.007
October	0.07	0.005
November	0.07	0.005
December	0.07	0.004
Total from 01/01/2024 to 31/12/2024	1.12	0.14
2025		
January	0.06	0.003
February	0.05	0.003
March	0.06	0.002
April	0.05	0.002
May	0.06	0.001
June	0.05	0.001
Total from 01/01/2025 to 30/06/2025	0.34	0.123

(Source – Ministry of Education – Higher Education – Information Technology Division)

4.5. Workshops and Conferences

1. Erasmus+ Capacity-Building Program for Higher Education (Erasmus+ CBHE Info Day Session – 2024)

Erasmus+ is a program managed by the European Union to provide support for education, training, youth, and sports, and to work long-term to strengthen cooperation between the European Union and third countries worldwide. By participating in this program, Sri Lankan universities and higher education institutions can receive grants for programs that enhance internationalization, such as student and academic staff exchanges, capacity-building initiatives, and joint degree programs. Accordingly, to promote this program among Sri Lankan universities and/or higher education institutions, and to raise awareness among the public and private sectors in Sri Lanka, an event was held on 03/07/2024 with the participation of 170 intellectuals.

Similarly, an awareness program on the Erasmus Mundus Scholarship (Online Webinar) was successfully conducted on 08/11/2024 with the participation of over 760 individuals.

2. To maintain and enhance the quality of research and research analyses globally using practical software tools and methods, several workshops on SPSS, AMOS, and NVivo were conducted by NCAS, specifically focusing on “How to Engage in Scientific Research Analyses,” for academics, professionals, and interested groups. For each workshop, NCAS registered 15 participants and completed two sessions for each software. At the end of each workshop, a “Certificate of Participation” was awarded to participants who completed the sessions.

3. 7th International Research Conference on Humanities and Social Sciences 2025 – NCAS

The National Centre for Advanced Studies (NCAS) plans to hold its 7th International Research Conference on Humanities and Social Sciences (IRSHSS) 2025 on 30/10/2025 and

31/10/2025 at Waters Edge, Battaramulla. The theme of this conference is “Artificial Intelligence for Higher Education: Expectations and Challenges.” This conference provides a platform to introduce, share, and discuss developments, examine regional approaches, and collaboratively explore how artificial intelligence can support inclusive and transformative educational settings.

4.6 Higher education opportunities for academic staff

The government has made steps for increasing PhD opportunities for lecturers with the prior decision of that developing the quality of lecturers would positively impact on the quality of graduates. Assistance is provided under two main ways to increase the quality of graduates.

- Under public investment received from the General Treasury,
 - National Center for Advanced Studies (NCAS)
 - University Grants Commission
- Scholarships awarded by foreign countries under Memoranda of Understanding and Bilateral Agreements signed with the Ministry of Higher Education. Table 4.8 shows the number of scholarships awarded during the year 2024/2025 under the scholarship programs conducted by each institution.

Table 4.8 No. of Scholarships awarded in 2024/2025

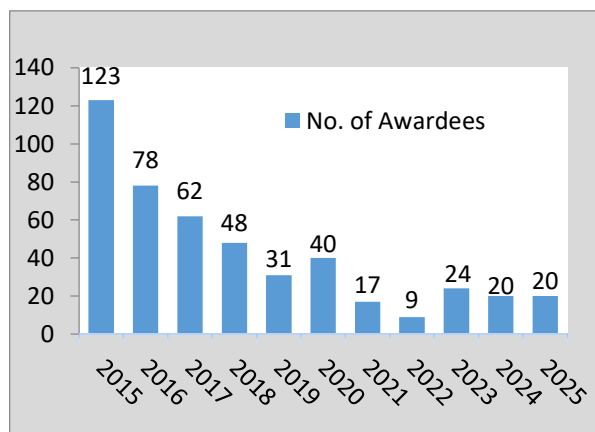
	2024	2025.01.01 – 2025.06.30
Institute	Doctoral and Master's Degree	Doctoral and Master's Degree
National Center for Advanced Studies (NCAS)	18	04
UGC	14	0
Ministry of Education - Higher Education	118	115
Total	150	119

(Source - NCAS, UGC, Ministry of Education - Higher Education)

4.6.1 Awarding of Provisions through the National Center for Advanced Studies (NCAS).

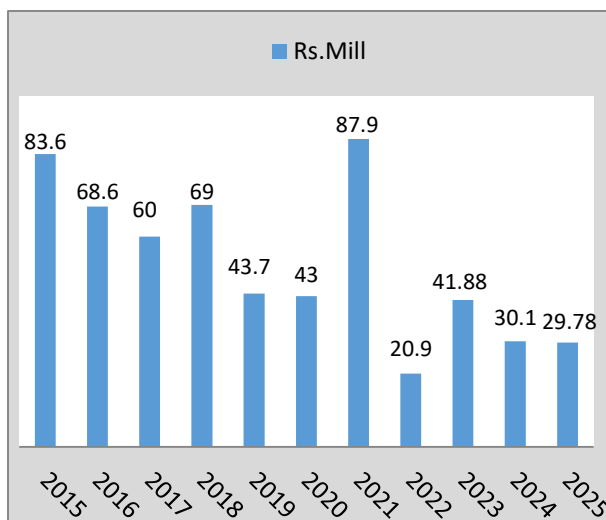
The mission of NCAS is to support and enhance higher education. It provides innovative ideas in the humanities and social sciences to benefit society and to improve the quality of human life. With this comprehensive vision, NCAS supports academic activities in Sri Lanka's public universities. It is particularly aligned with faculties of arts, humanities, social sciences, education, law, and affiliated schools. Pursuing doctoral studies at local or foreign universities to enhance management capacity is used to generate substantial benefits for universities and the country. NCAS invites applications from qualified individuals in public universities on a semi-annual basis. Under the NCAS semi-funding scheme, eligible principal applicants are selected, with funds allocated from government provisions and external sources on an annual basis.

Figure 4.4 No. of NCAS Beneficiaries



(Source - NCAS)

Figure 4.5 Incurred Expenditure



(Source - NCAS)

Queensland University of Technology in Australia (QUT) - National Center for Advanced Studies (NCAS) - PhD Program

The Memorandum of Understanding (MoU) between QUT and NCAS was finalized in October 2023. However, QUT officials informed NCAS that the MoU should be updated to reflect the new costs, namely, the living allowance (HDR scholarship allowance up to AUD 32,192 annually, compared to AUD 18,610 per year previously) and a significant increase in health insurance. Consequently, due to the unexpected surge in the AUD to LKR exchange rate and severe economic downturn, NCAS expected to convert the full scholarship into a “split-site” degree program. Therefore, NCAS requested QUT to reconsider for a “split-site” degree program instead of full enrollment. Since QUT has responded to our proposal, currently, NCAS is not calling for applications under the NCAS-QUT scholarship program.

4.6.2 Awarding of Provisions by the UGC

Progress of Postgraduate Degree awards under the University Grants Commission for Higher Education – 2025

The University Grants Commission's policy aims to support and encourage academic staff,

particularly young academics, to pursue higher education. It also seeks to nurture and strengthen a research culture within the university system. In 2025, the Commission made a strong effort through the Department of Research and International Cooperation (DRIC) to implement this policy. However, due to certain government regulations regarding financial commitments for foreign studies and training, the University Grants Commission was unable to fully achieve 100% of its targets. Despite these challenges, the Commission has made maximum efforts to continuously carry out the activities outlined below through the DRIC.

Awarding of Provisions by the UGC – 2025

The objective of the Postgraduate Grant Scheme of the UGC is to enhance the research capacity of State Universities under the UGC by offering financial support to permanent academic staff for obtaining postgraduate qualifications necessary for their professional development.

Grants are awarded only for local /foreign PhDs and for M.Phil. degrees or equivalent that lead for PhDs.

Through the Postgraduate Grant Scheme of the UGC, the grants are awarded for 03 years' maximum for PhDs / Doctoral degree studies and maxim 02 year grants for MPhil / Masters degrees. The overall limit of the Postgraduate Grant Scheme of the UGC is Rs. 2 million per year for each candidate including both the tuition fee and living stipend. The maximum limit of grant for living expenses to a candidate pursuing postgraduate studies abroad is Rs.1.5 million per annum. Under living expenses, the limit applicable to an individual candidate varies from country to country within the maximum limit given above.

Due to government-imposed financial regulations, in 2025 the University Grants Commission did not award new scholarships under the postgraduate scheme. However, the Commission has released LKR 10 million to

support current UGC scholarship recipients in continuing their postgraduate studies.

University Grants Commission - Griffith University (GU) in Australia Full/ Joint PhD Program

Griffith University (GU) in Australia and the University Grants Commission (UGC) of Sri Lanka has entered into a Memorandum of Understanding (MoU) with the aim of achieving mutual benefits from academic interaction, cultural exchange, collaborative research, and other forms of academic collaboration.

Under the MoU signed between Griffith University, Australia, and the UGC Sri Lanka, Griffith University will cover the full tuition fees for a period of up to 03 years and the UGC will provide the candidates a living allowance for a period of three years' subject to the limits approved for Australia and the Overseas Student Health Cover (OSHC). However, due to discrepancies in the Memorandum of Understanding signed between Griffith University and the UGC, and in line with the current financial regulations issued through the letter titled "Release of Foreign Exchange for Official Travel and Related Expenses" dated 15/03/2023, from the Secretary to the President to the Secretary of the Ministry of Finance, Economic Stabilization and National Policies, no scholarships have been awarded since 2023.

According to the above letter, government funds cannot be used for foreign studies, training, discussions, conferences, or travel if such activities are fully funded or supported by the foreign party. Under the UGC-GU scholarship scheme, the University Grants Commission provides partial funding for Griffith University scholarships.

Accordingly, in line with the current policy framework, the University Grants Commission initiated the process of amending the Memorandum of Understanding (MoU) with revised provisions. The amended MoU was approved by the Commission and subsequently submitted for Cabinet approval. The Cabinet approved the amended MoU on 23/04/2025, and it was signed on 07/04/2025. Subject to the final approval of the National Budget Department requested on 29/05/2025, the

University Grants Commission is preparing to call for applications for six scholarships in 2025.

Scholarship Program for Master's and Doctoral Degree Programs of the International University of Japan (IUJ) and the University Grants Commission

The UGC in collaboration with the International University of Japan (IUJ) has launched a co-sponsored scholarship program to provide financial assistance to the academic and administrative staff of universities under the UGC to pursue higher studies at the International University of Japan (IUJ). As per the agreement letter made between the UGC and the IUJ, the IUJ will fund 50% of the tuition fee and the UGC will fund the remaining 50% of the tuition fee (as notified by the IUJ) and a monthly living expenses allowance of 90,000 Japanese Yen. Academic staff traveling abroad on study leave will also be entitled to airfare allowance. However, due to current financial regulations, no scholarships have been awarded under this program since 2023.

University Grants Commission (UGC) Sri Lanka- Queensland University of Technology (QUT) Joint/Split PhD Program

The QUT, Australia will provide a full tuition fee scholarship (valued at approximately AUD 100,000) for the duration of PhD candidacy (up to three years).

The UGC will provide financial support to Sri Lankan academic staff who meet the eligibility requirements of both the UGC and Queensland University of Technology (QUT) to cover expenses while conducting research at QUT for one year. This support includes a living allowance, Overseas Student Health Cover (OSHC), and other related expenses as required

under UGC guidelines. The maximum grant limit is LKR 3.5 million per candidate for a period of three years.

10 - 12 candidates in various disciplines from universities in Sri Lanka pursue doctoral studies for a minimum of 12 months at Queensland University of Technology (QUT) campuses and are supervised by Queensland University of Technology (QUT) in a cohort model.

In 2023, the University Grants Commission renewed the Memorandum of Understanding signed between the UGC and Queensland University of Technology for an additional period of five years.

However, due to current financial regulations, no scholarships have been awarded under this arrangement since 2023.

4.6.3 Awarding of Provisions by the Ministry of Higher Education

The Ministry of Higher Education annually provides direct and indirect foreign undergraduate and postgraduate scholarships to create opportunities for studying abroad. This aims to:

- Increase access to foreign higher education opportunities.
- Enhance global connections and academic exchange opportunities.
- Contribute to the national economy through educational mobility.

In 2024, under the Ministry of Higher Education, 118 postgraduate scholarships were awarded. In 2025, 59 scholarships were awarded for India, 30 for China, 12 for Hungary, and 4 for the United Kingdom.

Entering into Memoranda of Understanding / Educational Collaboration Agreements

1. Entering into an Educational Cooperation Agreement between the Democratic Socialist Republic of Sri Lanka and the Socialist Republic of Vietnam for the period 2024–2026.
2. Entering into a Memorandum of Understanding with the National University of Singapore (NUS) and the Ministry of Education, Higher Education, and Vocational Education of the Democratic Socialist Republic of Sri Lanka to establish higher education cooperation, including opportunities for postgraduate scholarships for Sri Lankan students.
3. Entering into Memoranda of Understanding/agreements by the University Grants Commission and Sri Lankan universities with foreign universities to promote educational collaborations.
4. Entering into a Memorandum of Understanding between the Eastern University of Sri Lanka and Yunnan University, China, for higher education cooperation.
5. Entering into a Memorandum of Understanding between the Open University of Sri Lanka and Shanghai Open University, China, for higher education cooperation, and entering into a tripartite agreement between the Open University of Sri Lanka, Shanghai Open University, and Bank of China Ltd. regarding the establishment of a Chinese Language Center at the Open University of Sri Lanka.
6. Entering into a Consortium Agreement for the project “ERASMUS-EDU-2022-CBHE” between Universitat Autònoma de Barcelona, Spain, and the University of Jaffna, University of Peradeniya, and Rajarata University, Sri Lanka.
7. Entering into a Memorandum of Understanding between Sabaragamuwa University, Sri Lanka, and the University of Salford, United Kingdom
8. Entering into a tripartite agreement between the University of Jaffna, Sri Lanka, the National

University of Singapore, and Singapore Health Services Pvt Ltd.

9. Entering into a Memorandum of Understanding, including a Non-Disclosure Agreement, for the MARIE project between Southern Health NHS Trust, United Kingdom and Northern Ireland, and the University of Ruhuna, Democratic Socialist Republic of Sri Lanka
10. Agreement and Memorandum of Understanding to be established between the Open University of Sri Lanka and Tomorrow Technology Education Service Center (TTESEC).
11. Entering into a Memorandum of Understanding between the University of Sri Jayewardenepura, Sri Lanka, and Tomas Bata University, Czech Republic, to enhance cooperation between the two parties.
12. Entering into an agreement between Rajarata University, Sri Lanka, and the University of Naples Federico II, Italy.
13. Entering into a collaborative agreement between Rajarata University, Sri Lanka, and Michigan State University, United States of America.
14. Entering into a cooperation agreement between the University of Jaffna, Sri Lanka, and The Chancellor, Masters and Scholars of the University of Oxford, United Kingdom.
15. Extending the Memorandum of Understanding between the University of Peradeniya and Johns Hopkins University, United States of America, originally entered into on 2017.05.18 and renewed on 2021.07.16, for an additional period of three years.
16. Entering into a Memorandum of Understanding between the University of Sri Jayewardenepura, Sri Lanka, and Hunan University of Chinese Medicine, People's Republic of China.
17. Entering into a Memorandum of Understanding between the University of Moratuwa, Sri Lanka, and the University of Maryland, United States of America.

18. Entering into a Memorandum of Understanding between the Faculty of Urban and Aquatic Bioresources, University of Sri Jayewardenepura, Sri Lanka, and the School of Agriculture, Meiji University, Japan.

19. Entering into a Memorandum of Understanding between the University of Peradeniya, Sri Lanka, and the Association of Commonwealth Universities, United Kingdom, on the Ocean Country Partnership Programme Scholarships.

20. Entering into a Memorandum of Understanding between the University of Kelaniya, Sri Lanka, and Nālandā University, India.

21. Entering into a Memorandum of Understanding (MoU) between the Buddhist and Pali University of Sri Lanka and the Vietnam Buddhist Academy (Hue City).

22. Entered into a Memorandum of Understanding (MoU) between the University of Peradeniya, Sri Lanka, and the Board of Trustees of the University of Illinois, USA.

23. Entering into a Memorandum of Understanding (MoU) between the University of Sri Jayewardenepura, Sri Lanka, and The Wuhan Sports University, The People's Republic of China.

24. Entering into a Memorandum of Understanding (MoU) between the University of Sri Jayewardenepura, Sri Lanka, and The University of Aizu, Japan.

25. Entering into a Memorandum of Understanding (MoU) between the University of Sri Jayewardenepura, Sri Lanka, and The University of Agder, Norway..

26. Entering into a Memorandum of Understanding (MoU) between the University of Sri Jayewardenepura, Sri Lanka, and Deakin University, Australia.

27. Entering into a Memorandum of Understanding (MoU) between the University of Moratuwa, Sri Lanka, and Linyi University, People's Republic of China.

28. Entering into a Memorandum of Understanding (MoU) between the University

of Peradeniya, Sri Lanka, and Mahatma Gandhi University of Medical Sciences and Technology (MGUMST), India.

29. Entering into a Memorandum of Understanding (MoU) between the University of Eastern University, Sri Lanka, and Shandong University of Science and Technology, China.

30. Entering into a Memorandum of Understanding (MoU) between the University of Kelaniya, Sri Lanka, and the State University of New York College at Cortland, United States of America

31. Entering into a Memorandum of Understanding between the Royal Melbourne Institute of Technology (RMIT), Australia, and the Open University of Sri Lanka.

4.6.4 Provision of funds by the Science and Technology Human Resource Development Project (STHRDP)

Launched in 2018, this project provides financial support of USD 80,000 per candidate through the Science and Technology Human Resource Development Project to enable academics to pursue postgraduate and doctoral studies for the implementation of quality and advanced technology education programs.

4.7 University World Ranking

To assess Sri Lanka's position in the international higher education sector, the QS Ranking and Times Ranking systems are used. The QS Ranking system considers both Asian and South Asian rankings, while the Times Ranking system focuses on global rankings.

Accordingly, in the Asian and South Asian rankings, the University of Colombo, University of Peradeniya, and University of Sri Jayewardenepura secured first, second, and third places respectively. Similarly, in the global rankings, these three universities ranked first, second, and third, while the University of Moratuwa secured fourth place and the University of Kelaniya secured fifth place.

Table 4.9 - Comparative Information

University	South Asian Ranking 2024	South Asian Ranking 2025	Asian Ranking 2024	South Asian Ranking 2025
Colombo	73	62	301-350	275
Peradeniya	90	91	351-400	350
J'pura	90	98	351-400	377
Ruhuna	166	131	551-600	471-480
Moratuwa	166	140	551-600	501-520
Kelaniya	189	179	601-650	601-620
Jaffna	143	124	501-550	451-460
Sabaragamuwa	238	222	751-800	701-750
Wayamba	219	195	701-750	641-660
Eastern	219	240	701-750	751-800
South Eastern	238	240	751-800	751-800

(Source - Internet -QS Ranking)

Table 4.10 - Comparative Information

University	World Ranking 2024	World Ranking 2025
Colombo	1001-1201	1001-1201
Peradeniya	1001-1202	1201-1500
Ja'puraa	1500+	1500+
Moratuwa	1500+	1500+
Kelaniya	1500+	1500+

(Source- Internet -Times Rankings)

EFFICIENCY AND EFFECTIVENESS

5.1 Overview

The improvement of the efficiency and effectiveness of graduates and diploma holders produced by the higher education system, as well as the enhancement of the efficiency and effectiveness of the academic and non-academic staff serving within that system, together with the development of the quality of employees at all levels of the Ministry, contribute to maintaining the expected standard of higher education output.

Therefore, necessary steps have been taken to develop the capacities of academic and non-academic staff by filling staff vacancies promptly at the Ministry level, providing local and foreign training opportunities, providing various technical assistance and providing various services.

5.2 Employment in the Higher Education Sector

Employees of the Higher Education Sector, which consists of the Ministry of Education, University Grants Commission and 17 universities coming under its purview, 18 Higher Education Institutes, Buddhist and Pali University and the Bhiksu University of Sri Lanka, which are coming under the purview of the ministry. The Sri Lanka Institute of Advanced Technological Education (SLIATE) plays a major role in enhancing the efficiency of this sector. Academic and Non-academic staff in 2024 and 2025 are given in Table 5.1.

5.2.1 Academic Staff of the Higher Education Sector

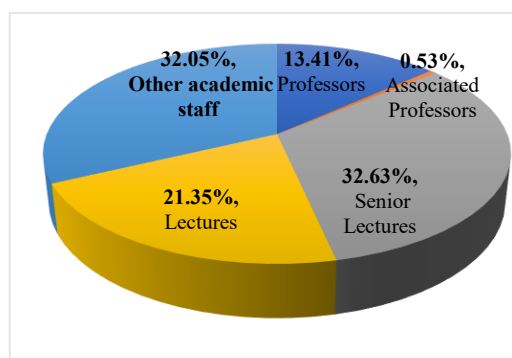
In the year 2025, the total number of academic staff serving in the higher education sector on permanent and temporary bases is 10,405. Of them, the majority, numbering 10,025, were from the universities and higher education institutions under the purview of the University Grants Commission. The total number of academic staff at the Sri Lanka Institute of Advanced Technological Education (SLIATE) is 261.

The Academic Staff at State Universities and Higher Education Institutes coming under UGC is given in Appendix 5.a .

Table 5.1 Current Staff of the Higher Education Sector

Institute	Academic (Permanent and temporary)		Non-Academic Permanent and temporary)	
	2024	2025	2024	2025
Universities/ Higher Education Institutes	9,891	10,025	11,747	10,597
UGC	4	4	215	216
Buddhist and Pali University and the Bhiksu University Sri Lanka	118	115	203	201
SLIATE	265	261	563	558
Ministry of Education (Higher Education Division)	–	–	197	181
Total	10,278	10,405	12,925	11,753

Source: UGC, Buddhist and Pali University of Sri Lanka, Bhiksu University of Sri Lanka, SLIATE

Figure 5.1 : Composition of academic staff in the state universities and higher education institutes under UGC-2025

Source: UGC, Buddhist and Pali University of Sri Lanka, Bhiksu University, SLIATE

The total number of academic staff serving in the Sri Lanka Institute of Advanced Technological Education (SLIATE) is 261. It comprises 87 senior lecturers, 112 lecturers and assistant lecturers and 62 other academic support staff. The highest number of academic staff members (43) are serving at the Galle Branch while the lowest number of academic staff members (02) are serving at the Nawalapitiya and Mannar branches.

The Academic Staff at SLIATE is given in the Appendix 5.b .

5.2.2 Approved Academic Staff, Vacancies and Appointments

In the year 2025, the total number of vacancies in the academic cadre is 3,120. The actual number of academic cadre was 10,657 at the end of the year 2024 and it is 10,396 by the year 2025. Within the entire university system, nearly half of the total number of vacancies, which amounts to about 31.5%, have been covered by academic staff recruited on a temporary basis. Details on the academic cadre and vacancies are given in Table 5.2.

Table 5.2 Permanent Academic Cadre of the Higher Education Sector

Institute	Approved Cadre	Vacancies	Existing Cadre
Universities and HEIs	13,259	2,983	10,276
UGC	4	0	4
Sri Lanka Buddhist and Pali University	80	23	57
Bhiksu University	66	7	59
SLIATE	368	107	261
Total	13,777	3,120	10,657

Source: UGC, Buddhist and Pali University of Sri Lanka, Bhiksu University of Sri Lanka, SLIATE

5.2.3 Non-Academic Staff of the Higher Education Sector

The entire non-academic staff in the higher education sector is 12,879. The non-academic staff at SLIATE is 558. The total number of non-academic staff serving at Sri Lanka Buddhist and Pali University, Bhiksu University of Sri Lanka, and the Ministry of Education (Higher Education Division) is 382.

The Non-academic staff in state universities and Higher Education Institutes coming under UGC are given in Appendix 5.c .

The non-academic staff in the SLIATE is given in Appendix 5.d .

5.2.4 Approved Non-academic staff, vacancies and appointments

The total number of non-academic employees in the year 2025 is 17,728. By the end of June 2025, the actual cadre of non-academic staff was 12,879.

Table 5.3 shows the details of non-academic staff and vacancies.

Table 5.3 Number of permanent non-academic employees in the higher education sector and vacancies

Institute	Approved cadre	Vacancies	Existing cadre
Universities and HEIs	16,166	4,435	11,731
UGC	321	113	208
Sri Lanka Buddhist and Pali University	142	34	108
Bhiksu University	111	18	93
Higher Education Division	230	49	181
SLIATE	758	200	558
Total	17,728	4,849	12,879

Source: UGC, Buddhist and Pali University of Sri Lanka, Bhiksu University of Sri Lanka, SLIATE

5.2.5 Cadre of the Ministry of Education (Higher Education Division)

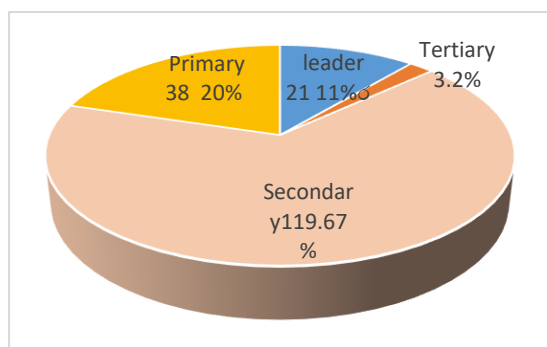
As at 31.12.2024, a total of 31 Development Officers from the permanent staff of the Higher Education Division had been assigned to the University Grants Commission and seven universities under its purview. Of these 31 officers, 28 were serving at the universities under the purview of the Commission and the University Grants Commission, while 03 officers were serving at the Postgraduate Institute of Pali and Buddhist Studies of the Buddhist and Pali University of Sri Lanka, which functions under the Ministry. This number had decreased to 30 by 30.09.2025, as some Development Officers had resigned from the Ministry upon securing other employment. The relevant details are shown below.

Table 5.4 – Number of Development Officers from the permanent staff of the Higher Education Division assigned to serve under the University Grants Commission – 2024 / 2025

University / HEI	As at 31.12.2024	As at 30.09.2025
UGC	4	4
University of Sri Jayewardenepura	4	4
University of Ruhuna	4	4
University of Kelaniya	1	1
Sabaragamuwa University	9	9
Wayamba University	4	3
Gampaha Wickramarachchi University of Indigenous Medicine	1	1
Rajarata University	1	1
Buddhist and Pali University of Sri Lanka	3	3
Total	31	30

Source: Administration Branch (Ministry of Education, Higher Education and Vocational Education | Higher Education Division)

In the year 2024, the cadre of the Higher Education Division totalled 197. Of this total, 22 were executive officers, 04 were tertiary-level officers, 131 were secondary-level officers, and 40 were primary-level officers. There were 33 vacancies in 2024, and by the end of June 2025, the number of vacancies had increased to 49. The composition of the cadre is illustrated in Figure 5.2.

Figure 5.2 - Cadre composition of the Higher Education Division – 2025 Source: Administration

Branch (Ministry of Education, Higher Education and Vocational Education | Higher Education Division)

5.3 Capacity Building in Nonacademic Staff

The Ministry and the University Grants Commission have implemented measures to offer both local and international training opportunities at recognized institutions in the public and private sectors, aiming to enhance the capacity development of academic and non-academic staff in the university and higher education sectors.

5.3.1 Staff Development Activities Conducted by the Ministry of Education (Higher Education Division)

A large number of Ministry officers have been provided the opportunity to participate in local training opportunities to enhance the efficiency of the Ministry's staff. According to Public Administrative Circular 18/2020, 70 officers (including Development Officers and Management Service Officers) have obtained proficiency in the official language, while 4 officers have participated in 4 foreign training programs. Additionally, officers have been provided the opportunity to participate in training programs on office procedures, personal file management, discipline, and procedural rules.

In addition, the Ministry and the University Grants Commission have taken measures to provide both local and foreign training opportunities at recognized institutions in the public and private sectors for the capacity development of academic and non-academic staff in the university and higher education sectors.

5.4 Capacity building of academic and non-academic staff

Regarding Training Programs Conducted from 01.01.2025 to 30.09.2025

Date on which the training program was conducted	Training program	Number of Staff Trained	Duration of the Training Program	Total Investment	Nature of the Training Program (Local/Foreign)	Photographs	Progress of Activities
13.01.2025 to 16.01.2025	Promoting South Asia Regional Cooperation in Higher Education Conference	1	04 days	\$ 125	Foreign 1	Photographs cannot be obtained as the training was conducted abroad.	
				75			

04.02.20 25 to 06.02.20 25	NEO-ICP-ENFP Meeting, Brussels	1	03 days	\$ 125	Foreign 2	Photographs cannot be obtained as the training was conducted abroad.	
29.04.20 25	Training Program on Efficient Management of Personal Files	3	01 Days	19,500.00	Local	Photographs cannot be provided as the training was conducted by the National Institute of Labour Studies.	Becoming knowledgeable and proficient in the efficient management of personal files.
26.05.20 25 to 06.06.20 25	Capacity Building Programme on Digital Governance for the Civil Servants of Sri Lanka	1	12 Days	Pounds 75 \$ 325	Foreign 3	Photographs cannot be obtained as the training was conducted abroad.	
05.06.20 25	Training Program on Office Procedures, Personal File Management, Discipline, and Procedural Rules	70	01 Day	39,680.00	Local	Annexure 1	Becoming knowledgeable and proficient in office procedures, personal file management, discipline, and procedural rules.
08.07.20 25	Training on the New Procurement Guidelines Manual	66	01 Day	16,392.84	Local	Annexure 2	Becoming knowledgeable and proficient in the New Procurement Guidelines Manual.

24.07.20 25	One-Day Workshop for Drivers	3	01 Day	18,000.00	Local	Photographs cannot be provided as the training was conducted by the CETRAC Institute.	Becoming knowledgeable and proficient in the responsibilities of a disciplined driver, safe driving, traffic regulations, and proper vehicle maintenance.
28.07.20 25 to 08.08.20 25	Capacity Building Programme on Strategic Leadership and Governance 2nd Programme for the Civil Servants of Sri Lanka	1	11 Days	\$ 325	Foreign 4	Photographs cannot be obtained as the training was conducted abroad.	
21.08.20 25	First Phase of Training Programs on Internet and AI Technologies	18	1 Day	3,622.00	Local	Annexure 3	Acquiring Knowledge on the Internet and AI Technologies
26.08.20 25	Second Phase of Training Programs on Internet and AI Technologies	23	1 Day	4,252.00	Local	Annexure 4	Acquiring Knowledge on the Internet and AI Technologies
02.09.20 25	Third Phase of Training Programs on Internet and AI Technologies	22	1 Day		Local	Annexure 5	Acquiring Knowledge on the Internet and AI Technologies
09.09.20 25	Fourth Phase of Training Programs on Internet and AI Technologies	24	1 Day	2,770.00	Local	Annexure 6	Acquiring Knowledge on the Internet and AI Technologies
23.09.20 25	Fourth Phase of Training Programs on Internet and AI Technologies	21	1 Day	4,280.00	Local	Annexure 7	Acquiring Knowledge on the Internet and AI Technologies

23.09.2025	Maintenance of Government Vehicles	1	1 Day	6,500.00	Local	Photographs cannot be obtained as the training was conducted by the National Institute of Labour Studies.	Becoming knowledgeable and proficient in the maintenance of government vehicles.
24.09.2025	Salary Structuring of Government Officers According to the New Salary Circular	1	1 Day	6,500.00	Local	Photographs cannot be obtained as the training was conducted by the National Institute of Labour Studies.	Becoming knowledgeable and proficient in the salary structuring of government officers (according to the new salary circular).

Source: UGC

5.5 The main tasks performed by the staff of the Information and Communication Technology Division from 01.11.2024 to 30.09.2025.

The approval of all foreign leave for academic and non-academic staff of 17 universities and 18 affiliated institutions governed under the University Grants Commission is carried out through this system, the online foreign leave approval system.

- An online management system for scholarships has been developed to call for applications for foreign scholarships, and scholarship applicants have the opportunity to apply for this. Accordingly, interviews are conducted using Zoom technology.

- The maintenance of the Online Interest Free Student Loan Management System of the Non-State Universities Division and the coordination of activities to incorporate new requirements are carried out. In addition, using MS Teams technology, more than 4,500 students of the Ministry's Student Loan Division are connected for interviews.
- In addition, according to the 2016 Budget Proposals, activities related to the interest-free loan project for the purchase of laptop computers are carried out systematically.
- A system has been developed to issue concessionary motor vehicle permits.

The above system is updated to enable more effective use according to new requirements.

- ☐ Development of network infrastructure in the Higher Education Division in accordance with new requirements.
- ☐ Conducting training workshops on the use of modern technological methods to efficiently carry out the functions of the Higher Education Division.
- ☐ Designing new information technology systems in accordance with the requirements of the Higher Education Division.

Table 5.6: Data entry and updates on the Ministry's website

No.	Division	Information	Amount (In all three languages)
1	Development Division	Scholarships for local and foreign students, foreign training sessions for public officers and notifications	55
2	Procurement	Publishing of tender notification	04
3	Non-State Higher Education Division	List of degree programs approved by the Ministry of Higher Education	11
4	Student Loan Division	Student Loan Project	07

Source: ICT Division

• Modernization of the Website of the Higher Education Division.

With the assistance of the Information and Communication Technology Agency (ICTA), the website of the Higher Education Division has been successfully developed and completed.

Table 5.7: Service provision to each division of the Ministry (from 11/01/2024 to 09/30/2025)

No.	Description of Supplying of Services	No. of issues reported and resolved (From 30.06.2024 -30.09.2025)
1	Software issues	139
2	Hardware issues	310
3	Issues related to Internet, Networking, and Security	208
4	System-related issues	05

Source: ICT Division

Table 5.8: Number of computers/laptops on which the operating system was reinstalled (from 11/01/2024 to 09/30/2025)

No.	Division	No. of computers
1	Development Division	-
2	Non-State Higher Education Division	03
3	Information Technology Division	-
4	Internal Audit Division	01
5	Accounts Division	-
6	Government Audit Division	1
7	Procurement Division	02
8	Administration Division	02

Source: ICT Division

Table 5.9: Issuance of duty-free vehicle permits to officers of the Higher Education Division under the Ministry (from 01/01/2025 to 09/30/2025)

From 01/01/2025 to 09/30/2025		
01	Vehicle permit issuance in January	99
02	Vehicle permit issuance in February	77
03	Vehicle permit issuance in March	19
04	Vehicle permit issuance in April	50
05	Vehicle permit issuance in May	86
06	Vehicle permit issuance in June	117
07	Vehicle permit issuance in July	36
08	Vehicle permit issuance in August	60
09	Vehicle permit issuance in September	71
	Total	659

Source: ICT Division

5.6 Measures and Proposals Taken to Enhance the Efficiency and Effectiveness of the Development Division of the Higher Education Division

An online system for approving foreign leave for academic and non-academic university staff was launched in the latter part of 2019. The system has since been updated by identifying the necessary prior modifications, aiming to provide a higher quality of service. Through this system, applicants are required to enter their information at least seven days before commencing foreign travel, enabling them to obtain the necessary approvals. Accordingly, in 2025, the system processed the official and personal leave of 3,563 university officers. In addition, the Division handled tasks related to the establishment of the Sri Lanka Nurses' University and the allocation of land to universities.

Proposals to Enhance Efficiency and Effectiveness

1. Introducing a new, more efficient computer system to replace the one currently in use.
2. Identifying the training needs of officers and providing opportunities accordingly.

5.7 Measures that have been taken to improve efficiency and effectiveness of the Overseas Higher Education Division of the Higher Education Division

Information about scholarship opportunities offered to Sri Lanka by foreign governments and educational institutions is advertised in all three languages through public newspapers and on our website (www.mohe.gov.lk). Applications are invited online, and students are selected through a formal and transparent process.

5.7.1 Proposals to Enhance the Efficiency and Effectiveness of the Overseas Education Division of the Higher Education Division

- Developing human resources and improving infrastructure.
- Identifying training needs and providing opportunities accordingly.

5.8 The qualified opinion of the Auditor General regarding the financial statements of the Ministry of Education for the year ended 31 December 2024 in terms of Section 11(1) of the National Audit Act, No.19 of 2018.

Head 126 - The audit of the financial statements of the Ministry of Education for the year ended 31 December 2024 comprising the statement of financial position as at 31 December 2024 and the statement of financial performance and cash flow statement for the year that ended was carried out under my direction in pursuance of provisions in Article 154(1) of the Constitution of the Democratic Socialist Republic of Sri Lanka read in conjunction with provisions of the National Audit Act, No.19 of 2018. This report contains my comments and observations on the financial statements submitted to the Ministry of Education in accordance with

Section 11(1) of the National Audit Act No. 19 of 2018. In terms of Section 11(2) of the National Audit Act No. 19 of 2018, the Annual Detailed Management Audit Report will be issued to the Chief Accounting Officer in due course. The Audit Report will be tabled in Parliament in due course in pursuance of provisions in Article 154(6) of the Constitution of the Democratic Socialist Republic of Sri Lanka to be read in conjunction with Section 10 of the National Audit Act, No.19 of 2018.

In my opinion, except for the effects of the matters described in paragraph 1.6 of this report, the financial statements give a true and fair view of the financial position of the Ministry of Education, Higher Education and Vocational Education as of 31 December 2024, and its financial performance and cash flows for the year then ended in accordance with Generally Accepted Accounting Principles.

5.8.1 Basis for Qualified Opinion

My opinion is qualified based on the matters described in paragraph 1.6 of this report. I conducted my audit in accordance with Sri Lanka Auditing Standards (SLAuSs). My responsibility for the financial statements is further described in the Auditor's Responsibilities Section. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

Infrastructure Development

6.1 Overview

The higher education system of a country plays a vital role in connecting all university students, including in technology, with the latest global knowledge and in building the human capital demanded by the economy, both locally and globally, in the coming decades of the 21st century. Moving forward to meet global challenges, it is crucial to gain collective support from all stakeholders to develop future plans for the advancement of primary, secondary, and tertiary education systems. Under this framework, the responsibilities of the Ministry of Education (Higher Education Division) extend to enhancing the efficiency and effectiveness of the higher education sector, developing university infrastructure, improving the quality of graduates to increase their employability, and contributing to research and innovation. In alignment with these objectives, university infrastructure should be further developed to provide students with adequate opportunities for their studies and in a manner appropriate to the programs they are pursuing.

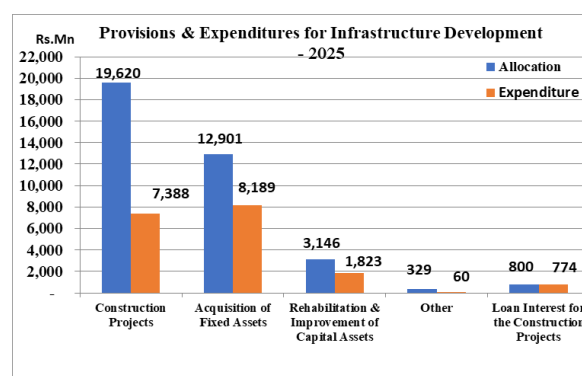
6.2 Provisions for Development of Infrastructure

Annually, a significant proportion of the total capital allocation to the state university system is earmarked for the development of infrastructure. The allocations for infrastructure development primarily include expenditures on acquiring fixed assets, maintenance, and new construction projects. Under the acquisition of fixed assets, purchases of equipment necessary for the university system are covered, such as office equipment, library books, information technology tools, sports equipment, and laboratory apparatus. Allocations for maintenance are utilized both for renovating existing buildings and for the upkeep of machinery and equipment. In 2025, 96% of the total capital allocation to the state's higher education system was designated for infrastructure development. In 2024, this figure stood at 88%, indicating a 08% increase in the allocation for infrastructure development in

2025 compared to 2024. By the end of the third quarter of 2025, the financial progress of the allocation made for infrastructure development stood at 50%. The manner in which provisions were made for infrastructure development and their progress are illustrated in Figure 6.1.

Figure 6.1: Provisions and expenditure for Infrastructure Development – 2025

(Source: University Reports as at 30.09.2025)



6.3 Construction Projects

In 2025, 53% of the total provision allocated for infrastructure development in the university system, amounting to Rs. 19,620 million, has been allocated for construction projects. The total number of such construction projects is 67, which includes 33 ongoing projects, 4 projects completed during the year, and 30 projects for which final bill payments are pending. The total estimated cost of these projects amounts to Rs. 76,911 million. In 2024, Rs. 22,214 million had been allocated for 73 construction projects.

In allocating provisions for projects, priority has been given to construction projects in line with the government's main objective of increasing student intake for the fields of Science, Medicine, Technology, and Engineering, and provisions have been invested accordingly for such projects.

Out of the total provision allocated for construction projects in the year 2025, an amount of Rs. 7,370 million has been financed through domestic funds, while the remaining provision of Rs. 12,250 million has been financed through foreign loans and grants.

Financial provisions allocated for the Wayamba University Township Development Project,

Science and Technology Human Resource Development Project, Constructing the Medical Faculty of the Sabaragamuwa University, Construction of a building complex for the Faculty of Health Care Sciences of Eastern University and the Construction of an Auditorium for the Swami Vipulananda Institute Batticaloa project are included as the construction projects implement under the foreign loans and grants.

Projects of constructing a Twelve-Storeyed Building for the Medical Faculty of the University of Ruhuna, establishing a Professorial Unit at the Karapitiya Teaching Hospital for the Medical Faculty of the University of Ruhuna are mainly included in construction Projects under the Budget proposal.

By the end of the third quarter of 2025, the financial progress of the total allocations made for construction projects stands at 38%. The composition of construction projects in 2025 is shown in Table 6.1, while the provisions made for the projects under the expenditure head of the University Grants Commission and under the expenditure head of the Ministry of Education (Higher Education Division) are presented in Tables 6.2 and 6.3, respectively.

Table 6.1: Composition of Construction Projects – 2025

	No. of Projects	Estimated Cost (Rs.Mn)	Contract Amount (Rs.Mn)	Cumulative Expenditure (Rs.Mn)	Provisions (2025) (Rs.Mn)	Expenditure (31.12.2025) (Rs.Mn)
Projects of which final bills are to be settled	30	20,818.60	18,773.26	19,946.75	1,087.27	629.47
Constructions completed projects in the year 2024	04	2,345.70	2,325.70	3,015.70	350.00	318.80
Ongoing projects 2024	33	53,746.70	30,873.86	46,751.19	18,182.73	6,376.73
Total	67	76,911.00	51,972.82	69,713.64	19,620.00	7,388.00

(Source: University Reports as at 30.09.2025)

Table 6.2: Receipt and Disbursement of Provisions for Construction Projects under UGC Head – 2024 and 2025

University/ Institute	2024.12.31				2025.09.30			
	No. of Projects	Provisions	Expenditure (Rs.Mn)	%	No. of Projects	Provisions (Rs.Mn)	Expenditure (Rs.Mn)	%
Peradeniya	07	180	180	100	10	442.29	297.2	67
Colombo	03	57	57	100	05	147.45	132.2	90
Jayewardenepura	03	697	697	100	03	370	370	100
Kelaniya	01	200	178	89	04	141	48	34
Moratuwa	07	320	270	84	07	132.75	12.3	9
Ruhuna	01	60	60	100	04	266.3	110.1	41
Jaffna	01	160	160	100	02	100	89.7	90
Eastern	01	70	70	100	01	61	11	18
Rajarata	05	295	185	63	05	199	26.8	14
Sabaragamuwa	03	285	285	100	04	308	30	10
South Eastern	02	126	99	79	01	46.1	9.5	21
Wayamba	04	122	103	84	02	100	49.3	49
Visual & Performing Arts	02	120	117	98	02	50	17	34
Uwa Wellassa	03	216	193	89	02	195	70.6	36
Open University	01	36	36	100	-	-	-	-
Vavuniya University	01	120	113	94	-	-	-	-
Trincomalee Campus	03	240	232	97	02	353	70.4	20
PGIBPS	01	22	22	100	01	60	29	48
Budget Proposal Projects (Including Technological Faculties)	10	565	565	100	-	730	400	55
Total	59	3,891	3,622	93	55	3,701.89	1,773.1	48

(Source – University Reports on Construction Projects as at 31.12.2024 to 30.09.2025)

Table 6.3: Provisions for Construction Projects under Higher Education Head – 2025

University/ Institute	No. of Projects	Provisions (Rs.Mn)	Expenditure (Rs. Mn)	%
Bhiksu	01	230.1	194.99	85
Buddhist & Pali	03	230	34.09	15
Projects implemented under foreign loans and grants	05	12,250	4,214.93	34
Budget Proposal Projects	05	1,961	318.29	16.23
Provisions for Construction Projects	14	14,671.1	4,762.3	85
Repayment of local loan instalments taken for the Construction of the Pre-Clinical Building Complex of the University of Colombo		800	774.21	97
Total	14	15,471.1	5,536.51	36

(Source – University reports on Construction Projects as at 30.09.2025)

6.3.1 - Construction works completed projects in the year 2025

The construction works of 04 construction projects, which had commenced in previous years, have been able to be completed by the third quarter of 2025. Due to unexpected circumstances, such as the prevailing financial crisis in the country, which the country had to face over the past period, it was not possible to complete the construction works as planned. Therefore, the construction works of several projects scheduled to be completed in 2025 could not be finalized.

Due to unexpected circumstances faced by the country, the Ministry convened the relevant stakeholders and held progress review meetings to resolve the issues encountered by the contractors. Accordingly, solutions were agreed upon with various stakeholders for many issues, and through the implementation of subsequent actions, it was possible to achieve significant progress.

The List of Projects for which constructions were completed this year is given in Annexure 6.a.

6.3.2 - On-going Construction Projects

There are 33 projects that were commenced before 2025 and are currently under construction. The total estimated cost of these projects is Rs. 53,747 million, and an allocation of Rs. 18,183 million has been made for the year 2025. As of the third quarter of 2025, the financial progress achieved amounts to Rs. 6,377 million.

Information on several projects with an estimated cost exceeding Rs. 1,000 million is given below.

The list of ongoing projects is given in Annexure 6.b.

- Construction of the building complex for the Faculty of Health Care Sciences of the Eastern University – Eastern University**

The total estimated cost of this project is Rs. 9,274 million, of which Rs. 2,507 million has been allocated specifically for construction work. The project is being implemented under a loan of 10 million Kuwaiti Dinars obtained from the Kuwait Fund for Arab Economic Development.

Upon completion of the project, the faculty will be able to annually admit 100 students for the Medical Degree, 70 for the Nursing Degree, 20 for the Pharmacy Degree, and 20 for the Public Health Degree. It is planned to establish three academic departments under this faculty as listed below.

- I. Department of Primary Health Care Services and Department of Medical Education
- II. Department of Clinical Sciences and Department of Supplementary Medical Studies
- III. Department of Human Biology and Department of Pathology

This project, which is scheduled to be completed by 31.12.2026, has been allocated Rs. 2,400 million for the year 2025. As at 30.09.2025, an amount of Rs. 356.10 million has been spent. During this year, procurement activities related to the purchase of medical equipment and the construction work of Phase IV are planned to be carried out.

• Science and Technology Human Resource Development Project

The Science and Technology Human Resource Development (STHRD) Project funded by the Asian Development Bank supports the Government of Sri Lanka for the development of the Faculties of Applied Sciences and Technology of the University of Kelaniya,

Rajarata University, Sabaragamuwa University, and University of Sri Jayewardenepura, to produce technology-oriented graduates equipped with skills and entrepreneurial capacity relevant to the domestic and international labour markets.

The project will provide innovative technology and industry-relevant education and research facilities, help quality curriculum design and academic staffing aligned with industry and foreign university collaboration schemes, and capacity development opportunities. The project also includes a component to support the government in preparing a new proposed higher education project.

The total estimated cost of the project is Rs. 46,472 million (USD 165 million), of which USD 145 million will be financed under an Asian Development Bank loan, and the remaining amount will be financed from domestic funds. This project, which was commenced in 2018, is scheduled to be completed by 31.10.2025. Upon completion of the construction of this new faculty, it will be possible to admit 1,460 students for one academic year from 2023.

A majority of the project funds are allocated for construction activities. The progress of these construction activities is shown in Table 6.4.

Images of the Construction projects implemented under the Science and Technology Human Resources Development are given below.



Figure 6.2: Design and construction of buildings and infrastructure for the Faculty of Computing and Technology, University of Kelaniya



Figure 6.3: Design and construction of buildings and infrastructure for the Faculty of Technology, Sabaragamuwa University

Table 6.4: Construction of Faculties under the Science and Technology Human Resources Development Project

Faculty Building	Estimated Cost (Rs.Mn)	Contract Awarding (Rs.Mn)	*Accumulated Cost (Rs. Mn) (30.09.2025)	Physical Progress %
Faculty of Technology, Kelaniya	4,079.60	4,730.27	6,694.87	100
Faculty of Technology, Sabaragamuwa	1,941.50	2,547.13	3,507.11	100
Faculty of Engineering, Sri Jayewardenepura	4,189.20	5,997.97	5,794.00	95
Faculty of Technology, Rajarata	2,933.70	5,590.03	5,600.59	100
Faculty of Technology, Moratuwa	844.00	597.30	718.67	100
Total	13,988.00	18,106.56	22,315.24	

* * With price escalations

(Source -University reports 30.09.2025)

- Wayamba University Township Development Project (WUTDP)**

The Project is funded by the Saudi Fund for Development (SFD), and the total amount of the proceeds of the loan is SAR 105 million which has been distributed under the categories of Civil Works and Equipment, Consultancy Services, and Unallocated as Rs. 85 million, 12 million and 08 million, respectively.

An allocation of Rs. 1,900 million has been made for the current fiscal year, and as at 30.09.2025, Rs. 348.76 million has been spent.

The cumulative expenditure amounts to Rs. 5,909 million.

The civil works of the Project comprises of the following two main components:

The development of the academic and infrastructure facilities listed below was carried out under a loan from the Saudi Fund within the Kuliyapitiya and Makandura premises and completed, with the handover of the buildings to the university taking place on 14.07.2025.

Procurement activities for the project are currently ongoing.

01. Construction of the Building Complex at Kuliyaipitiya Premises (05 locations, 07 buildings + Road development)

- Township Facility Center (02 Storied)
- Business Development Center (04 Storied)
- Library building (04 Storied)
- Academic Staff Quarters (04 Storied)
- Executive Staff Quarters including Daycare Centre (04 Storied)
- Non-Academic Staff Quarters (04 Storied)
- Circuit Bungalow (02 Storied)
- Public Square Development (Main Entrance, Secondary Entrance, 3 Nos. bus halts, Road shoulder works)

02. Construction of the Proposed Building Complex at Makandura Premises (06 buildings + Entrance Gateway)

- Township Facility Center (02 Storied)
- Multi Designated Centre (05 Storied)
- Academic Staff Quarters (05 Storied)
- Executive Staff Quarters (02 Storied)
- Non-Academic Staff Quarters (03 Storied)
- Daycare Centre (02 Storied)
- Entrance Gateway

Below are some photographs of the construction projects being implemented under the Wayamba University Township Development Project.



Figure 6.4: Library Building, Wayamba University – Kuliyaipitiya Premises



Figure 6.5: Multi Purpose Building, Wayamba University – Makandura Premises

• Establishment of a Faculty of Medicine at Sabaragamuwa University.

In accordance with Budget Proposal No. 172 for the year 2018, this project was initiated in 2019. The construction activities, funded by a USD 50 million loan obtained from the Saudi Fund for Development (SFD) for development in the Kingdom of Saudi Arabia, are scheduled to be completed by 31.01.2026. As of 30.09.2025, out of the Rs. 6,430 million allocated for the year 2025, Rs. 1,665 million had been spent, achieving 74% physical progress.

Since 2018, student admissions have been continuously conducted, starting with 70 medical students. The total number of students admitted to date is approximately 700.

In this project, which involves the construction of 14 buildings, the primary focus has been on constructing the professorial unit, the pre-clinical building, the auditorium, the main lecture halls, and the male and female hostels.

Several photographs of the Faculty of Medicine construction project at Sabaragamuwa University are shown below.



Figure 6.6: Auditorium Building, Sabaragamuwa University



Figure 6.7: Male and Female Hostels, Sabaragamuwa University

- **Project of Constructing a 12 Storied Building for the Faculty of Medicine, University of Ruhuna**

The total cost of this project, which is being implemented on a budget proposal of the year 2017, is Rs. 1,179 million, and Rs. 834million has been allocated for the year 2025 for the project, which covers an area of 8,199 square meters. The cumulative expenditure as at 30.09.2025 is Rs. 1,255.86 million. Due to the low progress in the construction work of the project, the first contract agreement was cancelled on 23.12.2019, and the new contract of the project was awarded on 09.07.2020. and with that, the accumulated physical progress as of 30.09.2025 is 58.5%. It is proposed to gradually increase the number of medical students to be admitted after the completion of

the project, from 160 to 200 over the course of 4 years, with an increase of 10 students per year.

Below is a photograph of the project to construct a twelve-story building for the Faculty of Medicine at the University of Ruhuna.



Figure 6.8: Project of constructing a 12 Storied Building for the Faculty of Medicine, University of Ruhuna

- **Project of constructing a Professorial Unit for the Faculty of Medicine, University of Ruhuna**

The total cost of the project, which is being implemented as per a budget proposal for 2018, is Rs. 1,300 million, and the total area of the building is 110,655.6 square feet. The implementation of this project is expected to increase opportunities for postgraduate education in the medical education sector and to enhance the necessary infrastructure, laboratories, and physical resources for academic activities. For the year 2025, Rs. 500 million has been allocated for construction activities.

A photograph of the project to construct a professorial unit building for the Faculty of

Medicine at the University of Ruhuna is given below.



Figure 6.9: Project of constructing a Professorial Unit for the Faculty of Medicine, University of Ruhuna

6.3.3. Projects of which final bills are to be settled

The list of projects for which the final bills are to be settled in the year 2025 is given in Annexure 6.c.

6.4 Procurement Activities

During this year, the Ministry Procurement Committee of the Higher Education Division initiated the procurement activities for Phase IV of the construction project of the Faculty of Health Care Sciences Building Complex of the Eastern University.

No contract awards have been made by the Higher Education Division on behalf of universities and higher education institutions during this year.

07

Research, Innovation, Commercialization & National Development Activities

7.1 Overview

Technological innovations are driving a nation's development at an ever-accelerating pace and is crucial to harness these advancements and the outcomes of research generated within the country. Accordingly, conducting meaningful research is a fundamental responsibility entrusted to university students. Today, most scholars in the university system are actively involved in both basic and applied research. These efforts have resulted in the creation of innovative products, the commercialization of certain goods, contributions to national development initiatives, and solutions to various social challenges. Moreover, such research has elevated the international rankings of universities and scholars, significantly enhancing their reputation.

7.2 Allocation of Provisions for Research Activities.

In 2025, the government has allocated Rs.900 Mn from capital expenditure for research activities. Of this amount, Rs.603.5 Mn has already been spent, with Rs.346 Mn allocated to the University Grants Commission and Rs.554 Mn allocated to the Ministry Budget Head. This allocation comes from foreign loans and grants, as well as GOSL funds. Table 7.1 shows the breakdown of the capital allocation and expenditure.

Table 7.1 Capital Provisions and Expenditure as at 09.30.2025

Institute	Allocation (Rs.Mn)	Expenditure (Rs.Mn)	(%)
UGC	346	143	53
Bhiksu	3.0	1.5	95
Foreign Projects	551	459	87
Total	900	603.5	75.7

(Source: University Grants Commission, Sri Lanka Bhikshu University, Foreign Projects)

An amount of Rs.3,267.10Mn has been allocated for research allowances for both academic and non-academic staff in the University system to conduct research activities under the recurrent provisions. Out of this amount, Rs.2,644.60Mn has been utilized, which accounts for 81% of the total allocation. You can find the details of the allocated amount and its utilization in Table 7.2.

Table 7.2 Recurrent Provisions and Expenditure as at 09.30.2025

	Allocation (Rs.Mn)	Recurrent Expenditure (Rs.Mn)	Provision (%)
UGC	3125	2,518	80.5
Bhiksu	20.4	9.1	42.7
Buddhist & Pali	23.8	21.4	99.5
SLIATE	78.9	96.1	97.7
Total	3,267.10	2,644.60	81

(Source: University Grants Commission, Buddhist and Pali University, Sri Lanka Bhikshu University, Sri Lanka Institute of Advanced Technology)

7.3 Progress of the Research Projects under the Foreign Funds

Rs.551 Mn of foreign funds has been allocated for the research projects implemented under foreign funds and details in that regard are given in Table 7.3

Table 7.3 Cost of the Research Projects Implemented under Foreign Funds as at 09.30.2025.

Project	Rs.Mn		
	Allocation	Expenditure	Progress %
Science & Technology Human Resources Development Project	476	424	98.6
Foreign aid for university research activities	75	35	45.8
Total	551	459	83.3

7.3.1. Science & Technology Human Resources Development Project (ADB Loan) – STHRDP

Output 03 of the STHRD project is implemented to strengthen industry linkages and foster international collaboration, with an estimated budget of USD 6 million allocated for this task. Under this output, the Project Implementation Units (PIUs) of the participating faculties; FOC&T at UOK, FOT at SUSL, FOT at RUSL and FOE at USJP have established partnerships with industry partners and universities to support research and development activities. Both university-university partnerships and university-industry collaborations are integral to the research component of the project. Universities, in

Collaboration with their partners, have established partnership to focus on the following.

- (1) Addressing industry challenges or developing innovative products and services.
- (2) Meeting industry demand in technology-related areas to enhance students' employability and support skill upgrading for existing workers.
- (3) Promoting new models of collaboration between academia and industry.

Additionally, the PIUs have forged partnerships with renowned foreign universities in areas such as:

- a. Faculty and student exchange programs.
- b. Innovative teaching and learning practices in higher education.
- c. Joint research activities, particularly in industry-relevant fields.

The project provides grants to support competitively selected proposals evaluated by a Technical Evaluation Committee established by the Ministry. The progress of these grants will be assessed biannually by the same committee. Details of the financial progress are provided in Table 7.10

7.4 Patents obtained in the year 2024

State universities have filed 35 patents in 2024 for obtaining approval at a national level. The University of Kelaniya has filed 7 licenses, University of Sri Jayewardenepura has filed 10 licenses, The University of Moratuwa and University of Rajarata filed 02 licenses,

State universities have received national level approval for 11 national level patents and 04 international level approvals. The detailed report is given in **Appendix 7.a**

Table 7.4 Progress of the Awarding Research Proposal – STHRDP as at 06.30.2025

Rs.Mn								
Competitive Grant Scheme-Awarded Grants	Industry Partnerships	Amount LKR	University Partnerships-Inter University –Inter faculty	Amount LKR	International University Partnerships	Amount LKR	Total awarded LKR	Cumulative financial progress LKR
University of Kelaniya – Round 1-3	2	43.90	4	337.2	0	-	381.10	183.34
Sabaragamuwa University of SL Round 2-3	-	-	4	76.90	2	400.7	477.60	366.03
University of Sri Jayewardenepura Round 1-3	5	47.40	7	480.63	1	169.90	697.93	225.57
Rajarata University of SL Round 1-3	2	250.40	3	208.10	2	369.90	828.40	430.99
Total	9	341.70	18	1,102.83	5	940.50	2,385.03	1205.93

7.5. Research Project Implemented on Budget Proposal 2025

As part of the 2024 budget proposal, the Ministry has allocated Rs. 40 million to establish a state-of-the-art research laboratory at the Faculty of Medical Sciences, University of Sri Jayewardenepura.

7.5.1 Establishment of a state-of-the-art research laboratory at the Faculty of Medical Sciences, University of Sri Jayewardenepura.

The estimated cost of the project is Rs. 719 million, with Rs. 212 million allocated under the Ministry's funds as part of the 2025 budget proposal.

The procurement of all medical equipment has now been completed.

Project progress

- A four-storey building has been constructed and repurposed as the Institute of Allergology and Immunology (IAI), meeting a critical national need for specialist capacity in allergy, clinical immunology, and molecular diagnostics.
- Physical progress stands at 100 percent. The building provides six laboratories and dedicated spaces for teaching, training, and examinations. Core utilities and safety systems have been commissioned and are operational. Bringing laboratory and teaching functions together in a single, secure environment improves efficiency, strengthens biosafety, and supports compliance with standards. The facility is set up to support research, training, and service delivery with clear audit trails and responsible use of public funds.

- Governance arrangements and standard operating procedures are in place, and the necessary technical and administrative staff have been assigned. The Institute has begun operating as the university's academic and research hub for allergy and immunology and as a nationally aligned resource for the health system.
- From 2027, the Institute will expand activities to build the national workforce and improve clinical services. The Doctor of Medicine (MD) in Allergology and Clinical Immunology with Board Certification will be introduced in 2027.
- The programme is under development, with clinical placements and laboratory training mapped to national competency requirements. In 2027, the Institute will admit cohorts to the MD and to selected postgraduate and undergraduate programmes. It will deliver hands-on teaching and supervised research using modern immunology and molecular methods.
- The Institute will operate specialist clinics for drug, food, and venom allergy and chronic urticarial, integrated with laboratory diagnostics. Several short courses and method workshops for clinicians, scientists, and technical officers have been conducted. These activities will be continuously delivered within the IAI facility to ensure quality assurance, biosafety, and data integrity, and to align training and services with Sri Lanka's disease burden and health-policy priorities.

Grants Secured.

- The Institute has secured and activated several international grants to support research, training, and capacity building in the new facility.
- A University of Oxford programme provides GBP 86,400 to support human immunology studies, sample processing, and structured training modules now running in IAI laboratories.
- A United States National Institutes of Health grant (ACARES) provides USD 1,187,800 for validated serology and molecular testing, outbreak analysis, and biobanking that align with national disease surveillance.
- The Sungkyunkwan University (Korea) LUPIC programme provides USD 1,825,000 for 2020–2027 to fund technology transfer, method development, and staff and student exchanges, delivered in dedicated IAI labs and teaching spaces.
- A consultancy agreement with Imperial College of Science, Technology and Medicine provides £44,166.67 for protocol improvement, specialist short courses, and the use of laboratory results in clinical care.
- Together, these grants supply the funding, skills, and partnerships needed to run high-quality research and training, increase the number of specialists, and strengthen Sri Lanka's capacity in allergy, immunology, and molecular medicine.

08

The Way Forward 2026

The government has emphasized within its policy framework that the development of human resources and the creation of a disciplined and responsible citizenry depend on building a quality education process.

Accordingly, in line with the above principles, steps will be taken to make the national university system a center that provides higher theoretical and research-based education while also regulating private education.

8.1 Ensuring fairness and inclusiveness in higher education access

With the vision of becoming a globally recognized leader in promoting and regulating equitable and quality higher education, and in line with its mission to regulate and accelerate university development through policies, resources, innovation, and industry collaboration, the University Grants Commission (UGC) will continue to strengthen governance, assurance, and quality and relevance of higher education in Sri Lanka.

8.1.1 Transformation of Admission Policies

The policy statement emphasizes eliminating delays in student admissions to state universities and expanding the tertiary education system gradually to allow all those who meet the minimum entry qualifications to enroll. Alongside this, it is expected to continue awarding scholarships for Advanced Level students to pursue degrees at internationally recognized universities.

8.1.2 Non-State Higher Education Sector

According to the government's "A Thriving Nation, a Beautiful Life" policy statement, a unit is aimed to be established to ensure the quality and regulation of programs in private education systems.

In line with the said objective, a policy framework is being developed for all state /private higher education institutions in Sri Lanka, and a national-level expert committee has already been appointed with the approval of the Hon. Minister to prepare this framework.

It is expected that the policy framework which should be followed by higher education institutions will be prepared and finalized by the said committee by the middle of November 2025, and accordingly, action will be taken to implement those policies in the year 2026.

The interest-free student loan scheme is also scheduled to be implemented in the coming years in a manner that can attract more students.

8.1.3 Infrastructure Development

To enhance access to higher education, the government policy statement has also drawn attention to taking necessary measures to upgrade lecture halls, laboratories, libraries, canteens, and internet facilities in tertiary education institutions in accordance with the prescribed standards, and it is expected to provide the necessary provisions and to continue the ongoing infrastructure projects.

8.2 Improvement of the quality of higher education

According to the forward indicators of the vision-based economic outlook, the concept based on the knowledge economy approach is important. Accordingly, it is expected to expand the contribution of universities for research and development. Continuous provisions will be provided for this; and significant changes among students are also strongly expected.

Anchored in its core values of continuity, dedication, respect, and loyalty, the University Grants Commission will advance digital transformation, foster research and innovation, expand international collaborations, and promote sustainability throughout the university system. Through these initiatives, the University Grants Commission aims to build a knowledge-based higher education sector that contributes responsibly and sustainably to national development and global competitiveness.

In order to continuously maintain quality education, a national task force was established under the instructions of the Minister of Higher Education, Tertiary Education, and Vocational Education in state universities to prevent ragging, sexual or other harassment, and violence occurring in tertiary educational institutions, and to protect the fundamental rights and well-being of all students and staff. Identifying the measures to be taken to prevent ragging and implementing them is the primary objective of this task force.

Furthermore, in order to prevent and eradicate violence, harassment, and forcible abuse, and to implement them by identifying short-term, medium-term, and long-term activities, and to make the future activities of the task force efficient and convenient, four sub-committees were established, and those sub-committees are carrying out the future activities.

8.3 Establishment of a National Nursing University by integrating all Nursing Colleges.

A committee of experts, consisting of officials from the Ministry of Education, Ministry of Higher Education and Vocational Education, University Grants Commission, Ministry of Health and Mass Media, and professional associations, has been appointed to prepare a comprehensive work plan regarding the feasibility of establishing the ‘University of Nursing, Sri Lanka’.

Accordingly, the committee is currently working to prepare the feasibility report on the possibility of starting the proposed nursing university by utilizing the existing resources of the nursing training schools operating under the Ministry of Health. The committee is to consider the establishment of this university under the University Grants Commission.

8.4 Improvement of analysis in higher education and digital literacy.

In order to establish responsive government agencies to provide citizens with transparent and efficient services, and in line with the new government policy statement on digitalization of major state institutions, the Ministry has identified the need to improve the systems it operates to facilitate the digitalization of the higher education sector and to develop new management systems to enhance efficiency.

8.5 Establishment of a National Information Centre (NIC) regarding the Tokyo Convention and the recognition of qualifications related to higher education.

With the establishment of the Tokyo Convention, and a global convention and National Information Center (NIC) regarding the recognition of qualifications related to higher education, Sri Lanka will obtain significant benefits by improving the recognition of higher education qualifications.

- Ratification of the Tokyo and Global Conventions:

Sri Lanka will have the ability to comply with international standards for the recognition of foreign qualifications. This will facilitate the Sri Lankan academic community and job seekers to move internationally and regionally without obstacles.

- The National Information Centre will function as the central institution responsible for providing transparent and authoritative information regarding established higher education qualifications, recognition procedures, and the status of institutions. Through this, Sri Lankan qualifications will gain greater global recognition and acceptance, while ensuring compliance and reliability in the qualification recognition process.

Collectively, these efforts will help enhance the quality and international reputation of the higher education sector in Sri Lanka by promoting the global integration of the higher education system, academic exchange, student mobility, and mutual recognition of qualifications.

8.6 Opportunity for Advanced Level Achievers to pursue degrees at internationally ranked universities.

This program provides Advanced Level achievers with excellent academic skills the opportunity to pursue their degrees at foreign universities with international ranking, while also creating a pool of internationally recognized and skilled degree holders.

Under this scholarship program, it is expected to provide scholarship opportunities for 200 students over a five-year plan. According to the recommendation received for the project proposal submitted to the Department of National Planning in this regard, as the first phase, it is expected to increase the number of students from 25–50 in 2025, to 100–150 in 2026, and to 150–200 in 2029.

8.7 Public Investment Program of the Government

Under the Government's Public Investment Program for 2026–2030, attention has been focused on producing professionally competent degree holders capable of contributing effectively to the country's socio-economic development through the higher education system in Sri Lanka. It is expected that this will be implemented through three strategies.

1. Accreditation of higher education programs and institutions

- Improving access to education and quality in order to enhance student outcomes.
- Promoting a flexible higher education system.
- Introducing curricula aligned with student requirements and labor market requirements.
- Improving the Sri Lanka Qualifications Framework (SLQF).
- Promoting Work-Integrated Learning (WIL).

2. Research and consultancy:

- Structuring research institutions.
- Expanding the engaging in research and development.
- Strengthening market-driven research by promoting knowledge dissemination.

3. Governance and Connectivity Enhancement:

- Securing public-private partnerships for higher education.
- Innovative financing for higher education.
- Improving digital literacy.

The Treasury will act to provide the necessary investment required to implement the above strategies.

Annexure 2.a

Foreign Students (Undergraduate) Country-wise 2024 - 2025

Country	2024			2025		
	No. of Students	No. of Students Scholarship	Income	No. of Students	No. of Students Scholarship	Income
Australia	3	1	11,699,641.74	1	0	0.00
Austria	-	-	-	1	1	3,686,100.00
Baharain	1	0	4,062,638.75	2	0	7,262,099.88
Bangaladesh	38	0	9,585,893.21	45	0	9,252,530.34
Bhutan	107	0	145,443,743.73	95	0	85,704,321.58
Brunei	2	0	8,075,000.00	-	-	-
Canada	5	0	19,371,163.10	3	0	11,231,392.21
Cambodia	4	0	729,442.21	14	0	2,014,175.25
China	4	0	827,822.07	2	0	424,757.73
Dubai, UAE	3	0	0.00	0	0	0.00
Egypt	0	1	12,112,500.00	0	0	0.00
Germany	0	0	0.00	1	0	178,845.36
India	5	2	15,616,484.35	4	1	7,767,300.50
Kuwait	3	0	3,778,500.00	3	0	5,518,159.38
Korea	0	0	0.00	1	0	245,912.37
Maldives	1	0	368,060.00	0	0	0.00
Malaysia	2	0	501,491.52	0	0	0.00
Myanmar	47	0	4,405,922.77	64	0	3,612,880.72
Nepal	1	0	69,666.75	1	0	67,500.00
New Zealand	1	0	0.00	0	0	0.00
Oman	6	0	20,144,320.71	7	0	24,607,109.74
Qatar	7	0	15,455,850.24	9	0	26,278,450.45
Romania	2	0	364,721.10	2	0	491,824.74
Russia	0	1	0.00	0	1	0.00
Saudi Arabia	17	1	70,586,537.99	18	0	50,008,840.18
Singapore	2	0	8,075,000.00	0	0	0.00
South Africa	0	1	0.00	0	0	0.00
South Korea	1	0	182,360.55	0	0	0.00
Sri Lanka	38	8	98,058,784.07	46	8	75,613,875.61
Swaziland	0	1	0.00	0	0	0.00
U.A.E.	17	0	83,194,450.13	12	0	45,117,308.56
U.K.	2	0	8,042,413.50	2	0	3,747,405.00
USA	1	0	3,687,500.00	0	0	0.00
Vietnam	10	1	2,028,761.14	12	0	2,615,613.39
Total	330	17	546,468,669.63	345	11	365,446,402.99

Annexure 2.b

Foreign Students (Postgraduate) Country Wise 2024 - 2025

Country	2024			2025		
	No. of Students	No. of Students Scholarships	Income	No. of Students	No. of Students Scholarships	Income
Afghanistan	1	0	762,120.00	-	-	-
Australia	1	0	210,000.00	2	0	237,600.00
Bahrain	0	0	0	1	0	497,316.00
Bangladesh	9	1	1,564,778.88	10	0	1,484,874.00
Bhutan	0	1	0.00	-	-	-
Canada	2	0	305,424.37	1	0	15,600.88
Cambodia	7	0	1,991,708.75	3	0	900,711.30
China	299	0	229,990,464.08	164	0	103,729,287.19
Congo	-	-	-	1	0	15,600.88
Germany	1		817,000.00	-	-	-
Ghana	1	0	337,500.00	-	-	-
Hong Kong	2	0	420,000.00	3	0	2,917,801.04
India	3	0	1,716,633.75	3	0	238,800.00
Indonesia	2	0	1,272,808.54	5	0	1,684,600.00
Kenya	1	0	807,500.00	-	-	-
Korea	1	0	1,615,000.00	-	-	-
Maldives	1	0	601,000.00	-	-	-
Malawi	1	0	325,000.00	-	-	-
Malaysia	3	0	1,229,646.00	-	-	-
Myanmar	166	3	34,941,657.33	125	0	16,375,447.33
Nepal	2	1	1,004,035.68	1	0	118,800.00
Nigeria	5	0	8,749,794.24	1	0	2,329,540.00
Oman	12	0	2,613,096.00	-	-	-
Pakistan	0	1	0.00	-	-	-
Philippines	1	0	210,000.00	-	-	-
Papua New Guinea	-	-	-	1	0	13,789,903.07
Singapore	3	0	630,000.00	4	0	1,927,262.50
South Africa	-	-	-	1	0	190,000.00
South Korea	2	0	1,309,120.00	-	-	-
Sri Lanka	-	-	-	5	0	742,675.00
U.A.E.	1	0	202,357.05	-	-	-
U.S.A.	1	0	210,000.00	3	0	1,214,940.04
U.K.	1	0	890,340.00	1	0	15,600.88
Uganda	1	0	825,836.02	-	-	-
Vietnam	42	4	8,137,020.60	46	4	5,817,332.00
New Zealand	-	-	-	2	0	915,152.29

Iran	-	-	-	1	0	324,000.00
Japan	-	-	-	4	0	555,100.00
Zambia	-	-	-	1	0	1,863,632.00
Norway	-	-	-	1	0	118,800.00
Loas	-	-	-	1	0	118,800.00
Total	572	11	303,689,841.29	391	4	158,139,176.40

Annexure 3.a

Student Enrolment in Higher Education

University/HEI	2023				2024			
	Internal		External		Internal		External	
	Male	Total	Male	Total	Male	Total	Male	Total
Colombo	4,098	12,919	358	598	4,311	14,614	475	910
Sripali cam	131	933	-	-	109	789	-	-
Peradeniya	4,554	13,309	1,942	7,646	5,438	14,818	2,000	7,828
Sri Jayawardhanapura	6,088	16,142	9,350	41,008	5,797	16,907	10,438	50,171
Kelaniya	4,451	15,195	21,509	105,963	4,407	15,741	16,375	75,158
Gampaha Wickramaarachchi	274	1,138			443	1,730	-	-
Moratuwa	5,064	8,748	2,570	4,384	5,278	9,233	2,985	5,023
Jaffna	3,726	11,353	755	2,149	4,744	14,551	1,071	3,141
Vavuniya	1,079	2,704		0	1,179	3009	-	-
Ruhuna	4,947	13,455	63	843	5,865	15,689	53	778
Eastern	1,188	4,681	317	700	1,644	7,145	248	646
Trinco Cam	652	2,506			603	2,191	-	-
South Eastern	1,883	6,481	6,693	12,981	1,964	6,727	6,512	12,645
Rajarata	2,434	7,839	1,503	4,224	2,913	9,061	1,690	4,963
Sabaragamuwa	2,642	7,566	114	338	3,348	9,557	114	338
Wayamba	2,290	6,244	346	790	2,298	6,482	370	866
Uwa Wellassa	1,878	4,681	227	559	1,954	4,766	-	-
Visual & Performing Arts	636	2,837	34	66	757	3,313	-	-
Uni Sub Total	48,015	138,731	45,781	182,249	53,052	156,323	42,331	162,467
Lateral Entry	75	120			35	88		
UCSC	662	1,085	3,076	6,085	681	1,093	3,211	6,441
SVIAS	214	1,288			223	1,335	-	-
Agro	581	1,146			446	916	-	-
IHRA	243	504			190	454	-	-
Other Sub Total	1775	4,143	3,076	6,085	1,575	3,886	3,211	6,441
UGC Sub Total	49,970	142,874	48,857	188,334	54,592	160,121	45,542	168,908
Foreign	7	26			10	28		
Open University			8,822	30,324			8,722	31,575
UGC Total	49,797	142,900	57,679	218,658	54,637	160,237	54,264	200,483
Buddhist & Pali University	443	443	122	643	501	501	536	2,424
Bhiksu University	573	573	138	797	470	470	150	927
Foreign		0		0	72	72	106	151
Total	50,813	143,916	57,939	220,098	55,680	161,280	55,056	203,985

Annexure 3.b

Student Intake for SLIATE Institute wise 2024/2025

No.	Institute	2024			2025		
		Male	Female	Total	Male	Female	Total
01.	Ampara	216	616	832	200	576	776
02.	Anuradhapura	93	293	386	80	258	338
03.	Badulla	99	350	449	99	350	449
04.	Bataloa	153	456	609	148	442	590
05.	Dehiwala	175	801	976	165	805	970
	Dambawela	33	191	224	-	-	-
06.	Galle	341	833	1,174	256	746	1,002
07.	Jaffna	212	414	626	190	376	566
08.	Kandy	205	900	1,105	203	837	1040
09.	Kegalle	88	362	450	78	345	423
10.	Kurunegala	124	532	656	104	431	535
11.	Nawalapitiya	60	245	305	53	200	253
12.	Colombo	271	179	450	244	162	406
13.	Gampaha	114	367	481	111	357	468
14.	Rathnapura	48	233	281	52	228	280
15.	Sammanthurai	117	426	543	119	403	522
16.	Tangalle	36	196	232	36	196	232
17.	Mannar	32	94	126	25	77	102
18.	Trincomalee	135	303	438	126	269	395
19.	Vavuniya	63	217	280	57	196	253
	Total	2,615	8008	10,623	2,346	7,254	9,600

Annexure 3.c**Student Intake For SLIATE – Course wise 2024/2025**

No.	Name of Programme	2024			2025		
		No. of Admission			No. of Admission		
		Male	Female	Total	Male	Female	Total
01.	HNDA (F/T)	380	1,448	1,828	358	1377	1735
02.	HNDA(P/T)	102	274	376	104	261	365
03.	HND in Eng (F/T)	113	1,673	1,786	103	1481	1584
04.	HND in Eng (P/T)	122	701	823	109	634	743
05.	HNDIT (F/T)	775	1,515	2,290	675	1291	1966
06.	HNDIT (P/T)	188	181	369	172	172	344
07.	HNDM	127	703	830	131	628	759
08.	HNDA Agri	88	291	379	81	260	341
09.	HNDTHM	156	511	667	148	483	631
10.	HNDBSE	31	41	72	28	37	65
11.	HNDE - Civil	123	92	215	107	88	195
12.	HNDE- Mech.	123	43	166	104	43	147
13.	HNDE - Ele.	168	115	283	122	85	207
14.	HNDQS	28	43	71	29	39	68
15.	HNDBA	45	229	274	33	213	246
16.	HNDBF	18	52	70	18	77	95
18.	HNDFIT	6	43	49	6	36	42
19.	HNDPM	22	53	75	18	49	67
	Total	2,615	8,008	10,623	2,346	7,254	9,600

Annexure 3.d**The Details of Student Enrolment for the year 2024**

	Name of the Degree Awarding Institute	Year 2024		
		No. of Student intake in 2024	Total No of Students Enrollment	No of Student Graduated in 2024
01	Institute of Surveying and Mapping (ISM)	0	22	0
02	Sri Lanka Institute of Information Technology (SLIIT)	7403	17578	3074
03	Sri Lanka Institute of Development Administration(SLIDA)	0	16	0
04	National Institute of Social Development (NISD)	309	1295	128
05	Aquinas College of Higher Studies	74	405	157
06	South Asian Institute of Technology and Medicine (SAITM) (pvt) Ltd	Not Functioning		
07	National School of Business Management Limited (NSBM)	754	5656	679
08	CINEC Campus (Private) Limited	586	2917	447
09	Sri Lanka International Buddhist Academy (SIBA)	468	1295	223
10	The Institute of Chartered Accountants of Sri Lanka (CASL)	528	1876	191
11	SANASA Campus Limited	21	178	38
12	Horizon College of Business & Technology (Pvt) Ltd	446	2855	287
13	KIU Campus (Private) Limited	2229	8796	748
14	Nagananda International Institute for Buddhist Studies (Pvt) Ltd	38	86	308
15	Sri Lanka Technology Campus Private Limited	862	4347	669
16	Sri Lanka Institute of Nanotechnology (Private) Limited (SLINTEC)	Not Received		
17	Saegis Campus (Private) Limited	33	752	83
18	ESOFT Metro Campus (Private) Limited	0	212	0
19	Institute of Chemistry Ceylon	190	714	0
20	International College of Business Technology Ltd	68	150	0
21	Benedict XVI Catholic International Institute of Higher Education	122	361	0
22	Royal Institute of Colombo (Pvt) Ltd	8	11	0

Annexure 3.d

23	Business Management School (Pvt) Ltd	11	21	0
24	International Institute of Health sciences (Pvt) Ltd	0	0	0
25	Lanka Nippon Biztech Institute (Pvt) Ltd	86	128	0
26	Gateway College (Private) Limited	12	12	0
27	The Lyceum Campus (Private) Limited	30	30	0
28	British School of Commerce Private Limited	New recognized institute		
	Total	14,246	49,713	6821

Annexure 3.e**Foreign Students (Undergraduate) Course-wise 2024- 2025**

Course	2024			2025		
	No. of Students	Scholarship	Income	No. of Students	Scholarship	Income
Medicine	211	9	515,233,303.30	193	6	339,690,062.59
Arts	22	0	5,409,630.93	38	1	9,344,670.06
Buddhist Studies	87	3	9,721,130.60	106	0	9,701,670.34
Engineering	7	4	11,958,044.80	7	4	4,880,000.00
Biological Science	1	0	368,060.00	-	-	-
Management	0	1	0.00	-	-	-
Computer Science	2	0	3,778,500.00	1	0	1,830,000.00
Total	330	17	546,468,669.63	345	11	365,446,402.99

Annexure 3.f

**Foreign Students (Undergraduate) University-wise
2024 - 2025**

Universities	2024			2025		
	No. of Students	Scholarship	Income	No. of Students	Scholarship	Income
Colombo	74	2	255,644,617.73	46	0	136,345,766.02
Colombo UCSC	1	0	1,840,500.00	1	0	1,830,000.00
Peradeniya	67	1	75,168,663.25	66	0	39,015,013.30
Sri Jayawardhanapura	13	5	40,600,000.00	16	5	44,443,192.13
Kelaniya	83	3	87,849,109.69	99	2	67,898,813.13
Moratuwa	5	2	13,606,934.80	6	2	8,692,500.00
Jaffna	6	0	23,006,250.00	6	0	22,875,000.00
Ruhuna	12	0	24,307,376.14	11	0	11,529,610.00
Open	2	0	512,030.00	0		
Eastern	7	0	15,615,027.87	5	0	19,062,500.00
South Eastern	0	1	0.00	-	-	-
Sabaragamuwa	0	0	0.00	1	0	3,756,750.00
Wayamba	1	0	3,703,125.00	1	0	3,693,650.00
Uwa Wellassa	-	-	-	0	1	0
Buddhist & Pali	59	0	4,615,035.15	87	0	6,303,608.50
Bhiksu	0	3	0.00	0	1	0.00
Total	330	17	546,468,669.63	345	11	365,446,402.99

Annexure 3.g**Foreign Students (Postgraduate) University-wise
2024 - 2025**

Universities	2024			2025		
	No. of Students	Scholarship	Income	No. of Students	Scholarship	Income
Colombo	131	4	109,822,921.10	73	4	57,312,612.46
Peradeniya	1	0	1,380,375.00	-	-	-
Sri Jayawardhanapura	5	0	1,788,801.33	37	0	1,788,112.63
Kelaniya	11	0	2,775,525.85	14	0	4,478,270.00
Moratuwa	2	4	1,672,836.02	4	0	2,983,330.79
Open	17	0	14,828,523.37	-	-	-
Buddhist & Pali	2	0	432,517.50	9	0	1,297,775.00
Bhiksu	2	3	74,698.00	-	-	-
PGIBPS	264	0	54,174,000.00	195	0	22,423,500.00
PGIM	98	0	110,102,500.00	53	0	63,600,000.00
PGIS	29	0	248,346.00	4	0	62,403.52
PGIHS	7	0	2,013,900.00	-	-	-
IBMBB	3	0	4,374,897.12	2	0	4,193,172.00
Total	572	11	303,689,841.29	391	4	158,139,176.40

Annexure 3.h

Foreign Students (Postgraduate) University-wise

Universities	2024			2025		
	No. of Students	Scholarship	Income	No. of Students	Scholarship	Income
Colombo	131	4	109,822,921.10	73	4	57,312,612.46
Peradeniya	1	0	1,380,375.00	-	-	-
Sri Jayawardhanapura	5	0	1,788,801.33	37	0	1,788,112.63
Kelaniya	11	0	2,775,525.85	14	0	4,478,270.00
Moratuwa	2	4	1,672,836.02	4	0	2,983,330.79
Open	17	0	14,828,523.37	-	-	-
Buddhist & Pali	2	0	432,517.50	9	0	1,297,775.00
Bhiksu	2	3	74,698.00	-	-	-
Management - PIM	98	0	110,102,500.00	53	0	63,600,000.00
Buddhist & Pali Studies - PGIBPS	264	0	54,174,000.00	195	0	22,423,500.00
Science - PGIS	29	0	248,346.00	4	0	62,403.52
Humanities & Social Science - PGIHS	7	0	2,013,900.00	-	-	-
Institute of Biochemistry, Molecular Biology & Biotechnology - IBMBB	3	0	4,374,897.12	2	0	4,193,172.00
Total	572	11	303,689,841.29	391	4	158,139,176.40

Annexure 3.i**New Postgraduate Degree Programs 2024/2025**

	University	Name of the Course
01.	Institute of Human Resource Advancement – University of Colombo	Postgraduate Diploma in Counseling Psychology
02.	University of Kelaniya	Master of Health Economics Degree
03.	University of Kelaniya	Postgraduate Diploma in Health Economics Degree
04.	University of Kelaniya	Master of Health Service Management Degree
05.	University of Kelaniya	Postgraduate Diploma in Health Service Management
06.	Institute of Technology University of Moratuwa	Master of Science in Remote Sensing and Geographical Information Systems
07.	Institute of Technology University of Moratuwa	Master of Remote Sensing and Geographical Information Systems
08.	Institute of Technology University of Moratuwa	Postgraduate Diploma in Remote Sensing and Geographical Information Systems

External Degree Programs 2024/ 2025

	University	Name of the Course
01.	<i>University of Kelaniya</i>	<i>Bachelor of Arts in Library and Information Science (External)</i>
02.	<i>University of Colombo</i>	<i>Bachelor of Science in Molecular Biology and Bioentrepreneurship</i>

Updated Courses

	University	Name of the Course
01.	Eastern University, Sri Lanka	Bachelor of Science
02.		Bachelor of Science Honors in Botany
03.		Bachelor of Science Honors in Chemistry
04.		Bachelor of Science Honors in Computer Science
05.		Bachelor of Science Honors in Mathematics
06.		Bachelor of Science Honors in Physics
07.		Bachelor of Science Honors in Zoology
08.	Eastern University, Sri Lanka	Bachelor of Fine Arts Honors in Music
09.		Bachelor of Fine Arts Honors in Dance
10.		Bachelor of Fine Arts Honors in Drama & Theatre
11.		Bachelor of Fine Arts Honors in Visual & Technological Arts

Annexure 3.j

New Departments in the Year 2024

University	New Department
University of Sri Jayawardenepura	Department of Dance and Theatre Arts
University of Sri Jayawardenepura	Department of Classical and Foreign Languages
Eastern University, Sri Lanka	Department of Information and Communication Technology
Eastern University, Sri Lanka	Department of Accounting and Finance

Appendix 5. a

The Academic Staff at State Universities and Other Institutes. (2025)

	University	Professor		Associated Professor		Senior Lectures		Lecture/ Prob.Lecture		Other Academic & Ac. Support Staff		Total	
		T	P	T	P	T	P	T	P	T	P	T	P
UGC	Colombo		193		10	1	350		191	94		95	744
	Peradeniya		256		5	4	369		201	587		591	831
	Sri Jayawardhanapura		207		10	6	378	27	148	15		48	743
	Kelaniya		178		3	9	326	16	159	355		380	666
	Moratuwa	2	85		2	5	217	69	72	172		248	376
	Jaffna		74		2		279		163	316		316	518
	Ruhuna		117		7		268		190	247		247	582
	Eastern	2	44		2	4	148		95	156		162	289
	South Eastern		35				94	2	80	106		108	209
	Rajarata		44				138	1	84	176		177	266
	Sabaragamuwa		61		1		145		115	113		113	322
	Wayamba		46		1		132		70	160		160	249
	Uwa Wellassa		25		2		84		95	89		89	206
	Visual & Performing Arts		15		1		81		56				153
	Open University		34		1		206		105	199		199	346
	Gampaha Wickramaarachchi		3			1	28		47	34		35	78
	Vavuniya		7				39		23	49		49	69
	Other HE Institutions	1	33			6	102	4	89	126		137	224
	Sub Total	5	1457		47	36	3384	119	1983	2994		3154	6871
Higher Education Division	Buddhist & Pali University		13		1		26		9			7	49
	Bhiksu University		4				34		8		13		59
	Sub Total		17		1		60		17	7	13	7	108
	Total	6	1474		48	36	3444	119	2000	3001	8	3161	6979

T - Temporary Staff

P - Permanent Staff

Appendix 5.b

SLIATE Academic staff

The Academic Staff at SLIATE Institutions 30.06.2025

	University	Professor		Associated Professor		Senior Lectures		Lecture/ Prob.Lecture		Other Academic & Ac. Support Staff		Total		Total
		T	P	T	P	T	P	T	P	T	P	T	P	
1	Ampara						5		1		13	0	19	19
2	Anuradhapura						2		1	1	2	1	5	6
3	Badulla						6		0	1	2	1	8	9
4	Bataloa						2		0	2	4	2	6	8
5	Dehiwala						15		1		10	0	26	26
6	Galle						10		5	1	27	1	42	43
7	Jaffna						11		4		13	0	28	28
8	Kandy						8		3		7	0	18	18
9	Kegalle						2		1	1	3	1	6	7
10	Kurunegala						7		1		11	0	19	19
11	Nawalapitiya						0		0		2	0	2	2
12	Colombo						3		5	2	18	2	26	28
13	Gampaha						11		3		5	0	19	19
14	Rathnapura						1		0		5	0	6	6
15	Samanthurai						0		1	1	4	1	5	6
16	Tangalle						1		1		2	0	4	4
17	Mannar						0		0		2	0	2	2
18	Trincomalee						2		1	1	3	1	6	7
19	Vavuniya						1		0		2	0	3	3
20	Sub Total	0	0	0	0	0	87	0	28	10	135	10	250	260
21	SLIATE HO									1		1	0	1
	Total	0	0	0	0	0	87	0	28	11	135	11	250	261

There is temporally 08 academic and academic support staff.

Appendix 5.c

The Nonacademic staff at State Universities and Other Institutes (2025)

University/HEI	Library Staff ⁽²⁾		Academic Support Staff		Administrative Staff		Other Executive Staff ⁽³⁾		Technical Staff		Clerical & Allied Staff		Primary Staff		Total	
	Total		Total		Total		Total		Total		Total		Total		Total	
	T	P	T	P	T	P	T	P	T	P	T	P	T	P	T	P
Universities/Campuses																
Colombo		19		36		46		11		8						120
Sri Palee Campus		1		8		2		1		3		39		23		77
Peradeniya		15		49		50		12		353		554		1036		2069
Sri Jayewardenepura		12	7	40	5	30	2	11	19	153	35	339	87	391	155	976
Kelaniya		11		41		30		5		105		288		304		784
Moratuwa		7		35		20		6		133		213		239		653
Jaffna		11		46		32		4		145		285		295		818
Ruhuna		12		58		28		9		88		322		359		876
Eastern		5		16		20		4		40		118		158		361
Trincomalee Campus		2		8		5		1		2		36		25		79
South Eastern		5	3	22		19	3	5	2	31		149		212	8	443
Rajarata		5		14		16		10		52		149		198		444
Sabaragamuwa		6		19		22		7		31		157		202		444
Wayamba		4		10		27		6		74		57		174		352
Uva Wellassa		3		6	3	14		3	1	23		73		53	4	175
Visual & Performing Arts		3	10	34		22		1		14		106		66	10	246
Open University		7		9		23		37		88		305		187		656
Gampaha Wickramarachchi		2	1	3	2	13	1			15		3		19	4	55
Vavuniya		1	5	10		11		1	2	5		42	3	26	10	96
Sub Total		131	26	464	10	430	6	134	24	1363	35	3235	90	3967	191	9724
Postgraduate Institutes																
Postgraduate Institutes of Medicine		2		3		6				2		56		18		87
Postgraduate Institutes of Agriculture		1		1		2						21		16		41
Postgraduate Institutes of Pali & Buddhist Studies		1		2		2						13		8		26

Postgraduate Institutes of Archaeology		1		3		4				1		8		2		19
Postgraduate Institutes of Management	1		1			2			1	2	10	8	5	1	18	13
Postgraduate Institutes of Science				1		3		1		1		13		5		24
Postgraduate Institutes of English			2			1						4		1	2	6
Postgraduate Institutes of Humanities & Social Sciences										2		6		2		10
Postgraduate Institutes of Indigenous Medicine		1				2						5				8
Postgraduate Institutes of Medical Sciences						1						1				2
Sub Total	1	6	3	10		23		1	1	8	10	135	5	53	20	236
Other Institutes																
Institute of Human Resource Advancement		1		2		2		2				22		10		39
University of Colombo School of Computing		1	6	12		12				4	11	29	3	12	20	70
National Institute of Library and Information Science		1				1						6		2		10
Institute of Technology University of Moratuwa			2	2		6		1	22			35		51	3	116
Institute of Biochemistry, Molecular Biology & Biotechnology			2	4		3			4			10	1	2	3	23
National Centre for Advanced Studies in Humanities & So. Sc.		1			1	1						4		2	1	8
Swamy Vipulananda Institute of Aesthetic Studies		2		6		4		1		6		45		22		86
Institute of Agro Technology & Rural Sciences				1		2				1		6		37		47
Sub Total		6	10	27	1	31		3	1	37	11	157	4	138	27	399
UGC				6		36				2		138		34		216
Grand Total	1	14	39	507	11	520	6	138	26	1410	56	3665	99	4192	238	10575

Appendix 5.d

SLIATE Nonacademic staff

The Non- Academic Staff at SLIATE Institutions 30.06.2025

	University	Administrative & Executive Grade Staff		Library Staff		Academic Support Staff		Clerical & Allied Grade Staff		Technical Grade Staff		Primary Staff (Skill/Semi Skill Grades)		Total		Total
		T	P	T	P	T	P	T	P	T	P	T	P	T	P	
1	Ampara		16		0	0	6		8		1		8	0	39	39
2	Anuradhapura		8		1	1			4				1	1	14	15
3	Badulla		10		3	1			5				3	1	21	22
4	Bataloa		8		0	2			4				1	2	13	15
5	Dehiwala		28		3		2		9				5	0	47	47
6	Galle		29		4	1	15		16		4		9	1	77	78
7	Jaffna		26		0	0	4		5				4	0	39	39
8	Kandy		18		2		2		11				5	0	38	38
9	Kegalle		9		2	1	0		5				3	1	19	20
10	Kurunegala		19		1	0	2		9				3	0	34	34
11	Nawalapitiya		2		1		1		4				1	0	9	9
12	Colombo		19		2	2	11		6		1		5	2	44	46
13	Gampaha		18		2		2		5				6	0	33	33
14	Rathnapura		5		1		3		3				3	0	15	15
15	Samanthurai		6		1	1	1		4				2	1	14	15
16	Tangalle		5		1		1		3		1		2	0	13	13
17	Mannar		2		0		0		1				1	0	4	4
18	Trincomalee		7		0	1	1		4				3	1	15	16
19	Vavuniya		4		0				2				1	0	7	7
20	SubTotal	0	239	0	24	10	51	0	108	0	7	0	66	10	495	505
	SLIATE HO		7		0	1	0		37		1		7	1	52	53
	Total	0	246	0	24	11	51	0	145	0	8	0	73	11	547	558

Completed Construction Projects – 2025**Annexure 6.a**

Rs.Mn

	Project	Location	TEC	Awarded amount	Project Period		Funding Source	Allocation 2025	Actual Expenditure	Cumulative Expenditure
					Original	Revised				
01	Establishment of a Student service center at the Faculty of Science	Colombo/ Sri Palee Campus	439.3	439.3	2015.12.07 - 2022.03.31		GOSL	17.7	23.5	486.8
02	Extension to the Library Building – Sri Palee Campus		21.4	21.4	2013.07.15 - 2022.10.15		GOSL	21.1	6.3	13.5
03	Construction of Sewerage Treatment plant for hostel complex	Rajarata University of Sri Lanka	200.0	180	2019.01.10 - 2022.11.26		GOSL	15.0	-	207.0
04	Faculty of Technology stage II, Wayamba University of Sri Lanka	Wayamba University of Sri Lanka	1,685.0	1,685.0	2020.08.01 - 2023.12		GOSL	-	289	2,308.4
	Total		2,345.7	2,325.7				53.8	318.8	3015.7

Ongoing Projects in Year 2025

Annexure 6.b

Rs.Mn

	Project	Location	TEC	Awarded amount	Project Period		Funding Source	Allocation 2025	Actual Expenditure	Cumulative Expenditure
					Original	Revised				
01	New Canteen at Meewatura Hostel Premises	Peradeniya	36.8	36.8	2021.03.03 - 2023.06.22		GOSL	25.0	0.5	7.1
02	Rehabilitation of the Water Supply System		714.5	714.5	2021.10.01 - 2023.04.16		GOSL	240.0	239.6	420.9
03	Manufacturing & Industrial Engineering Building, FOE		141.4	141.4			GOSL	32.0	-	100.6
04	Extension to 07 th , 08 th floors of existing 6 storied Building – Faculty of Applied Science	University of Sri J'Pura	170.9	170.9	2020.05.15 - 2023.01.15		GOSL	20.0	20.0	87.9
05	New Lecture Theatre Complex of the Faculty of Science	Kelaniya	500.00	448.0	2017.10.10 - 2021.12.20		GOSL	112.8	100.08	284.07
06	Four Storied Pannarama Hostel Building at Hettiyawatta		187.0	187.0			GOSL	-	-	37.0
07	10 Story Faculty Building Faculty of Management & Commerce		51.1	51.1			GOSL	20.0	-	15.0
08	Building for the Department of Materials Science & Engineering	University of Moratuwa	439.00	374.5	2021.11.05 - 2025.12		GOSL	93.2	-	177.5
09	Associate works for 8 Storied Building for the Clinical Department, Faculty of Medicine	Jaffna	98.0	98.0	2013.07 - 2022.12		GOSL	98.0	38.7	38.7
10	Major renovation works in the existing building at main premises - library building	Ruhuna	191.1	191.1	2022.12.15 - 2023.12.26		GOSL	99.3	58.9	136.1
11	Balance work Building Complex for the professorial unit, Faculty of HCS	Eastern	310.0	310.0	2021.12.31 - 2023.09.11		GOSL	61.0	-	119.5
12	Infrastructure development at Agro Tech Park - Technology	South Eastern	166.40	149.5	2021.03.29 - 2023.04.28		GOSL	46.1	9.5	42.8

13	Construction of 8 Nos Staff Quarters Complex (04 nos. of Twin Quarters) for Department of Technological Studies	Rajarata University of Sri Lanka	58.20	51.2	2017.01.01 - 2020.10.07		GOSL	20.0	-	44.8
14	Construction of 3 Nos Staff Quarters for Faculty of medical & Allied Sciences at Saliyapura		49.0	49.0			GOSL	14.0	-	27.3
15	Construction and completion of proposed preclinical building for FAMS		896.00	882.0	2019.01.09 - 2022.09.05		GOSL	150.0	26.8	1,107.7
16	Construction of a new building complex for the university library phase 1	Sabaragamuwa	371.80	362.3	2018.01.10 - 2022.02.14		GOSL	114.0	-	107.94
17	Faculty building complex, Faculty of Agricultural Science - PI		975.90	797.81	2020.12.01 - 2023.07.16		GOSL	155.0	27.0	811.1
18	Building for Information Communication Technology Centre	Wayamba	191.8	191.8	2019.04.18 - 2022.06.16		GOSL	40.0	-	-
19	Establishment of Medical Faculty – Budget Proposals - 2023	Uva Wellassa University	-	-	2019.10.25 - 2023.03.31		GOSL	191.7	42.8	117.8
20	Building for Multipurpose Auditorium	Trincomalee Campus	784.80	674.5	2018.08.09 - 2023.07.08		GOSL	275.0	66.5	271.7
21	Foreign Student Hostel	PGIPBS	219.0	190.0	2019.12.01 - 2021.12.31		GOSL	60.0	-	144.10
22	12 storied building - Medical Faculty - RUH	Ruhuna	1,179.7	1,091.6	2020.09.07 - 2025.06.20		GOSL	834	119.18	1,516.0
23	Medical Faculty - SUB	Sabaragamuwa	1,036.0	1,013.8	2022 -2025		GOSL	190.0	-	1,959.90
24	Prof. Unit - RUH	Ruhuna	1,300.0	1,138.4	2019.08.01 - 2023.11.26		GOSL	500.0	152.46	1,454.91
25	Allied Health Sciences - RUH	Ruhuna	1,660.0	1,501.7	2020 - 2023		GOSL	225.0	78.64	2,535.15
26	STHRD		26,400.00	26,400.00	2019.04.04 - 2025.10.31		GOSL	12,300.00	8,839.94	38,675.17

27	HEALTH Care - EUSL	Eastern	4,434.45	4,434.45			GOSL	2,400.00	356.09	6,000.01
28	Medical Faculty - SAB	Sabaragamuwa	6,500.0	6,500.00			GOSL	6,430.00	1,664.57	6,306.44
29	Wayamba Township	Wayamba	3,381.76	3,381.76			GOSL	1,900.00	348.76	5,909.24
30	Construction of Multi-purpose Building	Bhikshu University	486.00	384.4	2020.05.22 - 2022.10.28		GOSL	200.00	194.99	461.62
31	Construction of four storied hostel building for Foreign Students	Buddhist & Pali University	55.3	55.3	2018.12.31 - 2021.02.23		GOSL	14.00	34.09	49.62
32	Construction of four storied hostel building for Foreign Students – Stage II		139.00				GOSL	66.00	-	-
33	Five Storied Building Complex		622.00	-			GOSL	-	-	-
Total			53,746.96							

Final Payment Construction Projects – 2025

Annexure 6.c

Rs.Mn

	Project	Location	TEC	Awarded amount	Project Period		Funding Source	Allocation 2025	Actual Expenditure	Cumulative Expenditure
					Original	Revised				
01	Para Clinical Building – Stage II	Peradeniya	794.6	608.8	2013.07.15 – 2022.10.15		GOSL	68.8	-	474.5
02	Extension to the existing Administrative Building, Faculty of Science		73.4	54.8	2019.05.07 - 2021.03.31		GOSL	2.3	-	8.9
03	Construction of Faculty Centre, Faculty of Engineering		36.0	22.9	2018.10.30 - 2021.08.03		GOSL	11.9	-	8.9
04	Proposed Extension to Farm Animal Production & Health Faculty of Vet Medicine & Animal Science		97.9	96.1	2016.01.06 - 2017.11.04		GOSL	12.8	11.1	96.1
05	Extension to the Existing Building of the Department of the Molecular Biology & Biotechnology, Faculty of Science		74.7	74.7			GOSL	1.9	2.4	101.9
06	Building for the Department of Geography Faculty of Arts		87.6	87.6			GOSL	4.4	14.9	123.3
07	Electrical & Electronic Engineering, FOE		316.2	316.2	2017.08.09 - 2020.06.08		GOSL	43.1	30.7	554.9
08	Construction and completion of remaining stage of Pre - Clinical Department, Library and Canteen for Faculty of Medicine -Balance work	Colombo/ Sri Palee Campus	225.2	225.2	2017.06.05 - 2022.06.08		GOSL	78.8	5.5	203.6
09	Six Storied Building for the Department of Statistics, Faculty of Science		419.4	419.4	2017.06.05 - 2022.06.08		GOSL	9.9	9.8	469.1
10	Help Zone		599.6	599.6	2019.10.04 - 2021.10.02		GOSL	20	87.1	707.1
11	New building for Department of Building Economics	University of Moratuwa	75.0	60.5	2017.07.01 - 2024.06		GOSL	3.0	-	69.60

12	Balance work (prefabricated steel) of the Lecture Hall building of the Faculty of Architecture		150.0	117.9	2020.10.14 - 2024.06		GOSL	5.2	6.7	114.5
13	Faculty of Architecture (490 M) - Phase IV - Dept. of Architecture		150.0	109.5	2014.05.05 - 2023.12		GOSL	0.05	-	126.8
14	Balance work for the Dept. of Textile & Clothing		26.9	26.9			GOSL	1.5	-	27.7
15	Proposed Building for Dept. of Mechanical Engineering		201.3	201.3			GOSL	11.0	5.6	208.9
16	Balance work for pre fabricated steel building for the Faculty of Engineering		165.4	165.4			GOSL	12.0	1.0	197.6
17	Multipurpose building complex for Faculty of Management Studies & Commerce	University of Sri Jayewardenepura	1,598.4	1,598.4			GOSL	285	285	2,351.3
18	Multipurpose building complex for Faculty of Humanities & Social Science & Service Department		1,278.6	1,278.6			GOSL	65	65	1,874.8
19	Center for Lever Diseases & Transplantation Faculty of Medicine	University of Kelaniya	248	248			GOSL	7.0	7.0	157.2
20	Construction of three building blocks for the Faculty of Fisheries & Marine Science PI	University of Ruhuna	236.6	236.6	2010.11.01 - 2012.04.30		GOSL	30.1	-	271.0
21	Construction of three building blocks for the Faculty of Fisheries & Marine Science PII		655.1	655.1	2018.12.10 - 2021.05.09		GOSL	36.8	36.8	670.9
22	Student Canteen with furniture and kitchen appliance for the faculty of Technology		44.1	44.1	2017.09.12 - 2019.10.31		GOSL	16.2	0.61	56.7
23	Eight Storied Building for the Clinical Department, Faculty of Medicine	University of Jaffna	649.3	649.3			GOSL	2.0	-	915.1
24	Construction and Completion of Proposed Building for Center for	Rajarata University of Sri Lanka	168.0	168.0			GOSL	-	-	233.1

	Distance and Containing (CDCE) Center									
25	Play Ground	Sabaragamuwa University of Sri Lanka	121.0	121.0			GOSL	5.0	3.0	114.0
26	New Building Complex for Faculty of Applied Science – Phase I		520.3	520.3			GOSL	34.0	-	483.3
27	Alternative water supply system	Uva Wellassa University	53.0	35.8	2021.05.05 - 2022.10.12		GOSL	3.3	-	79.8
28	Proposed building for Faculty of Music & Common Facilities	University of Visual & Performing Arts	775.0	615.0	2017.06.19 - 2021.03.31		GOSL	27.0	17.0	686.5
29	Proposed Building & landscape for Faculty of Visual Arts		492.0	403.0	2018.02.28 - 2021.06.30		GOSL	23.0	-	476.0
30	Building Complex for Faculty of Communication and Business Studies	Trincomalee Campus	701.2	701.2			GOSL	65.0	3.9	924.7
30	Construction of 4 storied building - P I	Pali & Buddhist	393.0	452.5	2019.05.14 - 2022.08.16		GOSL	100.0	87.0	444.40
31	Building & Infrastructure Facilities for the Faculty of Technology - University of Sri Jayawardenepura	University of Sri J'Pura	3,073.47	2,672.58	2017.08.01 - 2020.08.01		GOSL	730.00	400.00	3099.52
32	Establishment of Faculty of Technology, University of Colombo	University of Colombo	2,087.0	2,073.9	2018.01.01 - 2020.01.01		GOSL			2066.50
33	Infrastructure Development for Technology Stream Degree Program 2016 (Construction of Four Storied Building)	Uva Wellassa University	316.0	318.3	2017.06.29 - 2021.08.01		GOSL			319.00
34	Technology, Faculty of Applied Science, Vavuniya Campus	Vavuniya	200.0	197.0	2016.08 - 2018.01		GOSL			190.00
35	Construction of Student Canteen with furniture and kitchen appliance of Faculty of Technology	University of Ruhuna	53.0	44.14	2021.07.31 - 2022.03.13		GOSL			56.12
	Total		20818.6	18773.36				1087.27	692.47	19946.75

**Details of Patents in –
2024 Higher Education**

Appendix 7.a

University	Faculty	No. of Patents filed		No. of Patents received		Transferred	Sold/ Licensed	Remarks
		National	International	National	International			
CMB	Science			2				<u>Received(National):</u> 1. Modified ilmenite nanohybrid materials for food packaging applications and a mechanochemical method of preparation thereof, Patent No:21845- Piyumi Kodithuwakku, Dilushan Jayasundara, Imalka Munaweera, Randika Jayasinghe, Tharanga Thoradeniya, Achala Bogahawatta, K. R. Jaliya Manuda, Manjula Weerasekera, and Nilwala Kottegoda- Biochemistry & Molecular Biology 2. A patent for novel antigen tool to detect a novel clinical entity: cutaneous leishmaniasis caused by L.donovani - Parasitology & PDRU

PDN	Faculty of Engineering	2						Filed (National): 1. Macronutrient biostimulant agent and the process of manufacturing- Prof. Nadeesh M. Adassooriya 2. Intelligent Energy Dispatch scheduling system for non-electric utility plants - Prof. Nadeesh M. Adassooriya
	Faculty of Science	4						Filed(National): 1. Macronutrient biostimulant agents and the process of manufacturing - Adassooriya, N.M., Madanayake, N.H., & Thakuria, R. 2. “Development of Novel Larvicidal Agent from Combined Plant Extracts Encapsulated in Chitosan Nanoparticles to Control Larvae of Dengue Vector Mosquitoes Aedes aegypti and Aedes albopictus” -Prof. Priyanka de Silva, Department of Zoology 3. A synthesis of nano-fluorapatites and its derivatives Sri Lanka Patent - D. Chandrarathne, NWB Balasooriya, P. Manthilka and A. Pitawala 4. A FABRICATION OF IRON OXIDE AND GRAPHITE OXIDE COATED SAND COMPOSITE FOR ENHANCING THE PERFORMANCE OF SAND FILTERS - J. Bandara, NWB, Balasooriya, Rohan
	Agriculture	1						Filed(National): 1. Phosphate solubilizing bacteria based solid biofertilizer formulation for integrated nutrient management in crop production - Prof. Warshi Shamila Dandeniya

KLN	Science	2	5	Filed(1. A Cost-effective, Wearable, Wireless, Real-Time Hand Gesture System & Method for the Interpretation of Sign Language - M. N. Kusalanga, Dr. H. K. T. K. Wijayasiriwardhane, S. G. V. Shantha Jayalal 2. A Formulation of Herbal cream containing Curcuma longa L. (Turmeric) and Elaeocarpus serratus L. (Ceylon Olive) with anti-Inflammatory properties - Dr. A. G. M. Jaimini Gunaratna, A. K. M. Wimalasooriya Received(National): 1. Addressable, Reliable, and Bidirectional Data Communication System for Internet of Things (IoT) and Industrial Internet of Things (IIoT) Applications Based on Controller Area Network (CAN) Protocol to Monitor, Control & Visualize Real-time Data on a Local or Remote Dashboard.- Mr. L. D. Pubudu Sanjuka Jayasekara, Mr. Tharindu Niroshan Gurusinghe, Ms. Hiruni Eranga Wijesooriya, Mr. R. M. Ishara Udayantha Rajapaksha, Dr. P. L. A. K. Piyumal, Dr. A. L. A. K. Ranaweera, Dr. K. M. D. C. Jayathilaka, Dr. Jehan Seneviratne, Prof. L. B. D. R. P. Wijesundera, Prof. S. R. D. Kalingamudali. 2. An Artificial Intelligence Based Smart Liquid Petroleum Gas Level Indicator Device - Mr. R. M. Ishara Udayantha Rajapaksha, Mr. L. D. Pubudu Sanjuka Jayasekara, Mr. Tharindu Niroshan Gurusinghe, Ms. Hiruni Eranga Wijesooriya, Mr. M. P. A. V. Gunawardhena, Dr. P. L. A. K.
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							Piyumal, Dr. A. L. A. K. Ranaweera, Dr. K. M. D. C. Jayathilaka, Dr. Jehan Seneviratne, Prof. L. B. D. R. P. Wijesundera, Prof. S. R. D. Kalingamudali 3. Automated Liquid Fertilizer Manufacturing Apparatus (Industrial Design) - Dr. R. M. C. S. Ratnayake, Mr. P. D. Avantha Prasad 4. Internet Independent Wireless Real-Time Water Quality Monitoring Unit (Industrial Design) - Ms. Hiruni Eranga Wijesooriya, Mr. L. D. Pubudu Sanjuka Jayasekara, Mr. Tharindu Niroshan Gurusinghe, ,Mr. R. M. Ishara Udayantha Rajapaksha, Mr. M. P. A. V. Gunawardhena, Dr. P. L. A. K. Piyumal, Dr. A. L. A. K. Ranaweera, Dr. K. M. D. C. Jayathilaka, Dr. Jehan Seneviratne, Prof. L. B. D. R. P. Wijesundera, Prof. S. R. D. Kalingamudali 5. Safety Electrical Switch (Industrial Design) - Mr. R. M. Ishara Udayantha Rajapaksha, Mr.
							Tharindu Niroshan Gurusinghe, Ms. Hiruni Eranga Wijesooriya, Mr. L. D. Pubudu Sanjuka Jayasekara, Mr. M. P. A. V. Gunawardhena, Dr. P. L. A. K. Piyumal, Dr. A. L. A. K. Ranaweera, Dr. K. M. D. C. Jayathilaka, Dr. Jehan Seneviratne, Prof. L. B. D. R. P. Wijesundera, Prof. S. R. D. Kalingamudali. Filed(National):1. A biodegradable and antimicrobial hydrogel coating to prevent the growth of bacteria and fungi on surfaces. - U.E Senadheera, D. J Jayasanka, Choolaka Hewawasam2. A
	Technol ogy	5					

SJP							biodegradable moisture retention hydrogel to store bacteria during storage and transportation of bacteria - U.E Senadheera, D. J Jayasanka, Choolaka Hewawasam3. Antioxidant in vitro bioaccessibility improved electrospun edible - Pamoda Sathsarani Peduruhewa, Kodikara Gedara Lasanthi Renuka Jayathunge, Danushika CHaryangi, Manatunga, Godavwatte Liyanage Rumeshe Prasanga 4. Cost-effective and Real-time Ocular pH Detection Technique Utilizing Naturally Available pH-Sensitive Dye Materials - H.H. P. B. Sandaruwan, D. C. Manatunga, Renuka Nilmini Liyanage, N.P.Costa, Rohan S. Dassanayake, Ruchire E. Wijesinghe5. Eco-fresh wrap
	Management Studies & Commerce	10					Filed(National): 1. Vent Trap - Dr. Chameera Udawattha 2. Mosquito Trap for Drainage Gully Interceptor- Dr. Chameera Udawattha 3. Rice Husk Insulated Brick Wall Composite System - Dr. Chameera Udawattha 4. Anti Mosquito Gully for Bathrooms - Dr. Chameera Udawattha 5. Flat Surface Mounted Electrical Wiring System for Domestic Houses - Dr. Chameera Udawattha 6. Vegetated Modular Masonry Unit - Dr. Chameera Udawattha 7. Sustainable and low-cost insulation with Coconut coir, Lime and agricultural waste adhesives - Dr. Chameera Udawattha 8. Veggie Pantry - Dr. Chameera Udawattha

								9. Eco Friendly Fire Resistant Panels from Natural Teak (Tectona Grandis) Bark and Termite Mound Clay- Dr. Chameera Udawattha 10. An Urban House Cultivation System (UHCS): Enhanced in house Vegetable Production Methodology - Dr. Chameera Udawattha
MRT	Engineering	2		1			2	1
UJA	Science	1						<u>Filed(National):</u> 1. Ornamental fish feed (No-22967) - Dr. Mrs. S.Sathyaruban, Prof. Mrs. Deepthi Inoka Uluwadugae, and Snr. Prof. Mrs. Sivashanthini Kuganathan
RUH	Data not received							
EUSL	Science			1				<u>Filed(National):</u> 1. Exploration of local and nano material for concrete technology - Dr. M. Koneshwaran

SEUSL							Filed(National): 1. Sold/ Licensed(National): 1. Received(International): 1. Transferred: 1.
OUSL		4	1				Filed(National): 1. Photocatalytic degradation of malachite green by green synthesized lead nanoparticles using Syzygium aromaticum extracts and their antibacterial activity - Dr. D. T. Abeysinghe, Dr. C. D. Jayasinghe, Prof. R. Senthilnithy, Mr. K.A.P. Gaminda, Mrs. I.B.K. Thomas, Ms. M.R.P. Lakmauri 2. GameShow Buzzer System - Dr. G. D. Illeperuma, Mr. D.N. Wijayarathna, Mr. H.A.R.M. Perera 3. Development of a Herbal Tea formulation from Vernonia cinerea and Zingiber officinale as an Immunity Enhancer - Dr.D. D. D. H. Alwis, DR. D.T. Abeysinghe, Dr. K.A.A.U. Karunarathna, Mr. K.A.P. Gaminda 4. Trademark “Neo” - NeoSpace Laboratory Received (National): 1. Industry Design Game Show Buzzer System - G. D. Illeperuma, D. N. Wijayarathna, H. A. R. M. Perera Filed(International): 1. Textile fabric-elastomer composite - Achala Sajeeva Satharasinghe,

							Madushi Hansika Medagedara, Dinushka Deshappriya, Bimal Cooray, Anushka Darshana, Nadeekha Michelle Leanage, Manoj Jayamal, Shashika Maduranga
RUSL	Applied Sciences		1		1		<u>Filed(International):</u> 1. Solid-state copper(I) sorbents for olefin separations https://patents.google.com/patent/US12070718B2/en - Prof. Rasika Dias, NB Jayaratna, RD Noble, MG Cowan, Devaborniny Parasar - Chemistry <u>Received(International):</u> 1. Solid-state copper(I) sorbents for olefin separations https://patents.google.com/patent/US12070718B2/en - Prof. Rasika Dias, NB Jayaratna, RD Noble, MG Cowan, Devaborniny Parasar - Chemistry - Active
	Agriculture	2					<u>Filed(National):</u> 1. Solid formulation method of locally isolated Trichoderma virens (Date of filed: 28.03.2024) - TDC Priyadarshanie, WPC Egodawatta, MA Madushani, DDN Karunaratna, GDN Manike,KWA Madushan, WMSN Wijesekara. 2. Solid formulation method of locally isolated Trichoderma virens (Date of filed: 28.03.2024)

SUSL	Agricultural Science	1	1	1		1	<u>Filed(National):</u> 1. Ceylon cinnamon cola <u>Received(National):</u>1. Ceylon cinnamon cola <u>Transferred(National):</u>1. Ceylon cinnamon cola <u>Filed(International):</u>1. Ceylon cinnamon leaf tea (US patent)
	Applied Sciences					3	<u>Received(Interational):</u> 1. Continuous-wave organic thin-film distributed feedback laser and electrically driven organic semiconductor laser diode - Chihaya AdachiSangarange Don Atula SANDANAYAKAT oshinori MatsushimaKou YOSHIDAJean-Charles RIBIERREBencheikh FATIMAKenichi GoushiTakashi Fujihara 2. Current-injection organic semiconductor laser diode, method for producing same and program - Sangarange Don Atula SANDANAYAKAFatima BENCHEIKHKenichi GoushiJean-Charles RIBIERREChihaya AdachiTakashi FujiharaToshinori Matsushima 3. Organic light-emitting element - Toshinori MatsushimaChihaya AdachiChuanjiang QINSangarange Don Atula SANDANAYAKAFatima BENCHEIKHTakeshi KOMINO
	Technology						<u>Filed(National):</u> 1. Casing mixture to cultivate Macrocybe sp. <u>Received(INational):</u> 1. Mechanical meter stick calibration system-22371 2. Casing mixture to cultivate Macrocybe sp.

WUSL	Agriculture & Plantation Management			1				Received(National): 1. Development of Ice Cream powder mixture using modified Kithul(Caryota urens) flour as a new plant origin stabilizer- Patent No-21568 - Dr. JAAC Wijesinghe
	Vavuniya Applied Science	1						Filed(National): 1. Vertically Hanging "I" - Shaped Electric Fence - Filed and Gazetted for consideration - Gazette No: 2415-13.12.2024
Total		35	3	11	4	1	2	

Note:R & D Data has not yet been received from the University of Jaffna, Uwa Wellassa University



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Ministry of Education, Higher Education and Vocational Education

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වෙළුම III - වෘත්තීය අධ්‍යාපන

இதழ் III - தொழில் கல்வி

Volume III - Vocational Education

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வரவுசெலவுத் திட்ட குழுநிலை விவாதம் - 2025
Committee Stage of the Budget Debate - 2025

Ministry of Education, Higher Education and Vocational Education

The Progress 2025 and The Way Forward 2026
Volume III

Vocational Education Division

Vision

A Highly Skilled Workforce

Mission

Create the Foundation for Developing a Smart Society
Equipped with Knowledge, Vocational Skills and Talents

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01. Introduction

The Vocational Education Division and the institutes under the Ministry of Education, Higher Education, and Vocational Education, operating with the prime objective of producing a workforce equipped with the skills required to achieve national development goals, have successfully achieved the expected outcomes during the year under review (2025). This success has been realized through the maximum utilization of existing physical infrastructure and resources, the enhancement of vocational training quality, and the production of a skilled and competent workforce aligned with job market requirements.

In conformity with the Government's policy framework "A Thriving Nation, A Beautiful Life," the Vocational Education Division has made a significant contribution to national human resource development by fulfilling its responsibilities toward strengthening the national economy, promoting sustainable development, and expanding access to employment opportunities.

Recognizing that foreign employment continues to be a major source of foreign exchange for the national economy, the Government places strong emphasis on developing vocational education programs that support the creation of a globally competitive workforce. Accordingly, the Vocational Education Division has taken initiatives to direct skilled technocrats toward foreign employment by upgrading training programs to meet international labor market requirements and introducing innovative technical methods in technology-based education.

Despite economic challenges and a volatile global commercial environment, the vocational education sector continues to advance through the implementation of quality training programs across various disciplines such as Information and Communication Technology, Construction, Health, Food and Beverages, Environment, and Mechanical Technology. By developing a generation of youth equipped with specialized skills that meet labor market demands, the sector continues to make a vital contribution to the nation's economic growth.

Furthermore, the Division extends support to low-income groups through several welfare and empowerment programs such as the "Nipunatha Sisu Diriya" Bursary Scheme, the Self-Employment Promotion Initiative (SEPI) Loan Scheme, and the "Skills Vista" Career Guidance Program, all of which aim to enhance the employability and occupational reputation of the workforce. Under the SEPI Program, Rs. 350 mn has been allocated as seed capital to encourage skilled workers to establish self-employment ventures, while Rs. 539.1 mn has been disbursed as bursaries to 22,680 trainees under the Nipunatha Sisu Diriya scheme. The Division has also succeeded in improving infrastructure facilities and technological capabilities of vocational training institutes through development projects supported by international partners, particularly the Governments of Germany and the Republic of Korea.

As of 30 September 2025, a total of 202,030 trainees were engaged in vocational education across the country, including 92,606 trainees enrolled in institutes directly managed by the Vocational Education Division. These institutes offer 483 curricula across various training courses. During the same period, the Tertiary and Vocational Education Commission (TVEC) issued 82,479 National Professional Qualification (NVQ) certificates, reflecting the tangible outcomes of the Division's efforts.

Looking ahead to 2026, the Vocational Education Division aims to further strengthen the vocational education system, operating at full capacity to produce a dynamic youth community equipped with technological, innovative, and entrepreneurial skills that are responsive to both national and global labor market needs.

1.1. Priority Functions of the Vocational Education Division

- Formulation and implementation of strategies to enhance the trend towards vocational education
- Creation of opportunities to acquire vocational education regarding educational qualifications
- Modernization of industrial and technical education for the purpose of creating a workforce suitable for the local and foreign employment market
- Formulation of policies and provision of facilities to enable students who do not qualify to enter university education after leaving school to broaden their opportunities for vocational education
- Promotion of apprenticeship training opportunities
- Transforming suitable vocational training institutions into Technology Degree Awarding institution
- Increaseing the National Vocational Qualification level from current 7 to 10 and amend the Sri Lanka Qualification Framework accordingly
- Amending vocational training curricula to incorporate subjects such as Entrepreneurship, Information Technology, English and other languages into vocational education courses
- Expanding vocational training opportunities through the use of mobile technical education services

1.2. Institutions Functioning under the Vocational Education Division

- Tertiary and Vocational Education Commission (TVEC)
- Department of Technical Education and Training (DTET)
- Vocational Training Authority of Sri Lanka (VTASL)
- National Apprenticeship and Industrial Training Authority (NAITA)
- Ceylon - German Technical Training Institute (CGTTI)
- University of Vocational Technology (UNIVOTEC) and University Colleges
- Ocean University of Sri Lanka (OCUSL)
- National Institute of Business Management (NIBM)
- Skills Development Fund Ltd (SDFL)

02. Progress of the Development Programmes, Student Intake, Financial Progress and Targets for the year 2026

2.1. Progress of the Development Programmes

In order to accomplish the requirements and shortages to meet the immense demand for the skilled youth in vivid areas, the following specific programs were implemented, subject to the budget proposals submitted in previous years.

2.1.1. Improving the Infrastructure Facilities of Vocational Training Institutes

The Ministry has decided to develop the infrastructure facilities in vocational training centers in order to increase the student intake for the courses having a higher demand in the labor market. As such, in the year 2021, it has commenced to upgrade the class rooms, workshops, laboratories, canteens, rest rooms, changing rooms, sanitary units and students / teacher's quarters. In 2025, a provision of Rs. 14.90 Mn has been allocated for a continuous project of Ocean University of Sri Lanka (OCUSL) implemented under the above programme. The project aimed at the rehabilitation and improvement of the existing building at the Regional Centre Boossa of OCUSL. The project has been completed and the financial Progress as at 30.09.2025 is Rs. 9.08 Mn.

2.1.2. "Tec Udana" Program

In order to attract youth generation to technical and vocational training, actions have been taken to develop the Technical Colleges and Colleges of Technology (CoTs) of Department of Technical Education and Training (DTET), according to a unique architectural system under "Tec Udana Programme." Accordingly, the projects for renovation activities in the Colleges of Technology in Kandy, Kurunegala, Maradana and Technical Colleges in Homagama, Dambulla, Matara are currently in progress since 2021. Sri Lanka Navy implements the construction work of Technical College - Matara and Technological College - Maradana. Rs. 500 Mn. has been allocated for this programme in the year 2025 and the financial progress as at 30.09.2025 is Rs. 99.82 Mn.

2.1.3. Skills Sector Development Program

The Skills Sector Development Programme (SSDP) has funded constructing the ground floors in four vocational training centers of NAITA and seven vocational training centers of VTA, during the period of 2014 to 2018. These constructions should be completed to avoid the damage caused by direct sunlight and rain, and also to ensure the protection of the students training on the ground floors. As per the decision taken by the National Operation Room (NOR), funds were allocated to construct retention roofs at six buildings in the latter year. In 2025, funds are allocated for constructing retention roofs at the remaining five buildings and completing the work on two upper floors. And as per the instructions of the Prime Minister, funds have been allocated under this programme to develop the partially built upper floor of the student hostel at Sri Lanka German Training Institute (SLGTI) at Kilinochchi. Total fund allocation is Rs. 222.63 Mn. And the financial progress is Rs. 13.64 Mn. As at 30.09.2025. Overall physical progress is 47%.

2.1.4. Achievements of the Vocational Education and Training Sector

- The Nipunatha Sisu Diriya Bursary Programme which provides financial assistance to low-income students following vocational training courses up to National Vocational Qualification (NVQ) Level 4 was further expanded through the amendment of Circular No.01/2024 dated 04.04.2024 by issuing Ministry Circular No.01/2024 (I) on 25.04.2025. According to this amended circular, students enrolled in selected courses up to NVQ Level 7 are now eligible to receive bursary assistance. Accordingly, under the Nipunatha Sisu Diriya Bursary Programme a total of Rs.509.60 Mn has been disbursed as bursary payments during the period from January to September 30,2025.

- Under the first phase of the program of providing overall kits for the trainees who follow vocational training in workshops, 7,000 overall kits were provided to the trainees in Vocational Training Authority of Sri Lanka, National Apprentice & Industrial Training Authority, Department of Technical Education & Training, Ceylon German Technical Training Institute. Further 12,500 overall kits under the 2nd phase of this program, will be received through the “Ranaviru Apparel” Institute in future.
- In line with the celebration of “World Youth Skills Day” which was scheduled on 15.07.2025, Sri Lanka German Training Institute-Kilinochchi, Korean Tech-Orugodawaththa, Technological College-Kurunegala and Technical College -Matara held programs under the theme of “Youth Empowerment through AI and Digital Skills” through mainly as “a Parade Walk”, “Open Day for Demonstrations” and lecture on “AI Technology”. The main celebration of this was held in the Korean Tech – Orugodawaththa with the precedence of Hon. Deputy Minister of Vocational Education.
- Rs. 15.5 Mn has been issued as loan provisions for 17 recipients relevant to the year 2025 under the Self Employment Provident Initiatives (SEPI) loan scheme.
- “Skills Force Students Guidance Program” which initiated by the Ministry collaboration with “Derana” media network aiming to “guide the youth community who conclude the school education for vocational education and empower them”, was held in 14 districts through 14 programs as first step. There were 03 programs were held in 03 districts under second step.
- Under the program for training the trainers on “Digital transformation for vocational and technological education Institutes” which organized by the Ministry jointly with Colombo Plan Staff College-CPSC, the plans have been arranged to held the domestic program “Face-to-Face In-Country Program in Colombo since 13 to 17 October 2025. Nearly 40 local trainers will be participated for this program. The Director General of the CPSC and the Program coordinator will be attended as the resource persons for this 5 days training program and the procurement process regarding this is already being in progress.
- In order to upgrade the technical, vocational education and training (TVET) sector, institutions like University of Vocational Technology (UNIVOTEC), Ocean University of Sri Lanka (OUSL), Vocational Training Authority of Sri Lanka (VTASL), National Apprentice & Industrial Training Authority (NAITA), Department of Technical Education & Training (DTET) and Ceylon German Technical Training Institute (CGTTI) have provided successful stories highlighting the background of the institutions, new projects, excellent triumphs which required to prepare the videos on occupations and documentary programs. Video programs on occupations and documentary programs will be produced to upgrade the TVET sector.
- Under the patronage of German Federal Republic and the Swiss Development Cooperation the II phase of the GIZ-Vocational Training in Sri Lanka Project, a grant of Euro Mn 8.24 has been given for the years 2023-2026 and the following actions have already been implemented under it.
 - Conduct capacity building programs for the managerial level positions in the vocational training sector
 - Implement workshops for digitalization in TVET sector
 - Conduct workshops required to prepare pool for Training of Trainers (TOT)
 - Hold workshops for Gender Transformation

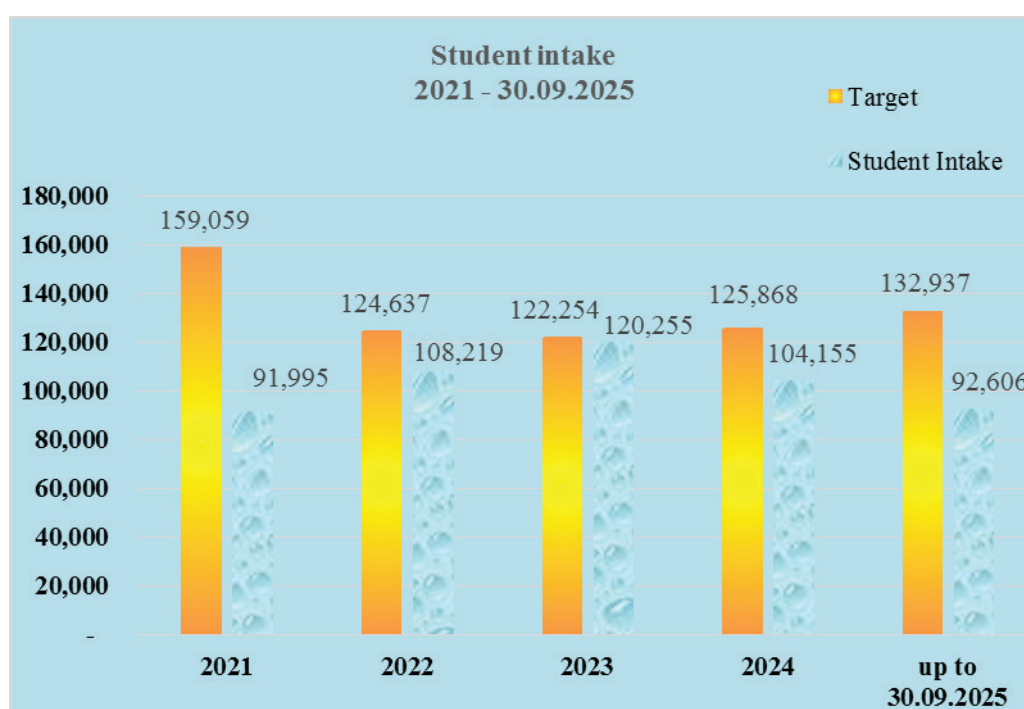
- Hold workshops to introduce Management tools
 - Hold programs for 349 marginalized people
 - Conduct 32 programs targeting the employments for the individuals in marginalized teams
 - Implement 23 vocational training programs for environmental sustainability
- In order to further strengthen the currently available facilities in the National Vocational Training Institute (K- TEC) of Sri Lanka, the EXIM Bank signed a Memorandum of Understanding (MOU) to grant US \$ 1.5 Mn and to provide support to the “Post Completion Support to Sri Lanka Korean National Training Institute (K- TEC)” after considering the request of the government of Sri Lanka. Accordingly, equipment stipulated in the MOU relevant to the CNC, welding, electric, electronic, and automobile and Robot technology courses were facilitated to the K- TEC. The equipment valued US \$ 421 has been given through the relevant project and Rs. 117.43 Mn has been paid as VAT.
 - The “TVET Career Platform” project aims to provide advanced level career guidance through digital technology for the Island wide apprentices who acquired upper level occupational skills. In the month of February 2024, the master plan was prepared to develop “Career Platform”, modernization of server room and to do procurement for the infrastructure facilities equipment. TVEC Server Room and the relevant equipment were handed over to it on January 2025 and the “Career Platform” system will be given on the beginning of the February. In addition to that, aiming to provide career guidance services facilities, 70 laptop computers were given to the TVEC and TVET institutions. A residential training session was held for 200 career guidance officers who are the primary consumers of the “Career Platform” system for three days since July to August. Additionally, “Career Platform” development workshop (February), an inclusive development commencement workshop (May) and two policy workshops (July) were conducted.
 - In order to construct a fully equipped premise to the University of the Ocean University of Sri Lanka, the Governing Authority and the Line Ministry are considered for a suitable land and planned future actions regarding the constructions of the University under proposed Korean loan project or other project.
 - The Skill Vista programme was conducted over a period of three months, providing career guidance to students who completed the G.E.C. (A/L) examination, by selecting 119 schools from across the country. The programme was successfully completed by awarding certificate to 2,481 students who successfully completed the programme.
 - Progress of Skill Development Officers from January to 30th September for the year 2025

No.	Description		Programme	Number of Activities Conducted	Number of Beneficiaries
01.	Youth who dropped out of school	1.1	Career guidance for vocational training	2,473	43,461
		1.2	Conducting psychometric assessments	1,713	26,708
		1.3	Referrals to vocational education institutions	1,738	24,497
		1.4	Coordination and placement in job opportunities in the industrial sector	1,587	23,889
		1.5	Referrals for self-employment	1,591	23,360
02.	On RPL method	2.1	Awareness programs	1,800	26,926
		2.2	Submission of applications	1,581	22,650
03.	Government officers (such as Principals, Teachers, Samurdhi officers) / Parents	2.1	Awareness programs	2,031	38,484
04.	For school children	4.1	Awareness for G.C.E. O/L students	2,098	47,165
		4.2	Awareness for G.C.E. A/L students	1,962	38,996
Total				18,574	316,136

- Career guidance services were provided to beneficiaries of island wide and total 157 beneficiaries received this service. (Through general tel. lines and instant contacts no.)
- Correct guidance has been given through career guidance sessions for school students, teachers, parents, youth, university students, public officers, private sector employers, retired persons and clergy who reach the National Career guidance and counseling center apart from Skill Development Officers attached to the Divisional Secretaries Offices.

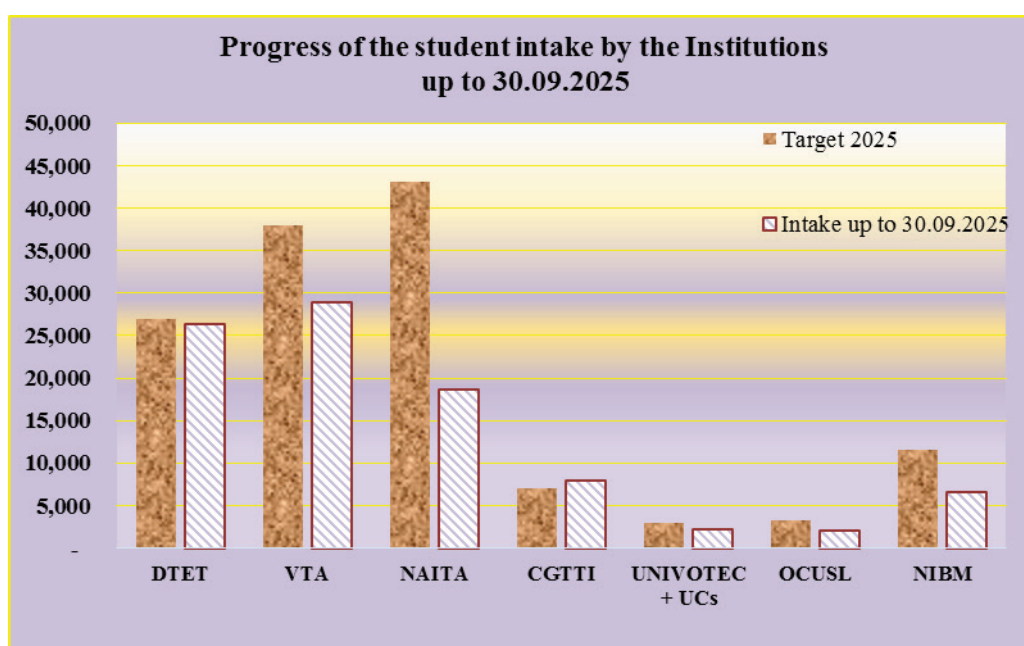
2.2. Enrollment of Students

Year	Target	Student Intake	%
2021	159,059	91,995	58
2022	124,637	108,219	87
2023	122,254	120,255	98
2024	125,868	104,155	83
Up to 30.09.2025	132,937	92,606	70



Institute Wise Enrollment of Students

Institution	Target 2025	Intake up to 30.09.2025	%
DTET	27,000	26,331	98
VTA	38,025	28,938	76
NAITA	43,145	18,603	43
CGTTI	7,075	7,971	113
UNIVOTEC + UCs	2,920	2,182	75
OCUSL	3,197	2,075	65
NIBM	11,575	6,506	56
Total	132,937	92,606	70



2.3. Financial Progress

2.3.1. Financial Allocation & Expenditure (Up to 30.09.2025)

Rs. Mn

Year	Recurrent		Capital		Total	
	Allocated Amount	Expenditure	Allocated Amount	Expenditure	Allocated Amount	Expenditure
2023	8,154.00	6,604.72	5,099.10	3,133.14	13,253.10	9,737.86
2024	8,426.10	7,351.41	5,125.93	2,514.86	13,552.03	9,866.28
2025	7,285.00	4,728.38	4,270.00	916.02	11,555.00	5,644.39

2.3.2. Fund Allocation and Expenditure (Up to 30.09.2025)

Rs. Mn

	2023			2024			Up to 30.09.2025		
	Allocated Amount	Expenditure	%	Allocated Amount	Expenditure	%	Allocated Amount	Expenditure	%
National Budget Program	11,326.60	7,941.92	70%	11,013.03	8,848.28	80%	9,977.00	5,424.00	54%
Budget Proposal Program	-	-	-	-	-	-	-	-	-
Foreign loans/ funds Program	1,926.50	1,795.94	93%	2,539.00	1,018.00	40%	1,578.00	220.00	14%
Total	13,253.10	9,737.86	73.48%	13,552.03	9,866.28	72.80%	11,555.00	5,644.39	48.85%

2.3.3. Institution Wise Allocation of Provision - Vocational Education Division

(Rs.Mn.)

	Institution	Recurrent			Capitel		
		2025 (Rs.Mn.)			2025 (Rs.Mn.)		
		Allocated Amount	Expenditure	%	Allocated Amount	Expenditure	%
01.	Skills Development, Vocational Education Division	810.00	551.38	68%	69.00	22.07	32%
02.	Nipunatha Sisu Diriya Welfare Programmes	900.00	454.51	51%	-	-	-
03.	DTET	3,220.00	2,032.88	63%	230.00	60.80	26%
04.	TVEC	238.00	108.60	46%	18.00	-	0%
05.	VT A	1,915.00	1,234.10	64%	400.00	85.25	21%
06.	NAITA	1,345.00	914.11	68%	60.00	22.75	38%
07.	CGTTI	515.00	385.38	75%	250.00	60.90	24%
08.	UNIVOTEC	1,037.00	665.70	64%	328.00	83.80	26%
09.	OCUSL	525.00	414.60	79%	105.00	27.99	27%
Development Activities							
10.	Improvement of Vocational Training Activities	-	-	-	265.00	42.74	16%
11.	Vocational Training in Sri Lanka - GIZ	-	-	-	857.50	233.16	27%
12.	Self Employment Promotion Initiative (SEPI) Programme	-	-	-	350.00	34.00	10%
13.	Modernization of 7 Colleges of Technology / Technical Colleges)	-	-	-	500.00	99.82	20%
14.	Development of Vocational & Technological Training	-	-	-	240.00	22.23	9%
15.	TVET Career Platform Project (GOSL / KOICA)	-	-	-	315.00	*	-
16.	Establishment of Colombo VT Center & Gampaha Tec College	-	-	-	490.00	538.48	109.89%
17.	Post Management Project for Automobile Workshops	-	-	-	22.50	-	-
Total		10,505.00	6,761.26	64.36%	4,500.00	1,333.99	29.64%

* KOICA/UBION has not Submitted the Financial Progress Report yet.

2.4. Targets for Year 2026

- Provide Rs. 800 Mn provisions under “Nipunatha Sisu Diriya Bursary Scheme” to pay Rs. 5,000/- as the bursary per each on monthly basis for nearly 21,500 trainees who follow training in vocational training institutes up to NVQ level 7.
- Allocate Rs. 125 Mn in order to provide 25,000 overall kits for the students who follow vocational training in workshops.
- Issue loans worth of Rs. 300 Mn for more than 300 recipients under SEPI loan scheme.
- Allocate Rs. 35 Mn to host an island wide skills competition in line with the “World Youth Skills Day” scheduled to be held on 15th July 2026.
- Allocate Rs. 5 Mn for Training of Trainers (ToT) who performs the entrepreneurship development programs. This is considered as basic qualification required for the trainees to apply for the SEPI loan scheme.
- The regional program of CPSC 2025 / 2026, 5 days program under the theme of “Transforming TVET for a Digital, Green and Inclusive Economy” is scheduled to be held on Colombo and it will be organized by CPSC Institute and the Vocational Education Division. The foreign delegates representing 16 membership countries of CPSC and local resource persons are scheduled to participate for this program.
- Implement capacity building programs for the officers who provide technical as well as managerial and decisional level assistance in the vocational training institutes (CGTTI, SLGTI) established under the German assistance of GIZ-VTSL Phase II project and the vocational training sector of other government institutions. Furthermore, jobs oriented vocational training programs will be implemented for the individuals who are under special needs and the marginalized persons. Vocational education training programs targeting the environmental sustainability (VET Programs) such as food and nourishment, renewable energy, Disposal Management will be implemented and the technical assistance required to prepare the syllabuses for the vocational training courses will be provided. Under the direction of the Ministry and in collaboration of GIZ – VTSL – Phase II project, a “Road map” was prepared basically for the digitalization of technological and vocational education and training sector. A “digitalization performance team” comprised with 12 officers representing the vocational training institutes has been appointed and its objective is supervise the activities of the Road map and provide awareness to the Ministry on its present progress. Furthermore, 4 work packages were introduced as follows.
 - Prepare a Student management System and dash boarder reporting
 - Digitalization of content of the selected NVQ courses
 - Human resources and skills development of the task force for Digitalization and the leading trainers.
 - Technological and vocational education and training sector will be digitalized through providing recommendations for the policies.
- Rs. 35 Mn has been allocated to prepare Success stories for the vocational training institutes (TVEC, UOVT, OCUSL, VTA, NAITA, DTET and CGTTI) each separately in order to enhance the technical, vocational education and training (TVET) sector.
- Perform the future initiatives of the TVET Career Platform Project in Sri Lanka which aimed the career guidance for the vocational trainees who follow the NVQ 5, 6 and 7 courses. (Us \$ 6 Mn)
- Identify the high demandable employments in overseas employment sector through Foreign Employment Bureau and direct to plan programs in training institutions to produce skilled workers who qualified to those.
- Expand the vocational training opportunities for the students who are not privileged for the Universities under Advance Level Technological subject stream and provide vocational training for another 1,900 students.
- Implementing career guidance programs at the District level.
- Organizing the Skills Expo - 2026 exhibition.
- Implementation of activities related to education reforms.
- Conducting the “Skills Vista” career guidance program for students completing G.C.E. (A/L) examinations 2025.
- Capacity development of field officers.
- Providing necessary technical equipment to field officers.

03. Tertiary and Vocational Education Commission (TVEC)

3.1. Introduction

The Tertiary and Vocational Education Commission (TVEC) was established in 1991 as a regulatory body for the Technical and Vocational Education and Training (TVET) sector under the provisions of the Tertiary and Vocational Education Act No. 20 of 1990. This Act was amended by TVE Act No. 50 of 1999, which authorized the TVEC to conduct TVET-related research, establish the Labor Market Information (LMI) System, award grants, and establish quality assurance mechanisms. Its key responsibilities include policy formulation, planning, quality assurance, and coordination with the development of the country's tertiary and vocational education. The TVEC is also in charge of monitoring academic and training standards at tertiary and vocational institutions.

Vision

Tertiary and Vocational Education with quality and relevance for all seekers

Mission

Towards the production and maintenance of an efficient, effective and quality assured Tertiary and Vocational Education system to meet the socio-economic goals and the challenging global market needs

3.2. Functions

- Plan, coordinate, and develop tertiary and vocational education and training technique
- Development of plans for the tertiary and vocational education and training sectors
- Establishment of a national quality assurance system through institution registration and accreditation of training programmes for the granting of NVQs
- Ensuring that TVET institutes establish and maintain standards
- Planning and coordinating the certification system's implementation
- Maintain the TVET sector's Labour Market Information (LMI) system

3.3. Achievements in the year 2025

No.	Activities	Targets	Achievements
01.	Prepare and publish LMI Bulletin, December 2024	To be completed in September 100%	Published. (100%)
02.	Conduct research in the TVET sector	To be completed in December	Out of the five research studies approved in 2023/2024, four final reports have been published. Approval has been granted for conducting six research studies in the year 2025
03.	Prepare and endorse National Competency Standards (NCS) and Curriculum	New NCS and curriculum - 55 Revision NCS - 35	20 new NCS and curriculum developed 21 NCS and curriculum revised
04.	Issue National Vocational Qualification (NVQ) certificate	110,000	81,724 NVQ certificates were issued

No.	Activities	Targets	Achievements
05.	Monitor NVQ Assessment in order to ensure consistency of NVQ assessment	300	250 Number of monitoring programs Conducted
06.	Registration of training institutes	New registration of training centers- 450 Renewal of registration training centers - 600	329 training institutes have been evaluated for new registration and 113 have been registered 572 training institutes have been evaluated for renewal of registration, of which 335 renewed their registration
07.	Accreditation of training courses	New accreditation -225 Renewal accreditation - 600	414 new courses have been evaluated for new accreditation and 386 courses have been accredited 1140 courses have been evaluated for renewal of accreditation, of which 657 courses (including courses evaluated at the end of last year) have been accredited
08.	Conduct knowledge assessment for NVQ level 04	Conduct two (02) Knowledge Assessment for 15 courses	Conducted online knowledge assessment for 32,260 students and 19 courses
09.	Issue Skills passports for NVQ holders	To be issued 500 skills passport.	780 skills passport were issued

3.3.1. Other Achievements

- In addition to the seven Sector Skills Councils and two Sector Skills Committees currently in operation, the initial work required to establish the Sector skill committee for the Renewable Energy has been commenced.
- Conducted of Knowledge Assessment through online mode for candidates who have applied for NVQs through RPL route.
- Initial works has been commenced for the revision of Provincial and sectoral VET Plan.
- Fourteen system awareness training programs were conducted for registered training institutions. Prepared National Policy Framework and Action Plan for the Greening TVET in Sri Lanka
- Organizing the Skills Competition and Skills Expo exhibition in collaboration with the Ministry of Education and Tourism Sector Council.

3.4. Targets for the year 2026

- Conduct and coordinate five research studies related to TVET sector
- Preparation of the annual labor market related publication (LMI Bulletin) for the year 2025 for labor demand and supply
- To initiate the revision of provincial and sectoral VET plans
- Development and endorsement of National Competency Standards (NCS) and curricula for fifty occupations in demand in the labor market

- Digitalization of fifty curriculums
- Registration of two hundred fifty five new training institutes and renewal of registration of six hundred (600) training institutes whose registration to be expired
- Accreditation of four hundred new courses and renewal of accreditation of seven hundred courses whose accreditation to be expired
- Supervise one hundred fifty randomly selected training centers to ensure the quality of training delivery
- Supervise three hundred twenty five randomly selected assessments to protect the consistency of NVQ assessments
- Issuing of one hundred twenty thousand National Vocational Qualification (NVQ) certificates
- Further development of the Management Information System (MIS) to protect the status and quality of information in the TVET sector
- Preparation of Technical and Vocational Education and Training Guide (TVET Guide) for nine provinces
- Evaluate Career Guidance Centers and training career guidance officers
- Implementation of Knowledge Assessment through online system all over the island for fifty two thousand students
- Equivalence of non-NVQ courses to NVQ levels
- Liaise with industry, professional bodies and foreign institutes for obtaining inputs for TVET development
- Issue four hundred and fifty (450) skills passports for NVQ holders
- Establish one Industrial Sector Skills Council

04. Department of Technical Education and Training (DTET)

4.1. Introduction

The Department of Technical Education and Training is functioning under the under the Ministry of Education, Higher Education and Vocational Education and network of 09 Colleges of Technology and 30 Technical Colleges are established Island wide. These colleges conducted more than 100 NVQ and certificate courses in Sinhala, Tamil and English medium under 18 different industry sectors. Annually, more than 25000 students are enrolled in various Technical and Vocational courses. National Vocational Qualification (NVQ) Level 3, 4 Certificates and 5, 6 Diploma Certificates are offered with the aim of directing the youth community to the local and foreign job markets and the opportunity is also provided to move through the vocational education sector up to the degree level. Also, under the Recognition of Prior Learning (RPL) assessment, workers in various fields have been given the opportunity to get RPL certificates as professional qualification. Through providing training opportunities to young people for courses with local and foreign job demand, this Department makes a high contribution to develop the human resources through skill building and producing skilled workers to match the national and international labor market.

Vision

Become an Internationally renowned, leading Technical Education and Training Provider

Mission

Function as a provider of high quality internationally recognized Technical Education & Training to our valued customers Nationally and Internationally

4.2. Functions

- Identification, Preparation, Guidance for Implementation, Supervision and Co-ordination of Technical Education and related training programs
- Management and development of human resources required to make the Technical Education and Training more productive and efficient
- Implementation of courses as per the approved National Vocational Qualification (NVQ) framework in the field of Technical Education
- Coordination with private and public sector for the development of Career Guidance and Entrepreneurship
- Conduct research in the field of Technical and Technological Education

4.3. Achievements in the year 2025

- In the year 2025, 26,434 students are being enrolled and trained in 166 full-time and part-time training courses in 18 industrial sectors for 39 Technical Colleges and Colleges of Technology. There are 166 courses being conducted, including 108 NVQ 3/4 courses, 58 NVQ 5/6 courses, and 12 special courses according to industry demand.
- In the year 2025, as courses aimed in the job market, students have been trained in courses as 940 students in the welding field, 789 students in pastry, bakery and cookery courses, 546 students in quick service restaurant course, 1662 students in agricultural courses, 624 students in aluminum fabrication course, 881 students in the electrical field, 929 students in the refrigeration and air conditioning field, 940 students in the motor mechanic field, 401 students in machine courses, 359 students in plumbing courses and 102 students in nursing and care services.

- In 2025, new courses were started at the Technical Colleges and Colleges of Technology as Industrial Sewing Mechanic (NVQ 4), Bespoke Design Tailoring (NVQ 5), Pre-School Teaching (NVQ 05), Renewable Energy Technology (NVQ 5), Solar Photovoltaic Technician (NVQ 4), Food & Beverage Assistant (NVQ 4), Batik Artist (NVQ 4), Nurse Assistant (NVQ 4), Early Childhood Development (NVQ 4) and Tailoring (NVQ 4).
- Under the 13-year continuous education program, 1379 students studying technology and vocational streams will be trained in 11 fields by providing training facilities through Technical Colleges and Colleges of Technology. These students will be eligible to obtain NVQ Level 4 certification.
- In the year 2025, 268 RPL certificates were issued by Technical and Vocational Colleges in fields of Welding, Plumbing, Aluminum Fabrication, Automobile Technology, Electrical, Carpentry, Masonry, Information Technology, Management, Medical and Health Sciences and Refrigeration and Air Conditioning. In addition, Colleges have provided the workshop facilities for the assessment of prior learning (RPL) conducted by the National Apprenticeship and Training Authority (NAITA).
- In the year 2025, a total of 16105 certificates were issued through 39 technical and vocational colleges, including 10,120 NVQ 3 and 4 level certificates, 1453 NVQ 5 and 6 level certificates and 4532 departmental certificates.
- Under the CSR based project implemented in accordance with the Memorandum of Understanding (MoU) signed with the Gamma Pizza Kraft Lanka (Pvt) Ltd company, Pizza Gamma company has established fully equipped training units to start Quick Service Restaurant (QSR NVQ 4) level courses in 13 Technical colleges and an amount of Rs. 7 million has been spent on each training unit. At present, the Quick Service Restaurant course is being implemented in the Technical Colleges and Colleges of Technology; Kuliyaipitiya, Anuradhapura, Kurunegala, Kandy, Nuwara Eliya, Matara, Kalutara, Dambulla, Batticaloa, Trincomalee, Galle and Rathnapura and Homagama. In the year 2025, 546 students are undergoing training and about 109 students who have completed the training have been employed in the quick service restaurant chain.
- The Department of Technical Education and Training has entered into MoUs with Suleco (Pvt) Ltd, Hemas Consumers Private Limited and Alumex Company with the aim of promoting industrial and vocational courses, updating workshops, generating employment opportunities and providing vocational certificates through the RPL system in collaboration with the private sector.
- A Memorandum of Understanding was signed between the Kegalle Technical College and the Prisons Department with the aim of directing prison inmates to vocational training, providing them with vocational certificates and socializing them. Under this, it has been planned to conduct training courses for inmates in the identified vocational fields.
- Under the Departmental budget allocations of the year 2024, there is a capacity to generate electricity with a capacity of 240 kilowatts through solar panel systems installed on the roofs of the Colleges of Technology Maradana, Anuradhapura, Ampara and the head office buildings. Accordingly, the economic benefit of paying for the cost of electricity bills is being maintained without additional payment for the Maradana Technical College, while the Ampara Technical College, Anuradhapura Technical College and the head office are being implemented sustainably, with an additional monthly electricity sales income of approximately Rs. 300,000.00 per month being credited to the state revenue.
- The private sector in the solar energy sector and the Ceylon Electricity Board jointly provided long-term (up to 20 years) rental basis for the installation of solar panels on the roofs of the buildings of the Technical Colleges and Colleges of Technology in accordance with the government procurement regulations. Under the first phase, a tender was awarded to Austral Solar (Pvt) Ltd for the installation of solar panels in the Technical Colleges of Anamaduwuwa, Kalutara, Matara, Galle and Kurunegala. Through this, an electricity generation of 1610 KW is expected, and according to the agreement, the department

is scheduled to receive 20% of the monthly electricity sales revenue. Accordingly, by providing solar panels on a rental basis on a roof, an additional income of Rs. 22.5 million will be credited to the government revenue in annually.

- A financial grant of Rs. 30 million has been provided to the Department of Technical Education and Training under the GIZ VTSL II project. These funds are being used to start the Solar Photovoltaic Technician NVQ Level 4 course at the Technical Colleges and Colleges of Technology Kalutara, Batticaloa and Anuradhapura, improve laboratory facilities and purchase training equipment, provide training equipment to the colleges of Warakapola, Homagama, Nuwara-Eliya, Anamaduwa and Kurunegala where the course is currently being conducted, provide training facilities for starting new courses in the Hospitality Sector Courses at the CoT, Kandy, and provide training facilities and training equipment to start the Bakery and Pastry Course at the CoT, Maradana.
- Training of Trainers (Master Trainer) programs were conducted under several phases through the GIZ VTSL project, and training was provided to eight trainers representing the department.
- As per the Memorandum of Understanding (MoU) signed between the Art of Living organization and the Department, a two-week training program for training trainers in the electrical sector was held at the Art of Living Training Center in Bangalore, India, and 20 electrical Instructors and Demonstrators from Technical Colleges and Colleges of Technology participated in this. This training program was coordinated with the financial support of GIZ and Schneider Electrical Company.
- The Industrial Sewing Machine Mechanic course was started at the Dehiattakandiya Technical College and the workshop facilities and training equipment required for this course, consisting of high-speed and computerized machines, were donated free of charge through a social service project of Dayaratne Apparel Company. Currently, 29 students are undergoing training.
- The renovation work of the five-storied Kulasinghe Building of the Maradana College of Technology, which is being renovated under the budget proposals, is being implemented under the Sri Lanka Navy's labor contribution, while the renovation of classrooms, workshops and sanitation facilities on the fourth and third floors is in the final stages and the remaining work is being carried out. Under the 2025 budget provisions, a provision of Rs. 25 million has been allocated for this and the project work is being carried out.
- Under the annual budget allocation, 44 projects are being implemented for the renovation of essential buildings, renovation of workshops and classrooms, improvement of sanitary facilities, etc. in technology and technical colleges. Under the 2025 budget allocation, an allocation of Rs. 62.00 million has been allocated for this. So far, 10 projects have been completed.
- Under the new building construction, a provision of Rs. 10 million has been allocated in the first phase for the construction of a four-storied classroom and workshop building for the Nuwara Eliya Technical College, and procurement activities have commenced by calling for Tenders from the Buildings Department in relation to the preparation of the building plan and estimates.
- The National Labor Campaign, which was implemented at the national level with the aim of maintaining and improving the organization of vocational education institutions in line with the "Clean Sri Lanka" national program, was held on July 4, 2025, focusing on vocational education institutions across the island, and its main national event was held at the Gampaha Technical College premises under the patronage of the Hon. Prime Minister and Minister of Education, Higher Education and Vocational Education, Dr. Harini Amarasuriya. In parallel, activities were implemented in all technical colleges and Colleges of Technology to improve the learning environment of the colleges by involving teachers, students and non-academic staff, alumni and the community.

- In line with the Clean Sri Lanka National Programme, a series of one-day attitude development programmes were conducted covering all the Technical and Technological Colleges under the guidance of Venerable Warakapola Pasannachitta Thero with the aim of developing the attitude and improving the human qualities of the youth. The series of programmes was conducted voluntarily by the Venerable Thero with the active participation of all the students and teachers, staff members.
- 549 awareness programs on vocational education and training have been held for 26,082 individuals including the youth community, parents, school children and public and private sector officials, and 05 exhibitions related to vocational education and training have been participated in.
- Under the Nipunatha Sisu Saviya Scholarship Program, scholarships worth Rs. 147 million have been awarded to 4348 students pursuing courses in Technical Colleges and Colleges of Technology in the end of August year 2025.
- To enhance the capacity building of officers, 17 training programs have been conducted for 760 officers including Directors, Principals, Instructors, Demonstrators and staff of Head Office, Technical Colleges and Colleges of Technology
- The Department was recognized with a silver award and certificates for being among the first government institutions to access the online “Gov Pay” application, which was introduced with the aim of expediting the payment method for services received from government institutions, by making payments for examination fees, registration fees for obtaining diploma certificates, etc. through the electronic online application.

4.4. Student Intake

No.	Training Areas	2024		2025	
		Target	Intake	Target	Intake as at 30.09.2025
01.	Agriculture, Plantation and Livestock	2,300	1,772	1,700	1,846
02.	Vehicle repair and maintenance	3,710	5,140	3,700	5,477
03.	Construction of buildings	4,665	3,727	3,800	3,326
04.	Electrical, Electronics and Telecommunications	3,540	2,472	2,600	2,609
05.	Financial Banking and management	2,340	1,065	1,500	1,127
06.	Food technology	235	154	700	162
07.	Gems and Jewelry	120	51	200	40
08.	Hotel and Tourism	570	1,233	1,500	2,114
09.	Information Communication and Multimedia Technology	4,700	3,650	2,900	3,942
10.	Languages	1,500	1,314	800	1,709
11.	Leather goods and footwear	60	42	90	52
12.	Mechatronics Technology	260	217	460	217
13.	Medicine and Health Sciences	240	151	400	236
14.	Metals and Light Engineering	1,300	1,743	1,700	1,471
15.	Office Management	840	576	900	554
16.	Refrigeration and air conditioning	650	873	1200	928
17.	Textiles and Garments	180	342	300	366
18.	Timber industry	250	91	150	103
19.	Special courses identified based on industry needs	2,540	-	2400	52
Total		30,000	24,613	27,000	26,331

4.5. Targets in the year 2026

- It is planned to recruit and train about 29,000 students for 148 technical and vocational courses under 18 industry sectors through 39 technical and vocational colleges for the year 2026. Under this, it is planned to start 94 NVQ 3/4 courses, 52 NVQ 5/6 courses and 02 certificate courses
- With the aim of expanding vocational and technical education opportunities for people at various educational levels and promoting courses in industrial sectors that are relevant to the current job market and courses that meet the demands of the region, it has been planned to conduct courses covering a wide range of fields such as Automobile repair and maintenance, Construction, Electrical and Electronics, Mechatronics, Telecommunications, Computer and Information Technology, Welding and Light Engineering, Aluminum Fabrication, Machining, Hotel and Tourism, Textile & Garments, Medical and Health services, Logistics, Office Management, etc
- It has been planned to provide training facilities and practical knowledge through Colleges of Technology and Technical Colleges for students pursuing vocational education fields under the 13-year Continuing Education Program, and to provide the necessary training facilities to obtain an NVQ Level 4 certificate
- The annual Diploma Certificate Presentation Ceremony for approximately 2,500 students who successfully completed NVQ 5 and 6 Diploma and Advanced Diploma courses in the 2023 and 2024 academic years is scheduled to be held at the Bandaranaike International Conference Hall on 27 and 28 January 2026
- It is planned to issue a total of 29,800 certificates, including 3,000 NVQ 5 and 6 Diploma certificates, 14,000 NVQ 3/4 certificates, 800 RPL certificates and 12,000 Departmental certificates, for students completing technical and vocational courses in the year 2026
- With the aim of promoting courses in the hotel and tourism sector, Perera & Sons Private Limited, a leading brand in the local restaurant chain, has planned to enter into a Memorandum of Understanding to implement a joint social service project to improve the bakery and pastry training facilities at the Matara Technical College and employ the trainees in their restaurant chain
- The Solar Photovoltaic Technician NVQ 4 workshop equipment facilities developed under the GIZ VTSL Phase II project will be used to start new courses in Kalutara, Anuradhapura and Batticaloa colleges, and the Hospitality Services courses at Kandy College of Technology will be started, such as Room Attendant Front Office and Steward Assistant courses, while the Bakery and Pastry course at Maradana College of Technology will be started in 2026
- Under the 2026 Consolidated Fund allocation, a provision of Rs. 65.8 million has been allocated for the construction of a new four-storied building at the Nuwara Eliya Technical College, comprising classrooms and workshop facilities. It is planned to complete the construction work in 2026 and increase student enrollment
- It has been planned to use the allocations for the development of infrastructure facilities of the 39 Colleges of Technology and Technical Colleges operating under the Department for the year 2026 to implement the most essential priority projects and to implement projects related to improving the learning environment of the colleges, such as classrooms, workshops, sanitary facilities, teacher and student welfare facilities
- It has been planned to recruit for 200 instructor posts and 125 Demonstrator posts, which have been approved by the Department of Management Services, to fill the existing instructor and Demonstrator vacancies in the Department of Technical Education and Training
- Plans have been made to enter into MoUs with the industries to exchange technology and facilities in collaboration with the industry sector, update the knowledge of teachers, and create employment opportunities for students in order to improve the quality of the courses conducted by the Technical Colleges and Colleges of Technology and to update them to meet the needs of the industry sector
- German Adult Education Association (DVV International) has planned to provide technical knowledge and conduct training programs to implement projects to empower rural communities through technical and vocational colleges through financial assistance
- Implementing the necessary human resource development and capacity development programs to create a public service that meets the expectations of the general public, adhering to the government guidelines and policy decisions issued under the “Clean Sri Lanka” national program implemented by the government

05. Vocational Training Authority of Sri Lanka (VTASL)

5.1. Introduction

Vocational Training Authority of Sri Lanka which established under the Vocational Training Authority Act No. 12 of 1995 is the premium Institution which implements the vocational training programs in the public sector. During the past 28 years, it has provided vocational training and skills for the unemployed youth who completed the school education in various levels and transformed them into professionals equipped with knowledge and talents. Through this, they have provided immense contribution to the development process of the country with direct involvement to the national economy. VTASL implements a network of 194 training centers island wide as 08 National vocational training institutes, 22 District vocational training centers, 164 Regional vocational training centers. It intakes nearly 38,000 male and female youth for the training by implementing courses under 18 training sectors which belongs the time duration of the course since 03 months up to 2 years.

Vision

To enrich the lives through globally competent employments

Mission

To be the most dynamic and innovative vocational education, training and service provider in Sri Lanka

5.2. Functions

- Prepare vocational training programs and provide vocational training required to obtain talents for an employment to the qualified youth, directly or through a State or Private sector representing agency
- Conduct National Trade Tests and examinations and issue certificates and other offers for the apprentices who obtained the vocational training
- Implement Career Guidance programs and provide counseling
- Coordinate, facilitate and provide assistance for all the vocational training activities conducted by the State or Private sector representing agency
- Conduct researches on vocational training and develop vocational training
- Provide job placement services for the individuals in enable occasions those who completed the vocational training successfully
- Build linkages between international vocational training organizations and institutions
- Training, coordination and facilitate the trainers required for vocational training by public and private sectors

5.3. Achievements of the year 2025

- Student intake was carried out for 28,938 trainees in four phases within the year, from the islandwide network of training centers, comprising 25,699 trainees for full-time courses and 3,239 for part-time courses.
- Since the capital provisions approved by the government increased fivefold in 2025 compared to 2024, opportunities were created to improve both the courses and the physical infrastructure of the training centers.

- Under the program for developing vocational and technical training of the line ministry, opportunities were gained to provide the required facilities to upgrade buildings utilizing Rs. 80 million, thereby increasing the capacity of four vocational training institutions.
- Actions were taken to issue 14,373 National Vocational Qualifications (NVQ) certificates and 1,105 Non-NVQ certificates by assessing the apprentices who were recruited for training under various trades and achieved the expected outcomes by the end of the year.
- Training programs aimed at prisoners were further improved and implemented through effective bilingual discussions. As a pilot initiative, 23 courses were commenced in 12 Prisons across 10 districts.
- Vocational training was provided to 116 rehabilitated individuals who were formerly addicted to narcotics, jointly with the Rehabilitation Bureau, thereby producing and reintegrating skilled workers suitable for both local and foreign markets.
- The Information Communication Technology (ICT) course at NVQ Level 2 and the Food and Beverage Associate course at NVQ Level 3 were conducted, awarding certificates to 19 children with Autism and Down syndrome for the first time in the vocational education sector.
- In collaboration with the “Education for all Division” of the Ministry of Education and with the patronage of the National Institute for “Syshyodha Special and Inclusive Education - Weniwelkola,” ICT and Food and Beverage Associate courses were commenced and conducted for children with disabilities.
- Vocational training centers islandwide were developed under the “Shrama Meheyuma,” implemented across the country in line with the national “Clean Sri Lanka” program, adhering to government policies.
- To empower youth as entrepreneurs, awareness programs were implemented as two pilot projects in the Kalutara District and the National Vocational Training Institute – Niyagama. Entrepreneurship training was provided to 22 youth, who were then referred to commercial banks for financial support.
- Approval was granted by the Ministry for Rs. 7.3 million to obtain 700 Adobe software licenses (at \$35 each) for 40 training centers, to be used for the Graphic Designer, Multimedia Design Associate, and National Diploma in Information and Communication Technology Technician courses.
- Plans were prepared to recruit 698 personnel to fill vacant positions across various sectors within the Authority that have existed for several years.
- Local training was provided to 489 academic staff and 380 non-academic staff, while 5 officers were provided with overseas training opportunities.
- Under the Career One Platform Program, laptop computers were provided to 22 selected career guidance centers aligned with the KOICA program. A content development training program was conducted for 6 program officers, and 4 officers were inspired and trained in career guidance through KOICA Career One assessments.
- To promote vocational education, VTASL participated in exhibitions such as Skills Force, Construction Expo, and KNIGHTRO, organized craft promotion programs, and commemorated “Skills Day” jointly with vocational trainees and instructors.
- Launch awareness sessions on “Productivity and Innovation” in collaboration with the Productivity Secretariat, covering 6 districts.
- Environmental sustainability programs were conducted for 100 apprentices following courses in district centers and 7 vocational training institutes under the TVET Sector Awareness Workshop on Ecological Sustainability of the GIZ Project.
- Under the GIZ Project funds, Rs. 30 million was allocated for purchasing equipment and renovating centers.

District	Center	Course
Kalutara	Bulathsinhala	Solar PV System
Gampaha	Veyangoda	Caregiver
Jaffna	Kaithadi	Caregiver
Colombo	Narahrenpita	Graphic Designing

- VTASL has taken action to enter into agreements with state and private sector institutions and has been able to improve vocational training programs under various aspects.

Institution which entered for the agreement	Objective / Role
Mosvold - Martinus Foundation	Provide financial aid for selected apprentices following courses in the districts of Matara, Hambantota, and Nuwara Eliya under specific criteria.
Ani Art Academic Lanka Foundation	Provide course fees for apprentices at the National Vocational Training Center – Thalalla.
Air Resource Management national ozone unit under Ministry of Environment	Provide training equipment required for the Refrigeration and Air Conditioning course.
S-Lon Lanka (Pvt) Ltd	Provide facilities to develop skills and knowledge through plumbing and mechanical activities in the water supply industry in Sri Lanka.

5.4. Recruitments of Trainees

No.	Training sectors	2024		2025	
		Target	Intake	Target	Intake up to 30.09.2025
01.	Agriculture & Livestock	60	96	60	49
02.	Automobile Repairing & Maintenance	3,100	2,396	2,965	2,737
03.	Buildings & Constructions	3,415	2,564	3,090	2,313
04.	Electrical, Electronic & Telecommunication	4,365	2,559	3,645	2,523
05.	Food Technology	1,240	1,582	1,400	1,562
06.	Gem & Jewelry	90	82	95	89
07.	Health & Social Affairs	520	102	450	81
08.	Hotel & Tourism	4,015	3,644	3,590	3,147
09.	Computer & Information Technology	10,510	7,659	10,170	6,800
10.	Leather & Footwear	30	23	30	33
11.	Metal & Light Engineering	1,340	1,047	1,110	803
12.	Office Management	155	121	140	111
13.	Personality and Community Development	6,695	5,525	5,830	4,641
14.	Printing & Packages	90	55	60	59
15.	Refrigerator & Air Conditioning	670	528	635	527
16.	Textile & Garments	3,685	2,443	3,475	2,620
17.	Wood Associated	1,140	781	1,230	803
18.	Others	60	40	50	40
Total		41,180	31,247	38,025	28,938

5.5. Targets of the year 2026

- In line with educational reforms and to provide more effective services through the Vocational Training Authority of Sri Lanka, establish new vocational training centers, introduce new courses, and take action to increase the capacity of existing vocational training centers
- Provide higher-quality training by purchasing modern training equipment utilizing Rs. 739.49 million allocated from the 2026 Budget
- Provide training opportunities for 35,000 apprentices by establishing new courses and suitable training platforms, analyzing existing training centers and courses, and taking action to increase training capacity through improved training methods
- Take action to introduce courses suited to various training requirements targeting the job market and new income-generating strategies that contribute directly to the Gross National Product
- Conduct assessments and ensure that each apprentice entering vocational training obtains a National Vocational Qualifications (NVQ) certificate, while transforming untrained and semi-trained workers into trained workers through the Recognition of Prior Learning (RPL) process
- Implement the first step to convert vocational training centers into Excellent VT Centers in the provinces, selecting 9 District/National Vocational Training Institutes representing the 9 provinces of the island
- Establish frameworks to enhance collaboration with industries to improve the quality of courses by obtaining assistance from the industrial sector
- Prepare a project proposal and submit it to the Line Ministry to develop centers located islandwide, thereby increasing vocational training opportunities
- Launch training programs to develop the knowledge, skills, and attitudes of academic and non-academic staff
- Create pathways for trained trainees by implementing strategic programs such as industry cooperation and organizing job markets
- Launch promotional programs to increase women's participation in courses traditionally dominated by men, aiming to promote gender equality
- Prepare plans to commence Technopreneurship courses in the year 2026
- Plan industry exposure to enhance apprentices' knowledge of modern technological techniques, implement formal programs to place trained trainees in employment, and organize job fairs to open pathways for employment opportunities
- Identify the specific training needs of instructors and plan to implement programs to improve teaching quality and upgrade training courses



Workshop to validate the policy framework and action plan for greening the TVET sector conducted on 17th June 2025 at the Ministry Auditorium-TVEC



Opening the QSR training unit related to the QSR course to the students and commencing the course as per the Memorandum of Understanding (MoU) signed with Gamma Pizza Kraft Lanka (Pvt) Ltd-DTET



The main national event of the Shrama Meheyuma under “Clean Sri Lanka” national program was held at the Gampaha Technical College premises under the distinguished patronage of the Hon. Prime Minister and Minister of Education, Higher Education and Vocational Education, Dr. Harini Amarasuriya.-DTET



Dayaratne Apparel Company donated workshop facilities and training equipment, including high-speed and computerized machines, for the Industrial Sewing Machine Mechanic course at the Dehiattakandiya Technical College-DTET



Signing of a Memorandum of Understanding with Hemas Private Company-DTET



Sign the agreement with Ani Art Academy Lanka Foundation-VTASL



Sign the agreement with S Lon Lanka (Pvt) Ltd - VTASL



Providing laptops to selected centers for the KOICA project, providing Content Development training to 06 program officers and evaluating 04 program officers -VTASL

06. National Apprentice and Industrial Training Authority (NAITA)

6.1. Introduction

This institution was inaugurated as the National Apprentice Board under the National Apprenticeship Act No. 49 of 1971, was established as the National Apprentice and Industrial Training Authority (No. 971, Sri Jayawardenepura Mawatha, Welikada, Rajagiriya under the Tertiary and Vocational Education Act No. 20 of 1990 in order to further widen its role and responsibility. Providing job-oriented vocational skills to young people between the ages of 16-35, especially under industry-based apprenticeship training, providing On-the-Job training for apprentices from other professional institutions, providing special industrial training for university students, developing National Skill Standards and Curricula and Accreditation are the primary functions of the Authority. Furthermore, the National Apprenticeship and Industrial Training Authority implements the provision of professional training under the dual training system (Centre-Based and Industrial Based Training) through regional training centres established throughout the island including 04 National Training Institutes.

Vision

To become the most efficient training providing organization effectively contributing to achieve prosperity in Sri Lanka through Human Resource Development

Mission

Providing vocational and Technical Training for the youth, to acquire employable skills through well formulated skills training Programmes with the highest professional standards to meet the skilled manpower requirements in the industry

6.2. Functions

- Planning, organizing and conducting vocational training
- Determination of norms related to vocational training
- Conducting examinations and issuing certificates and other awards related to vocational training
- Conducting National Trade Tests
- Conducting research and development work on vocational training
- Conducting competitions to improve and promote various talents
- Development of training capabilities of vocational training institutes and other institutions
- Providing advice to the Tertiary and Vocational Education Commission on vocational training
- Maintaining relations with institutions located in Sri Lanka and abroad with similar objectives and arranging and accreditation and validation of certificates, diplomas and degrees in related subjects and courses on par

6.3. Achievements of the year 2025

- Our institute has organized a Care Giver (NVQ level) course for the first time in collaboration with the Government National Hospitals. Here, theoretical and practical training is provided to the trainees studying the course by the relevant staff within the premises of the government national hospital. The first program of this was jointly initiated by the Galle District Office and the National Hospital - Galle (NHG).

- The Japanese Ambassador to Sri Lanka, Hon. Akio Isomata, participated in an monitoring visit of the Automobile Engineering Training Institute (AETI - Japan Tec) in Orugodawatta. This monitoring visit was organized with the aim of gaining an understanding of the current status of the Automobile Engineering Training Institute in order to contribute to the proposed programs to be implemented in the future in collaboration with the Japanese Government.
- An agreement was signed with the Japan International Cooperation Agency (JICA) and TOYOTA LANKA for the development and modernization of training courses with the Automobile Engineering Training Institute affiliated to our institution. Accordingly, JICA is supporting the updating of the currently running courses according to the modern world and modern technology, and providing the necessary curriculum development and other infrastructure facilities for that, and TOYOTA LANKA has been selected as the resource contribution and other facilitator for that.
- As part of a collaborative initiative between NAITA and the Sri Lanka Air Force to enhance the professional skills of Air Force officers, a specialized apprenticeship training program has been launched.
- This program has been implemented by the NAITA Training Division in collaboration with the Colombo District Office and in its initial phase, apprentices have been selected to receive practical training in the fields of beautician and cake decorating.
- Awarding NVQ certificates to 263 applicants who successfully completed the tests for the professions of Photographer, Telecommunications Technician, Blood Sampling Officer, and Firefighter, who were assessed under the RPL assessment system and passed the tests.
- The newly developed National Competency Standard for Machine Operator (Milk Processing), developed in collaboration with Fonterra Brands Lanka and other dairy industry experts, was officially handed over to the Deputy Minister of Vocational Education, Hon. Nalin Hewage, at the Tertiary and Vocational Education Commission (TVEC) Head Office.
- With the aim of promoting the quality development of preschool teachers in the Uva Province, the awarding of NVQ-4 certificates in preschool education to 142 preschool teachers took place on 2025.08.02 at the Uva Provincial Council Auditorium
- The Ratnapura District Office recently organized a series of basic theoretical lectures for those who are new to the professions of construction technician, carpenter, and automobile mechanic, as well as those who are currently working in those fields. Participating in this event were over 150 craftsmen from related professions
- The Skill Force Hambantota District Exhibition organized by the Ministry of Education, Higher Education and Vocational Education in collaboration with Derana Media Network was held at the Tangalle Ocean University throughout the day. For this exhibition, officials from the Hambantota District Office of our Authority, along with the Technical University, Credit Information Bureau, Beliatta Technical College, Vocational Training Authority Tangalle and Hambantota offices, were involved.
- A program organized in conjunction with the Kurunegala Foreign Employment Bureau was successfully implemented with the Kurunegala District Office to direct school students to secure skilled foreign employment after school education.
- The drug prevention program conducted for the youth community who will be a gift to the world as skilled craftsmen in the future was successfully completed by the organization of the Gampaha District Office officers with the participation of an Assistant Drug Education and Information Officer of the National Dangerous Drugs Control Board.

- A five-day training program on Development and Digitalization for the Learning Resource Development Division of NAITA, held at the Jetwing Hotel premises in Galle, was successfully organized, funded and concluded by the GIZ project under the theme “Together, we continue to empower skills, embrace digitalization and build a future-ready workforce for Sri Lanka!” In line with the Clean Sri Lanka program, an awareness program for the Authority’s staff entitled “A Public Service Free from Bribery and Corruption” was recently held at the Authority’s based on a concept by the Authority’s Chairman.

6.4. Student Intake

No.	Fields of Training	2024		2025	
		Targets	Enrolments	Targets	Enrolments up to 30.09.2025
01.	Agriculture and Animal Husbandry	769	436	1,922	345
02.	Art & Media (Visual & Performance Arts)	53	44	71	28
03.	Repair & Maintenance of Motor Vehicles	5,917	5,237	9,597	3,841
04.	Buildings & Constructions	1,843	586	1,756	315
05.	Electrical, Electronics & Telecommunication	1,813	1087	2,192	783
06.	Finance & Bank Management	307	124	162	94
07.	Fisheries & Aquatic Resources	57	10	35	22
08.	Food Technology	17	181	408	365
09.	Gems & Jewellery	78	92	189	39
10.	Hotels & Tourism	2,409	2,801	4,785	1,857
11.	Information Communication & Multimedia Technology	3,470	1,629	2,772	1,217
12.	Languages	2,190	455	535	225
13.	Leather & Shoes	165	72	288	112
14.	Marine & Navel	90	10	70	7
15.	Medical & Health Science	1,842	1,708	1,522	1,126
16.	Metals & Light Engineering	1,358	735	2,519	556
17.	Office Management	1,032	809	1,754	650
18.	Other	2,683	4,195	4,771	3,460
19.	Personal & Community Development	150	142	2,657	82
20.	Printing & Packaging	535	343	642	258
21.	Refrigeration & Air Conditioning	380	440	1,106	366
22.	Rubber & Plastic	112	12	10	8
23.	Textile & Apparels	2,381	2,915	2,872	2,685
24.	Wood Related	514	163	492	162
25.	Mechatronics Technology Sector	-	13	18	-
Total		30,165	24,239	43,145	18,603

* Recruitments under On-the-Job Training (As at 30.09.2025) - 5,632

* Recruitments under Special Industrial Training (As at 30.09.2025) - 12,053

* NVQ - Pre-Learning (As at 30.09.2025) - 6,076

6.5. Targets of the year 2026

- Enrolment of 40,000 apprentices under Industry-Based Apprenticeship Training
- Enrolment of 2,600 Apprentices under Centre Based Training
- Enrolment of 3,170 apprentices in National Institutions
- Enrolment of 10,000 apprentices under On-the-Job Training
- Enrolment of 14,000 apprentices under Special Industrial Training
- Conducting 8,200 assessments under NVQ - Prior-Learning Post-Assessment System
- Conducting 1000 evaluations under the National Trade Test System
- For the 2026 National Competency Standards and Curriculum Development, it was proposed to work in several selected areas including Climate Smart Agriculture Technician, VFX Manger, Air Coordinating and Surveillance System Operator, Analog Forestry (Curriculum), Arment Technician/Weapon Technician/ Arms Shop keeper, Automation and Sustainability, Aviation, Travel and Tourism Consultant, Data Science, Design and Development Technologist (Automobile), Electrical System Efficiency Technician, Energy Management Technology, Food Quality Assurance Manager, GIS Analyst/ Consultant, Thermal Energy Efficiency Technician, Procurement and Supply Management

07. Ceylon German Technical Training Institute (CGTTI)

7.1. Introduction

The Ceylon German Technical Training Institute (CGTTI) is the foremost institute in Sri Lanka for the training of skilled technicians in the field of Automobile Engineering and allied trades. The institute was originally established in 1959 at the premises of the central workshop of the Sri Lanka Transport Board at Werahera. This was a result of an agreement entered into between the government of the Federal Republic of Germany and Sri Lanka in 1958 to supply trained Technicians in the maintenance of the bus fleet, which belonged to the Sri Lanka Transport Board. The Institute was shifted to Moratuwa in 1974 and re-named as the Ceylon-German Technical Training Institute. It was originally set up and managed by a German Director and his German staff until February, 1976. Then its management was handed over to Sri Lanka, under a Director /Principal and local Staff. At present, The CGTTI comes under the purview of the Vocational Education Division of the Ministry of Education, Higher Education and Vocational Education.

Vision

To become the best Automotive training Institute in South Asia

Mission

Systematically develop the technology related to Automotive and other technical trades and to provide training to students to be appropriately equipped to perform at the highest level of acceptance and there by maintain the standard as the centre of excellence for training in the automotive sector of Sri Lanka

7.2. Objectives and Functions

- To formulate and conduct vocational training courses and programmes in the field of automobile industry and other technical and vocational training industries as may be prescribed, directly by the Institute or through other public or private sector agencies
- To co-ordinate and facilitate the training of trainers and instructors of the Institute, through public and private sector participation
- To carry out research on vocational training in the field of automobile industry and prescribed technical industries
- To provide career guidance and counseling services to persons who have completed vocational training in the Institute
- To assist the relevant authorities to provide employment opportunities in Sri Lanka and abroad, to passed out trainees and enter into agreements with local and foreign organizations in this regard
- To liaise and co-ordinate with institutions both in Sri Lanka and abroad, having objects similar to those of the Institute and implement student and staff exchange programs by entering into agreements with such institutions
- To continue the provision of practical training to the trainees at the vehicle repair center and at the vehicle service center and workshops of the Institute

- To establish regional centers of the Institute for the purpose of conducting technical and vocational training and education in the prescribed fields
- To monitor the technological advancements in the relevant industries and develop, modernize and update the facilities of the Institute accordingly
- To conduct seminars, workshops and conferences with the assistance of national and international organizations engaged in automobile and prescribed technical industries
- To publish magazines and periodicals on automobile and prescribed technical industries and vocational and technical training on such industries
- To do all such other acts or things as may be expedient for the accomplishment of the objects of the institute

7.3. Achievement in the year 2025

- Upgrading 07 full-time courses from NVQ 4 to NVQ 5.
- Developing and validating the curriculum of Auto Electrical and Automobile Body Work Refinish Technology courses.
- Obtaining the ISO 9001:2015 Quality Management System Certificate officially awarded by the Sri Lanka Standards Institute (SLSI) on 3rd June 2025.
- Providing free equipment and supplies worth over Rs. 8 lakhs from WURTH LANKA to the established assessment center.
- The recruitment of new students for the year 2024 was carried out on 23rd January 2025, while the recruitment of students for the year 2025 is scheduled to be carried out in December 2025 and arrangements are being made for that.
- Commencement of full-time and part-time Automotive Techno-Commercial Sales Assistant course at Borella Regional Center.
- SKILL EXPO 2025 program was held at the Kilinochchi branch in conjunction with Youth Day 2025.
- On 13.07.2025, new tools worth nearly Rs.4 lakh were received as donations to the Auto electrical section.
- Enrollment of 370 new students for full-time courses (NVQ 04 and 05) for the Kilinochchi branch.
- Conducting awareness programs for the automotive students by the BYD professionals about BYD technology, a newly introduced electric vehicle model to Sri Lanka.
- Receiving donations of hybrid battery testing and charging equipment worth over Rs.5 lakh manufactured by DENVO E SOLUTION.
- Establish a modern automotive technology department to teach modern automotive technology.
- Commencement of the Diesel Engine Technician course as a new part-time course at the Anamaduwa Regional Center.
- Establishing a dedicated assessment center for the assessment of the institute's automotive related apprentices

7.4. Student Intake

- CGTTI Moratuwa & Regional Centers

No.	Trade	2024		2025	
		Target	Intake	Target	Intake up to 30.09.2025
01.	Automobile Repair & Maintenance	2,635	3,896	2,737	3,626
02.	Building and Construction	120	86	120	89
03.	Electrical, Electronics and Telecommunication	330	457	355	402
04.	Mechatronics Technology	315	361	330	301
05.	Metal and Light Engineering	2,700	3,118	2,740	2,759
06.	Refrigeration and Air Conditioning	220	438	220	377
07.	Other	110	92	160	12
08.	Farm machinery equipment maintenance	-	-	28	26
Total		6,430	8,448	6,690	7,592

- SLGTI Kilinochchi

No.	Trade	2024		2025	
		Target	Intake	Target	Intake up to 2025.09.30
01.	Automobile Mechanic Level-04	24	167	24	107
02.	Automotive Technology Level-05	24	41	24	48
03.	Construction Technology Level-05	24	15	24	12
04.	Electrician Level-04	24	22	24	22
05.	Mechatronics Technology Level-05	24	35	24	12
06.	Baker & Laboratory Assistant Level-04	24	16	24	8
07.	Food Technology Level-05	24	18	24	24
08.	ICT Level-05	24	62	24	48
09.	Computer Hardware and Network Technician & ICT	24	35	24	49
10.	Machinist Level-04	24	15	24	9
11.	Draft Person+Quantity SurveyingLevel-04	24	8	24	17
12.	Welder Level - 04	24	10	24	16
13.	Production Technology	24	10	24	07
14.	Renewable Energy	-	19	25	-
15.	Construction Site Supervisor+Surveying Field Assistant	24	-	24	-
16.	Agriculture Machinery and Equipment Technician	12	-	24	-
Total		348	473	385	379

7.5. Targets of the year 2026

- Increasing the number of full-time apprentices at the Anamaduwa Regional Center to 200 and increasing the number of permanent instructors for full-time courses
- Commencing Renewable Energy Training with AI, HUB under the 2026 budget allocation
- Increasing the number of students enrolled in the Renewable Energy course
- Filling the vacancies of academic and non-academic staff in the institution.
- Updating the curriculum of 06 full-time courses
- Develop the infrastructure facilities of the institute and regional centers according to a Master Plan
- Provide staff training and modern training equipment to enhance the quality of training to suit local and foreign industries
- Taking steps to provide further education to academic staff

08. University of Vocational Technology (UNIVOTEC) and University Colleges

8.1. University of Vocational Technology

8.1.1. Introduction

The University of Vocational Technology was established under the Parliamentary Act Number 31 of 2008, located in Kandawala, Ratmalana. The main objective of the university is to provide higher education opportunities for students those who have obtained NVQ Level 5,6 or relevant equivalent qualifications. Apart from that, students who have obtained G.C.E Advanced Level qualification in Technology stream are enrolled to the university to facilitate the higher education opportunity.

The University maintains the vision of having a close relationship with the industries, taking into consideration the fluctuation of the labour market behavior and continuous updating of national and international industry links in the process of developing its course curricula on research and other studies.

Vision

To be the most sought after vocational and technological university in the South Asian region

Mission

To impart globally recognized higher education to individuals possessing Technical, Vocational Education and Training qualifications via state-of-the-art technology, teaching & learning, research & innovation, industry linkages & lifelong education opportunities while collaborating with international agencies towards sustainable socio-economic development of the country

8.1.2. Functions

- Assist in the progressive development of students in technical and vocational education and training system, based on their aptitudes and abilities to acquire University Education
- Provide pedagogical training for those undergoing training while serving in the technical and vocational education sector and industry
- Assist in the development of course curricula for technical and vocational education and training
- Provide courses of study for those with National Vocational Qualification to upgrade their competency and acquire academic qualifications
- Provide extension courses on continuing professional development
- Provide courses of study for middle level technical personnel having qualifications acceptable for admission to the University
- Provide extension services to the public including institutions, in the construction, manufacturing and service sector

8.1.3. Achievement of year 2024

- Enrollment of Students for degree programmes

No.	Degree Programme	2024		2025	
		Target	Intake	Target	Intake as at 30.09.2025 **
01.	Bachelor of Technology in Manufacturing Technology	100	77	100	88
02.	Bachelor of Technology in Building Services Technology	150	103	150	115
03.	Bachelor of Technology in Mechatronics Technology	150	117	150	120
04.	Bachelor of Technology in Construction Technology & Resource Management	150	117	150	114
05.	Bachelor of Technology in Food Process Technology	100	95	100	97
06.	Bachelor of Technology in Quantity Surveying	120	106	120	86
07.	Bachelor of Technology in Industrial Management Technology	100	76	100	73
08.	Bachelor of Technology in Film and Television Production Technology	40	33	40	40
09.	Bachelor of Technology in Media Art Production Technology	40	49	40	40
10.	Bachelor of Hotel Management	40	28	40	26
11.	Bachelor of Technology in Network Technology	80	63	NA	NA
12.	Bachelor of Technology in Multimedia & Web Technology	80	74	NA	NA
13.	Bachelor of Technology in Software Technology	80	86	NA	NA
14.	Bachelor of Education in Technology	NA	NA	NA	NA
15.	Bachelor of Education in English Language Teaching	100	81	100	72
16.	Bachelor of Technology in Software and Intelligent Systems	NA	NA	80	79
17.	Bachelor of Technology in Computer Networks Cloud Security	NA	NA	80	77
18.	Bachelor of Technology in Web and Creative Media	NA	NA	80	73
Total		1,330	1,105	1,255	1,100

** Enrollment of students for 2024/2024 Batch was done in 2025

• **Enrollment of Students for Certificate Courses**

No.	Training Programme	2023		2024	
		Target	Intake	Target	Intake as at 30.09.2025
01.	Training of Assessors (ToA)	250	229	200	143
02.	Training of Trainers (ToT)	200	148	100	50
03.	Assessor Refresher Programme	150	115	250	230

8.1.4. Other Achievements

- The Open Day 2025 of the University was successfully conducted on 1st February 2025 at the university premises which was done parallel with the student enrollment of the new Batch.
- The Derana Skills Force 2025 exhibition and the Awareness Programme was successfully conducted at the university premises on 21st August 2025 with the participation of the Hon. Deputy Minister of Vocational Education, Nalin Hewage, as the Chief Guest.
- The Food Ex 2025 and the Awarding Ceremony was held for the 5th consecutive time on 15th & 16th July 2025 in parallel with World Youth Skills Day (WYSD) and featured over 75+ innovative student products and processes.
- The Student Research Session 2025 was successfully held on 11th September 2025 which was organized by the Faculty of Education. It was a remarkable platform where our talented student researchers showcased their creativity, innovation, and dedication towards building a brighter future.
- The “Brain to Business” Entrepreneurship Development Programme, organized by the Department of Industrial Management in collaboration with the National Enterprise Development Authority (NEDA), was held 24th July at the University of Vocational Technology. This programme was a three-day workshop aimed at nurturing potential entrepreneurs among the undergraduates of the University of Vocational Technology.
- The university participated for the 22nd ProFood ProPack & AgBiz 2025 Exhibition, which was held at the Sirimavo Bandaranaike Memorial Exhibition Centre, Colombo from the 22nd to 24th of August 2025.

8.1.5. Targets of the year 2026

#	Type of the Programme	Target Enrollment for 2026
01.	Undergraduate Degree programmes	
	Existing Programmes	1255
	Introducing new degree programme in the field of Cosmetology by Faculty of Industrial Technology	40
02.	Postgraduate programmes	
	Master of Education Management	30
	Master of Technology by Faculty of Engineering Technology	30
03.	Diploma & certificate courses	
	Diploma Programmes	60
	ToT & ToA programmes	375

8.2. University Colleges

8.2.1. Introduction

University Colleges were established and operated under the University College Ordinance No. 1 of 2014, and attached to the University of Vocational Technology, Sri Lanka. The primary objective of the University Colleges is to provide skillful students for the workforce under 14 different NVQ streams while offering NVQ 6 certificates.

There are 6 University Colleges which are located in Anuradhapura, Batangala, Jaffna, Kuliyaipitiya, Matara & Ratmalana.

Vision

To be the pioneer University College of providing vocational education by fulfilling industrial requirements to achieve professional excellence

Mission

To provide integrative and competency-oriented vocational education, to be internationally recognized for relevant and innovative research, and to engage actively with respective industry and the community

8.2.2. Institutional Activities

- Assist in the progressive development of students in technical and vocational education and training systems.
- Provide accomplished training for students with the collaboration of industries.
- Provide courses of study to accrue National Vocational Qualification pathway to upgrade their competency and acquire academic qualifications.
- Provide extension courses on request to disseminate the skill and knowledge among the community.

8.2.3. Achievement in the year 2025

- **Enrollment of Students for Diploma Programmes**
Student Intake Target & Actual for the year 2024

No.	Sector	Anuradhapura		Batangala		Jaffna		Kuliyaipitiya		Matara		Ratmalana	
		Target	Intake	Target	Intake	Target	Intake	Target	Intake	Target	Intake	Target	Intake
01.	Fisheries & Aquaculture	30	30	-	-	-	-	-	-	-	-	-	-
02.	Building & Construction	30	17	60	48	60	45	160	104	35	24	-	-
03.	Electrical, Electronic & Telecommunication	60	58	-	-	-	-	-	-	-	-	60	60
04.	Hotel & Tourism Management	60	51	60	69	30	33	40	30	35	31	30	33
05.	Personal & Community Development	-	-	-	-	30	29	-	-	-	-	-	-
06.	Agriculture Plantation & livestock	30	27	30	08	30	06	40	16	-	-	-	-
07.	Food Technology	-	-	-	-	30	30	-	-	35	37	40	40
08.	Mechatronics Technology	-	-	-	-	30	28	-	-	-	-	-	-

No.	Sector	Anuradhapura		Batangala		Jaffna		Kuliyapitiya		Matara		Ratmalana	
		Target	Intake	Target	Intake	Target	Intake	Target	Intake	Target	Intake	Target	Intake
09.	Refrigeration & Air Conditioning	-	-	-	-	-	-	30	20	35	24	-	-
10.	Automobile Repair & Maintenance	-	-	-	-	-	-	40	48	35	34	-	-
11.	Art Design & Media (Visual & Performing)	-	-	-	-	-	-	-	-	-	-	60	58
12.	Information Communication & Multimedia	-	-	-	-	30	33	-	-	-	-	-	-
13.	Textile & Garments	-	-	-	-	-	-	-	-	-	-	30	30
14.	Other	30	23	30	31	30	11	30	20	140	109	100	101
Total		240	206	180	156	270	215	340	238	315	259	320	322

Student Intake Target & Actual for the year 2025

No.	Sector	Anuradhapura		Batangala		Jaffna		Kuliyapitiya		Matara		Ratmalana	
		Target	Intake	Target	Intake	Target	Intake	Target	Intake	Target	Intake	Target	Intake
01.	Fisheries & Aquaculture	30	27	-	-	-	-	-	-	-	-	-	-
02.	Building & Construction	30	18	60	42	60	31	160	104	35	12	-	-
03.	Electrical, Electronic & Telecommunication	60	43	-	-	-	-	-	-	-	-	60	47
04.	Hotel & tourism Management	60	29	60	64	30	29	40	26	35	31	30	10
05.	Personal & Community Development	-	-	-	-	30	17	-	-	-	-	-	-
06.	Agriculture Plantation & livestock	30	15	30	10	30	05	40	05	-	-	-	-
07.	Food Technology	-	-	-	-	30	32	-	-	35	28	40	33
08.	Mechatronics Technology	-	-	-	-	30	34	-	-	-	-	-	-
09.	Refrigeration & Air Conditioning	-	-	-	-	-	-	30	17	35	06	-	-
10.	Automobile Repair & Maintenance	-	-	-	-	-	-	40	38	35	32	-	-
11.	Art Design & Media (Visual & Performing)	-	-	-	-	-	-	-	-	-	-	60	40
12.	Information Communication & Multimedia	-	-	-	-	30	35	-	-	-	-	-	-
13.	Textile & Garments	-	-	-	-	-	-	-	-	-	-	30	29
14.	Other	30	19	30	21	30	06	30	17	140	78	100	52
Total		240	151	180	137	270	189	340	207	315	187	320	211

8.2.4. Other Achievements

- Students of University Colleges engaged in several local and regional exhibitions such as Derana Skills Force 2025, expanding their exposure and community awareness.
- Annual and signature events of University Colleges students to enhance practical knowledge and skills.
 - Batangala: flagship events such as ‘Wiramayak 2025’ musical, ‘Orator’s Battle 2025’ annual speech competition, and many other initiatives.
 - Kuliyaipitiya: “The Glamour”, to showcase talents of Cosmetology students.
 - Jaffna: participated in YGC innovation festival 2025 on 29th & 30th August 2025, INNOBRAIN 2025 IOT competition conducted by BCAS, Jaffna and exhibition conducted by the Institute of Post-Harvest Technology, Anuradhapura.
- National-Level Competitions & Achievements of University Colleges students
 - Batangala: Students of Hospitality Management (2022 batch) participated in the ‘Dainties 2025’ Bartending Competition, organized by the Department of Tourism Management, Uva Wellassa University, and won 1st and 2nd Runner-up in the vocational category.
 - Anuradhapura: Students participated in Sri Lanka’s premier Food and Hospitality Show, organized by the Chefs Guild of Sri Lanka. Student RDJH Samarajeewa won a Bronze Medal in the Sunquick Mocktail Competition
 - Kuliyaipitiya: was selected to Career One Best Trainee Contest - won Excellence Trainee Awards.
 - Jaffna: Hospitality Management students got places at the Sri Lanka MICE tourism Conclave 2025 for their submitted proposals and UCJ involved as the knowledge partner in this remarkable event from the Northern Province.
- Implemented Clean Sri Lanka initiatives following its national launch on 4th July 2025.
 - Matara: building color-washing project enhance the attractiveness of its premises
 - Batangala: launched a tree planting and landscaping program and established a model Butterfly Garden within its premises.
 - Anuradhapura: a program including front yard color washing, furniture repairs, and tree planting.
 - Jaffna: painted the front wall and extended the students cycle park with the assistance of Navy officials.
- Staff training to enhance administrative and academic staff skills and capacities.
 - Rathmalana: conducted two programs on General Administration and Procurement Procedures.
 - Batangala: organized multiple training programs for academic & administrative staff; including a specialized Teacher Training.
 - Jaffna: conducted several Capacity Development programme for staff and Career Guidance events for students
- CSR and Community Awareness Programs conducted by the University Colleges.
 - Matara: Cleaning Programme at Adam’s Peak (27-28 March 2025) led by the Student Association
 - Anuradhapura, Batangala, Matara, Rathmalana & Kuliyaipitiya: Community awareness programs
 - Jaffna: organized several Vocational & Career awareness programmes for A/L students of Northern Province with the help of District Secretariat.

8.2.5. Targets for the year 2026

- To develop new NVQ Level 07 degree programs & other suitable self-financing programs in collaboration with the University of Vocational Technology in 2025
- To initiate new NVQ level 5 & 6 programs at the University colleges
 - University College of Ratmalana is planning to introduce the NVQ Level 5 National Diploma in Career Guidance.
 - University College of Batangala is planning to launch two NVQ Level 6 Higher National Diploma programs in Agricultural Production Technology and ICT
- To recruit the maximum approved number of students for each program and implement control measures to minimize dropout
- Develop and enhance networks with schools and the communities to conduct awareness and career counseling programs, aiming to maximize the promotion of University Colleges within the region
- To establish state-of-the-art technology & facilities of the Laboratories to enhance the quality of the study programs and to increase the number of researches conducted
 - The University College of Ratmalana has planned the development of a Cosmetology Laboratory, a Fashion Design Technology Studio, and the College Cafeteria
- To recruit the approved number of cadre and implement control measures for reduce staff turnover & plan to implement staff development programs
- Increase the visibility of the University College among school leavers through awareness programs and promotional activities.



Japanese Ambassador to Sri Lanka Akio Isomata participated in an observation tour of the Orugodawatte Automobile Engineering Training Institute-NAITA



Inaugural ceremony of conducting specialized apprenticeship training programs to enhance the professional skills of Air Force officers-NAITA



Five-day training program on development and digitalization for NAITA's Learning Resource Development Division -NAITA



Awarding NVQ certificates with the aim of promoting the quality development of pre-school teachers in the Uva Province-NAITA





Obtaining the ISO 9001:2015 Quality Management System Certificate-CGTTI



Conducting awareness programs for the automotive students by the BYD professionals about BYD technology-CGTTI



SKILL EXPO 2025 program was held at the Kilinochchi branch-CGTTI



Inauguration Ceremony 2025 was held on 12th & 17th July 2025-UNIVOTEC



Open Day 2025 was held on 1st of February 2025-UNIVOTEC



Food Ex 2025 was held on 15th & 16th July 2025-UNIVOTEC



Derana Skills Force 2025 was successfully held at the university premises on 21st August 2025-UNIVOTEC



The Student Research Session 2025 was successfully held on 11th September 2025-UNIVOTEC

09. The Ocean University of Sri Lanka (OCUSL)

9.1. Introduction

The Ocean University of Sri Lanka was established by the Act, No. 31 of 2014, and fulfills the national responsibility of providing a Higher Educational knowledge recognized locally as well as internationally by improving scientific, technological and managerial skills of the persons those who engage in Fisheries, Marine, Scientific, Maritime Technology and allied sectors for the purpose of developing Human Resource requirements of the Fisheries Marine, and Maritime fields.

Vision

To Provide innovative solutions for Marine, Maritime and Fisheries Sectors

Mission

To be the center of excellence in Marine and Fisheries Education in the region

9.2. Objectives

The objectives of establishing the University are cited in Part II of the Ocean University of Sri Lanka Act, No. 31 of 2014 as follows.

- To provide university education in the fields of Fisheries, Ocean Sciences, Maritime Technology and allied fields
- To offer vocational and technical courses of study relating to fisheries and allied fields in order to cater to the manpower needs in any areas
- To disseminate knowledge relating to fisheries, marine and maritime sectors among persons who are engaged in fisheries and allied fields
- To provide for extension courses for continuous professional development in the fields of Fisheries, Ocean Sciences, Maritime Technology and allied fields
- To provide vocational and technical courses for personnel in the fields of fisheries and allied fields for admission to the University
- To provide for the progressive development of students in the fields of engineering, scientific, technical and vocational education and training systems, based on their aptitude and ability to acquire a university education in the fields of Fisheries, Ocean Sciences, Maritime Technology and allied fields
- To provide courses of study for those who possess National Vocational Qualifications and assist them to upgrade their competency and acquire academic qualifications in the fields of fisheries, ocean sciences, maritime technology and allied fields

9.3. Achievements in the Year 2025

9.3.1. International Relations and Memoranda of Understanding (MoUs)

- In March of this year, Sun Yat-sen University of China, having initiated collaboration with the Ocean University of Sri Lanka for academic and research activities, visited the university and provided an instrument for the automatic collection of climatic data as assistance, to be used for student training activities.

- On 15th August 2025, professors from leading universities in the United Kingdom, namely the University of St. Andrews and the University of Plymouth, visited the main premises of the Ocean University of Sri Lanka. They engaged in a review of the progress of the PhD programme supervised by Dr M.F.M. Fairoz, with the objective of enhancing academic collaboration and considering future international cooperation in the field of marine science research at the university.
- Under the capacity development component of the Memorandum of Understanding between the National Korea Maritime & Ocean University and the Ocean University of Sri Lanka, work has commenced on the formulation of the curriculum for the Master's Degree Programme in Marine Biotechnology (M.Sc. in Marine Biotechnology) through collaboration between the two universities. During the year, it has also been planned to provide technical equipment sets for the biotechnology laboratory with Korean assistance.

9.3.2. Higher Education Sector

- Arrangements have been made to hold the 6th Convocation of the Ocean University of Sri Lanka on 23rd December 2025 at the Bandaranaike Memorial International Conference Hall.
- On 7th February 2025, the third (2025/26) student intake was admitted for the external degree programmes in Supply Chain Management and in Aquaculture and Seafood Technology conducted by the Distance Learning Centre.
- The 6th Research Symposium of the Ocean University of Sri Lanka, organized as its first international symposium, was held on 26th January 2025 at the university premises.
- A research study on coral growth in the artificial water break constructed at the Hambantota International Port was conducted with the participation of a group of specialized undergraduate students under the supervision of Senior Lecturer in the Faculty of Fisheries & Ocean Sciences, marine scientist Dr. M.F.M. Fairoz. For the first time, formal research findings on coral growth in this artificial water break, situated in a high-security zone, have been made public. It has also been planned to publish a scientific volume containing detailed information on live coral diversity, as well as other biodiversity within the water break.
- Preliminary arrangements were made for the admission of the first student intake to the degree programmes in Maritime Affairs and Marine Biotechnology.
- During the year, the meeting of maritime sector professionals organized by the academic staff and students of the Marine Engineering Department of the university, titled 'Cadet Outreach Conference 2025' was held on 4th July at the university auditorium. The objective of the forum was to secure support from professional institutions to open pathways to the industry for Marine Engineering students.
- The 'G17 2030 Forum' was held on 13th June 2025 with the participation of students, academic staff, and professionals. The forum aimed to advance sustainable development through active youth engagement, focusing on key themes including climate action, marine life conservation, and sustainable development.
- In collaboration with the United Nations University Institute on Comparative Regional Integration Studies, the Ocean University of Sri Lanka conducted an online certificate programme from 1st to 25th February 2025 on 'Exploring the Potential of Nature-Based Solutions and Eco-DRR for Coastal Landscapes.' During the programme, local and international expert lecturers delivered sessions to approximately 150 university students and professionals.
- Focusing on the Marine and Maritime sectors, the Career Guidance Unit of the Ocean University of Sri Lanka organized 'Job Fair 2025' on 29th May 2025. The programme, aimed at raising awareness about employment opportunities, was attended by approximately 300 students.

- The Indian Ocean Rim Association (IORA), established the Centre of Excellence in Ocean Science and Environment under the Ocean University of Sri Lanka to provide knowledge and training on the marine environment. The first online conference, titled ‘Marine Environmental Challenges Unique to the Indian Ocean,’ was held on 27th August 2025.
- Under the foreign student exchange and academic knowledge programme of the Ocean University of Sri Lanka, students from the Department of Coastal and Marine Resource Management were sent to Korea Maritime & Ocean University to enhance their academic knowledge.

9.3.3. Vocational Technology Division

- An Industry Specific Advisory Board (Industry and University Participatory Committee) was established to promote the Fisheries and Marine sections of the Vocational Technology Division. The Board aims to develop curriculum, quality training, build strong industry relationships, implement curricula, improve student employability, foster collaboration, maximize resource utilization and enhance accreditation opportunities for a cohesive vision for the fisheries and maritime sectors. Accordingly, the first Advisory Board meeting was held on 18.09.2025.
- Organizing the 4th Diploma Awarding for students who have completed Diploma programmes at the regional centres of the Vocational Technology Division of the Ocean University of Sri Lanka and achieved National Vocational Qualification Level 5.
- 227 National Vocational Qualification Certificates (NVQ) have been issued for courses conducted by Regional Centres, and 417 Non-National Vocational Qualification Certificates (Non NVQ) have been issued.
- The bursary scheme for students of the Vocational Technology Division was implemented in 2025 as well, in coordination with the ‘Nipunatha Sisu Diriya’ scholarship programme operated by the Line Ministry.
- A Memorandum of Understanding was signed between the Vocational Technology Division of the University and the Sri Lanka Navy for a period of six months to provide vocational and practical knowledge, as well as other related activities, to trainees of the Floating Vessels Mechanic course.
- The Vocational Technology Division approved to implement two new programmes at its regional centres: Environment Conservation Assistant (NVQ Level 3) and Logistics Operations/Storekeeping (NVQ Levels 3 & 4).
- Conducting of the ‘Skills Force-2025’ exhibition under the initiative of the Tangalle Regional Centre on 4th September 2025.
- At the Tangalle Regional Centre, a collaboration promotion meeting was held on 22nd August 2025 with the Chinese company involved in the Hambantota International Port project. During the discussion, an agreement was reached to provide employment opportunities at the port project for a selected number of graduates from the University’s Higher Education Division and diploma students from the Vocational Technology Division, offer internship training, and contribute resources to academic programmes.
- Carrying out the preliminary arrangements for the Memorandum of Understanding to provide vocational training programmes to students of the National Youth Corps through the Ocean University of Sri Lanka.

9.4. Student Intake

- Higher Education Section – Internal and External Degree Programme

No.	Sector	2024		2025	
	Degree Programme	Target	Intake	Target	Intake as at 30.09.2025**
01.	B.Sc. in Marine Engineering	55	51	50	55 (Expected)
02.	B.Sc. in Maritime Transportation Management & Logistics	55	54	55	55 (Expected)
03.	B.Sc. in Coastal and Marine Resources Management	55	50	50	55 (Expected)
04.	B.Sc. in Fisheries & Marine Science	55	58	60	60 (Expected)
05.	B.Sc. in Oceanography	30	35	35	35 (Expected)
06.	B.Sc. in Aquaculture and Seafood Technology	70	60	60	60 (Expected)
07.	B.Sc. in Biotechnology	-	-	30	30 (Expected)
08.	B.Sc. in Maritime Affairs	-	-	30	30 (Expected)
Sub Total		320	308	370	380
09.	Open and Distance Learning	200	102	200	125
08.	Postgraduate Degree	20	10	-	-
Total		540	420	570	505

** Internal student recruitment for undergraduate courses for the academic year 2024 was carried out on 27.02.2025

- Vocational Technology Division

No.	Sector	2024		2025	
	Programme	Target	Intake	Target	Intake as at 30.09.2025
01.	Diploma	718	429	622	425
02.	Certificate	1,306	812	1√570	820
03.	Standards of Training, Certification and Watchkeeping -STCW / Continuous Discharge Certificate/-CDC	90	82	80	85
04.	Mobile	416	613	355	311
05.	Recognition of prior learning (RPL)	-	53	1000	5
Total		2,530	1,989	3627	1,646

9.5. Targets in the year 2026

- Completion of the land acquisition process for the construction of a fully-equipped university premises
- Preparation of a work plan to carry out construction activities at the university premises under the proposed Korean project or any other suitable project
- Completion of the establishment of the Vocational Technology Division as a formal Division of the university
- Completion of the university's digitalization processes
- Completion of the process to provide industrial training to university students in collaboration with the National Apprentice and Industrial Training Authority (NAITA)
- Study on identifying the degree programme needs of students completing the Marine Engineering Diploma at the Institute of Technology, University of Moratuwa, and similar institutions, and exploring the possibility of introducing a relevant degree programme at the Ocean University
- Introduction of a Research Grant Scheme to provide financial assistance for a 2-year M.Phil. degree and one-year grants for new product designs
- Preparation and finalization of all necessary by-laws for the university's undergraduate programmes
- Organization of a university research symposium, including local and international research journals
- Establishment of an Incubation Centre to introduce new products to the industry and conduct entrepreneurship awareness programmes
- Completion of the stages for introducing a new Marine Tourism programme under the Vocational Technology Division
- Implementing a procedure to align the courses conducted by the Vocational Technology Division with the government's policy statement
- Development of the Panadura Regional Centre of the Vocational Technology Department as a centre for conducting short-term courses to be studied in accordance with the Continuous Discharge Certificate (CDC) and upgrading it to ISO certified standards
- Conducting the diploma awarding ceremony and the convocation during the year

10. National Institute of Business Management (NIBM)

10.1. Introduction

The National Institute of Business Management (NIBM) is the premier business school in Sri Lanka. This Institute keeps abreast of global trends and constantly upgrade their products to suit today's needs. Over the years have developed identity while proving to be a leader in management, training and education by paving the way for thousands of students to create a better future.

The NIBM has been functioning for 57 years having been established in 1968 under the purview of the Ministry of Industries and Scientific Affairs in collaboration with the United Nations Development Program as an agency for the implementation of the programs of the ILO. It was subsequently incorporated as the National Institute of Business Management by an Act of Parliament (The National Institute of Business Management Law No 23 of 1976). Certain amendments to this Act were brought in under Act No. 28 of 1991 and Act No. 02 of 2014.

NIBM functions as a statutory body under the Ministry of Education. NIBM is located at No.120/5 Wijerama Mawatha, Colombo 07, Kirulapone -NIC, Rajagiriya -SOB and other branches are located in Kurunegala, Kandy, Peradeniya, Galle & Matara. Our institution is a self-governing, internationally recognized institute which awards degrees recognized by the University Grants Commission. In the year 2009, NIBM was awarded the Honors Quality Award and has also obtained the ISO 9001:2015 certificate.

Vision

To become an organization dedicated to produce thinkers capable of transforming their own lives and lives of others

Mission

Creating a learning environment for fostering innovation through experiential learning to produce highly influential lifelong learners

10.2. Functions

- Development of Managers and Supervisory staff of industrial and commercial undertakings both in the public and private sectors
- Training and educating professionals for creative participation in management
- Provision of specialist services in management, establishing performance standards and improving productivity
- Performing other activities for optimizing the human contribution for performance development
- Undertaking research and gathering data on aspects of management and relevant socio-economic phenomena for better appreciation of the environment
- Providing management information services to outside organizations and training of personnel in the IT field
- Offering consultancy services to the corporate sector to improve their systems, procedures and processes, assist in their planning process and generally help in their efforts to meet the threats posed by the changing environmental factors
- Facilitating the improvement of productivity in organizations through education and training programs

10.3. Achievements of the year 2025

- NIBM Neo Ventures initiative was launched at TRACE Expert City with the objective of empowering the next generation of entrepreneurs in Sri Lanka. Under this project, a Memorandum of Understanding (MoU) was signed with Orel IT, CSSL, Vario Systems Sri Lanka, and the Sri Lanka Inventors Commission.
- The International Conference on Advanced Computing and Information Technology (ICACIT 2025) was successfully organized by the School of Computing and Engineering (SOCE) of NIBM on 28th February 2025.
- The Certification Hub was inaugurated at TRACE Expert City, further strengthening NIBM's commitment to professional skill validation and standardization.
- A Career Fair was organized by the School of Computing and Engineering (SOCE) at NIBM, providing students the opportunity to connect directly with leading IT companies in Sri Lanka through on-site interviews.
- CODEXCEL – ICT Conference Series and Hackathon Competition was held in October 2025 at the NIBM Kurunegala Centre.
- A workshop on Applied Data Analytics was conducted for the officers of the Doluwa Divisional Secretariat, aimed at introducing Microsoft Power BI to enhance data visualization and decision-making skills.
- Two Greenhouse Certification Courses were successfully completed utilizing the model farm facilities available at the Kurunegala Centre.
- The “Navigating Future” special skills development program for Advanced Level students is currently being implemented and is scheduled to be completed by the end of 2025.
- “The NEXT 1%” competition, held on 30th June 2025 at the NIBM School of Business, concluded successfully. This initiative marks the first milestone in establishing the Business Incubator at NIBM School of Business to transform innovative ideas into real-world ventures.
- As the first phase of an awareness campaign focused on enhancing the mental wellbeing of Sri Lankan youth, the Department of Psychology and the Psychology Division of the National Innovation Centre of NIBM jointly organized a workshop for over 150 school students.
- The Startup Hub Boot Camp Series was conducted to guide students in transforming their academic qualifications into entrepreneurial ventures.
- In collaboration with the Department of Industries and Commerce of the Central Province, a special business consultancy program was conducted for 50 registered small and medium-scale enterprises (SMEs).
- A workshop titled “Global Trends in Primary Education” was conducted for the teaching staff of international schools in Kandy, aimed at enhancing their awareness of modern pedagogical approaches and global educational trends.
- The workshop “Teaching English Beyond Boundaries”, organized by the NIBM Matara Centre, was successfully held on 27th May 2025 for school English teachers.
- The NIBM Kandy Centre received multiple awards at the Rotary District Conference 2025, recognizing its outstanding contributions and achievements.

10.4. Student Intake

No.	Training Field	2024		2025	
		Target	Intake	Target	Intake up to 09.30.2025
01.	Agriculture Plantation & Livestock	210	56	170	61
02.	Art Design & Media (Visual & Performing)	445	409	495	245
03.	Building & Construction	250	144	200	140
04.	Finance Banking & Management	2,675	2,658	2,590	1,913
05.	Hotel Management	102	39	135	53
06.	Human Resources Management	645	344	780	164
07.	Information Communication & Multimedia	4,590	4,268	4,530	2,506
08.	Languages	1,563	1,210	1,490	597
09.	Medical & Health Science	360	125	225	121
10.	Office Management	90	101	40	58
11.	Mechatronics	-	-	70	41
12.	Other	820	938	850	607
Total		11,750	10,292	11,575	6,506

10.5. Targets of the year 2026

- Software Competition for Schools 2026
- Multimedia Exhibition 2026
- iRobex Exhibition 2026
- The International Conference on Advanced Computing and Information Technology 2026 (ICACIT 2026)
- The Career Guidance Fair and Robotrex Exhibition are planned to be held at the NIBM Kurunegala – 2026
- Research Symposium-2026
- O/L and A/L Workshop Series-2026
- Agri Exhibition-2026
- Productivity improvement programmes for industry
- Plan to conduct Workshop on New Developments in Import and Export Trade
- Plan to conduct Workshop on Supervisory Skills Development
- Expand partnerships with universities in the United States and Canada to facilitate broader regional access and international collaboration
- Plan to conduct Consultancy Project-Somare Institute of Governance and Leadership, Papua New Guinea. Objective is to develop governance and leadership capabilities at institutional and national levels

- The National Institute of Business Management (NIBM) continues to advance its strategic partnerships and initiatives in higher education, both locally and internationally, with the aim of enhancing student mobility, expanding academic offerings, and providing global learning opportunities. The following represents the detailed targets and ongoing project achievements for the calendar year 2026 - Griffith University, Australia, Queensland University of Technology (QUT), Australia, Ural Federal University (UrFU), Russia, University of Essex, United Kingdom, University of London, United Kingdom, Huazhong University of Science & Technology, China.

Australia	Griffith University Queensland Technology University (QUT)
Russia	Ural Federal University (UrFU)
United Kingdom	Essex University London University
China	Huwason Science and Technology Institute

11. Skills Development Fund Ltd (SDFL)

11.1. Introduction

The Skills Development Fund Ltd was a pilot project started in 1998 based on the recommendation of the Presidential Performance Council on Technical Education and Vocational Training. During this period, the International Labor Organization and the United Nations Development Fund had sponsored its initial investment.

Skills Development Fund was registered as a Limited Liability Company under the Companies Ordinance No. 17 of 1982 on 20th August 1999. The registration Number is N (PBS)832.

In September 1999, the Cabinet decided to purchase the Company's shares by reserving hundred million rupees. The income from this investment and the income from the company's daily operations were sufficient to maintain its operations. The Skills Development Fund was established as a self-income generation institution and in addition to the 100 million provided by the government; the employer federation of Ceylon and other private investor have also contributed to the fund.

The Skills Development Fund was re-registered under a new company ordinance No.07 of 2007 (under the registered number PB833) and monitored under the supervision of the Ministry of Education.

Vision

National Leadership in Skills Development

Mission

Excellence in National Enterprise Competitiveness through Skills development

11.2. Objectives

- To develop a highly trained, skilled, motivated and productive labour force
- To match the gap between the Industry employers demand on whatever job description and the supply of skilled employees the technological training system to meet local employer requirements as well as the requirements in relation to opportunities in the international labour market
- To gain skills required immediately and in the foreseeable future for the domestic economy as well as in the global economic system thus enhancing their employment prospects and productivity

11.3. Functions

- Employee training, skills development and employee re-training
- Expansion and dissemination of enterprise based training to develop a workforce with training, skills and motivation
- Compilation of connections between training institutions and employers
- One day training programs on selected topics
- Conducting on-the-job training programs in relation to the requests of the client organizations
- Conducting training programs on IT, Business English and Secretarial in relation to Employee Trainings
- Conducting special programs and providing consultancy services

11.4. Achievements in the Year 2025

No.	Training Sector	2024		2025	
		Amount of targeted programs	Number of programs conducted	Amount of targeted programs	Number of programs conducted Up to 30.09.2025
01.	Open Programmes	172	101	259	37
02.	Customized Programmes	51	97	116	59
03.	Academic training courses	16	06	20	2
04.	Public Private Partnership Programmes	04	04	-	-
Total		243	208	395	98

11.5. Programmes and Targets for the Year 2026

The objective of the Skill Development Fund is to build a workforce that actively contributes to the national economic development of Sri Lanka through the training and retraining of employees in both the public and private sectors in the year 2026. Accordingly, the following programmes are scheduled to be launched in the coming year.

No.	Training Sector	2026
		No. of targeted programs
01.	Open Programmes	210
02.	Customized Programmes	174
03.	Academic training courses	19
05.	Public Private Partnership Programmes	05

All above programmes have scheduled and targeting to fulfill following outcomes;

- Implementation of the programmes to provide language skills for the youth community who are looking for a foreign and local employment. (English, Japanese language, German etc.)
- To provide training for developing soft skills and IT skills to the students who have faced G.C.E. ordinary level and advance level.
- To provide training programmes to bridge the skills gap of the employees of public and private sector.



Cadet Outreach Conference 2025' was held-OCUSL



"G17 2030 Forum" was held-OCUSL



"Skills Force-2025" exhibition was held- OCUSL



The National Innovation Centre proudly presents its Furniture Design Collection at Sri Lanka Construction 2025 held at the BMICH-NIBM



Cybot Exhibition-Kandy Campus-NIBM



Clean Sri Lanka Project -World Environment Day -Kurunegala Campus-NIBM



Workshop on "Office Procedures & Ethics for new management service officers/ Development officers Recruitment for Government & Government Affiliated Institutions"-SDFL



OBT "Training"-SDFL

