



அறிவாசை, ஈகை அறிவாசை கை வளநீய அறிவாசை அறிவாசை
கல்வி, உயர் கல்வி மற்றும் தொழிற் கல்வி அமைச்சு
Ministry of Education, Higher Education and Vocational Education

2024 வர்சயே துதிகை கை 2025 வர்சயே ஒடிர் துதிகை துதிகை

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The Progress of 2024 and the Way Forward 2025

வெலித் I - கைதாசை அறிவாசை

இதழ் I - பொதுக் கல்வி

Volume I - General Education

வெல்தி பௌகுசீத

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**Ministry of Education, Higher
Education and Vocational
Education**

Progress of the Year 2024

&

Way Forward 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. Ministry of Education, Higher Education and Vocational Education

Functions of the Ministry

Scope

The scope which falls under the purview of the Ministry of Education, Higher Education and Vocational Education consist formulation and implementation of policies and programmes related to education, higher education and vocational education sectors based on national policies, ensuring efficient and people-friendly public service delivery and reforming of systems to eliminate waste and corruption, creation of a national education system from early childhood to higher education, ensuring that all children, including children with special needs, have access to education without barriers, promotion of vocational and technical education, expansion of distance education opportunities by connecting information technology, extending support for research and innovations, supervision of national schools, regulating private and international schools, improvement of the management and quality of education in public universities, modernization of vocational education as to create a labour force fit for the job market, promoting Buddhist and Pali studies and ensuring that Sri Lanka's education system is in line with global standards etc.

Functions and Tasks

- ◆ Formulation, implementation, follow-up and evaluation of policies, strategies, programmes and projects related to the subjects of the departments and statutory bodies and public corporations coming under the Ministry of Education, Higher Education and Vocational Education based on the national policies implemented by the government.
- ◆ Provision of an efficient and people-friendly public services that fall under the scope of the ministry
- ◆ Revamping all methods and procedures using modern management strategies and technology as to ensure that the Ministry plays its role and fulfills its tasks by eliminating waste and corruption.
- ◆ Formulation and implementation of sectoral policies related to education development so that there is proper linkage among early childhood, primary, secondary and tertiary sectors.
- ◆ Creation of a national education system that enables Sri Lankan children and younger generation to approach global challenges with self-confidence and belief in success.
- ◆ Provision of policy guidance to develop a clear pathway from pre-school education until completion of higher education.
- ◆ Development and implementation of a national policy for pre-schools.
- ◆ Ensuring every child with the right of access to education.

- ◆ Promotion of extra-curricular activities in schools in order to prepare children to become citizens who can contribute positively to the national economy and fulfill social responsibilities actively.
- ◆ Provision of necessary human and physical resources for national schools.
- ◆ Regulation of international and private schools in accordance with the National Education Policy.
- ◆ Taking necessary policy measures to maintain the quality of education, student discipline and ethical values.
- ◆ Taking necessary steps to ensure educational opportunities for students with special needs.
- ◆ Taking necessary steps to improve the national and link-language education.
- ◆ Promotion of Buddhist and Pali studies and upliftment of pirivena education in a way that achieves the objectives of religious education.
- ◆ Fulfilling of administrative activities related to Sri Lanka Education Administrative Service, Principals' Service and Teachers' Service and personnel management activities of other education services.
- ◆ Promotion and development of school libraries.
- ◆ Implementation and operation of programmes to provide school text books, uniforms, other student needs and facilities.
- ◆ Improvement of all physical facilities including sanitary facilities, child friendly classrooms, teachers' quarters and rest room facilities in all schools.
- ◆ Promotion and development of use of state-of-the-art technology for learning and teaching process.
- ◆ Formulation and implementation of strategies to increase the inclination towards vocational education.
- ◆ Creating opportunities for vocational education irrespective of educational qualifications.
- ◆ Modernization of industrial and technical education to create a workforce which suits for the local and foreign job market.
- ◆ Formulating policies and providing facilities to expand vocational education opportunities for students those who do not qualify for university education after leaving school.
- ◆ Taking steps to promote apprenticeship training opportunities.
- ◆ Conversion of appropriate Vocational Training Institutes into Institutes that awards Bachelor Degrees on Technology.
- ◆ Increasing the existing National Vocational Qualification (NVQ) levels from 7 to 10 levels and revising the Sri Lanka Qualification Framework (SLQF) accordingly.

- ◆ Revisiting of the curriculum while including entrepreneurship, information technology, English and other languages into vocational education courses.
- ◆ Expansion of vocational training opportunities through mobile technical education services.
- ◆ Preparation of students to work in various industrial fields through the introduction of vocational education stream from year 10 to year 13.
- ◆ Consolidation of Nursing Schools into a National University of Nursing.
- ◆ Facilitating research institutes to collaborate with international research institutes.
- ◆ Setting up of an efficient mechanism to utilize the findings and results of innovations and researches.
- ◆ Taking necessary steps to expand scientific, industrial, social and economic research and development activities.
- ◆ Directing and inspiring the community to new discoveries.
- ◆ Management and development of public universities functioning under the administration of the University Grants Commission.
- ◆ Eliminating delays in making admissions to universities.
- ◆ Provision of necessary infrastructure for tertiary education institutions.
- ◆ Provision of necessary financial and physical resources to strengthen postgraduate education and research.
- ◆ Promotion of affiliations and cooperation with international academic institutions and other organizations with the aim of improving the quality of higher education in Sri Lanka.
- ◆ Identification and implementation of appropriate criteria for widening the access to higher education.
- ◆ Revision of curriculum within the overall education reform policy in order to produce graduates targeting towards domestic and foreign job markets.
- ◆ Provision of facilities to encourage research and innovation in university education.
- ◆ Implementation of scholarship programmes enabling the deserving Sri Lankan students to enter into international universities.
- ◆ Regulation and accreditation of private and international universities and institutions of higher education operating in Sri Lanka.
- ◆ Promotion of Buddhist and Pali education and provision of necessary facilities for the higher education of Buddhist monks.

- ♦ Introduction of education reforms as to cover the entire education sector to suit global needs
- ♦ Expansion of distance education opportunities by linking information technology
- ♦ Training and development of the skills of teachers as to produce teachers required to achieve an effective learning and teaching process.
- ♦ Activities related to all other subjects assigned to institutions functioning under the Ministry of Education, Higher Education and Vocational Education
- ♦ Supervision of all institutions coming under the purview of the Ministry of Education, Higher Education and Vocational Education

Statistics and Data on School System in Succinct (2023)

- Total No. of Government Schools, No. of Teachers and No. of Students

No. of Schools	No. of Teachers	No. of Students
10,096	237,787	3,882,688

- No. of Government Schools, No. of Teachers and No. of Students as per the Types of Schools 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	362	626	801,784	742,449	41,437	39,020
1C	33	1,942	28,227	1,005,655	1,853	63,211
Type 2	1	3,272	10	693,136	10	57,889
Type 3		3,860		611,427		34,367
Total	396	9700	830,021	3,052,667	43,300	194,487

Student—Teacher Ratio of Government Schools -2023

Typology	No. of Schools	No. of Students	No. of Teachers	STR
Schools as per the student population				
1-50 Students	1,506	44,866	8,967	5.0
51-100 Students	1,638	121,732	15,902	7.7
101-200 Students	2,128	310,515	29,543	10.5
201-500 Students	2,638	837,351	55,592	15.1
501-1,000 Students	1,309	901,777	48,317	18.7
1,001-1,500 Students	379	459,603	23,242	19.8
1,501-2,000 Students	200	344,691	16,771	20.6
2,001-3,000 Students	198	475,852	22,435	21.2
3,001-4,000 Students	67	226,908	10,168	22.3
Students above 4,000	33	159,393	6,850	23.3

▪ Typology of Government schools as per the Province

Province	National Schools	Provincial Schools	Total No. of Government
Western	79	1,265	1,344
Central	56	1,452	1,508
Southern	70	1,031	1,101
Northern	24	950	974
Eastern	42	1,082	1,124
North Western	39	1,204	1,243
North Central	17	791	808
Uva	38	855	893
Sabaragamuwa	31	1,070	1,101
Grand Total	396	5 9,700	10,096

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

Range of Classes	No. of Schools	No. of Teachers	No. of Students
1-5	3,860	34,367	611,427
1-9	64	625	6,759
1-11	3,185	56,975	683,752
1-13	1,997	93,626	1,667,000
6-11	24	299	2,635
6-13	966	51,895	911,115

▪ **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	1,506	8,967	44,866
51-100	1,638	15,902	121,732
101-200	2,128	29,543	310,515
201-500	2,638	55,592	837,351
501-1000	1,309	48,317	901,777
1001-1500	379	23,242	459,603
1501-2000	200	16,771	344,691
2001-3000	198	22,435	475,852
3001- 4000	67	10,168	226,908
Above 4000	33	6,850	159,393

▪ **No of Government Schools as per the Medium of Instruction**

Medium of Instruction	No. of Schools
Sinhala Only	6,247
Tamil Only	3,011
Sinhala and Tamil	39
Sinhala and English	581
Tamil and English	183
Sinhala, Tamil and English	35

▪ **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	988
Biology	966
Physics	931
Arts	2,944
Commerce	1,856
Technology (Bio-Technology/ Engineering Technology)	528
Common / Vocational Subject Stream	489

▪ **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	137,869

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

No. of Pirivenas	No. of Teachers	No. of Students
822	7,118	69,108

No of Education Zones	No of Education Divisions
100	312

Source : Statistics Branch, Ministry of Education

As at 31.12.2023

02. Way Forward of Education

Education is a cultural process that generates new knowledge by acquiring and sharing the wisdom accumulated across all past and present social stages, and ensuring the continuity and fostering of a civilized and responsible civil society is entrusted with the process of quality education of that society.

Despite the implementation of a national policy providing free education from grade one to the first degree level, issues such as school dropouts before completing 13 years of education and disparities in the distribution of human and physical resources within the school system persist. Additionally, the high financial burden on parents for their children's education has led to several challenges within the national education system. Criticism has also been directed at Sri Lanka's education system for failing to produce well-rounded, responsible citizens. Education should not merely prepare individuals for the job market; rather, it should cultivate citizens who can actively contribute to the national economy and fulfill social responsibilities. However, significant attention has been drawn to the mismatch between education and the labour market demands in key economic sectors—agriculture, industry, and services.

The government's education policy aims to deliver high-quality education that fosters well-rounded individuals enriched with humane qualities and a society of responsible citizens. In order to achieve this goal, public investment in the education sector will be increased, with plans to gradually raise the current share of the gross national product allocated to education to 6%.

Fundamental Principles Guiding the Way Forward of Education

Under the policy framework introduced by the prevailing government, education holds a significant place in the nation's development process. This approach is based on key principles, including free education and equal access, relevance to human development and employment, universal acceptance, the cultivation of accountable citizens, sustainability and innovation, and lifelong learning. Accordingly, the following key objectives have been set forth across various sectors of the education system.

Specific Targets for the Year 2015 and Beyond

Early Childhood Development Education

Efforts are underway to provide formal early childhood development education for all children aged 3 to 5 years. The goal is to ensure that every child has access to an early childhood development center within a two-kilometer radius of their home or parents' workplace. These programmes will

include activities designed to enhance children's physical and mental well-being while fostering good habits, attitudes, and social values necessary for integrating into the society. In addition to their mother tongue, children will be introduced to spoken communication in English and other national languages, along with programmes that promote multicultural awareness and diversity. Also, priority will be given to initiatives aimed at improving children's health and nutritional status. Furthermore, a National Early Childhood Development Regulatory Authority will be established to oversee and regulate early childhood development centers. Measures will be implemented to ensure that center administrators, teachers, and caregivers meet minimum educational qualifications, receive mandatory professional training, and are provided with a sufficient minimum salary. Additionally, plans are in place to establish a formal national institution with a branch network dedicated to training early childhood development professionals.

- **School Education**

School education is organized into four main stages: i.e. Primary Education – Grades 1 to 5, Junior Secondary Education – Grades 6 to 9, Senior Secondary (Lower) Education – Grades 10 to 11 and Senior Secondary (Upper) Education – Grades 12 to 13.

- **Primary Education**

The main goal of primary education is to develop literacy, numeracy, creativity, and communication skills. The government aims to ensure that every child has access to the public school system for primary education within a three-kilometer radius of their home or parents' workplace. A student-centered education system is promoted to stimulate intellectual curiosity and knowledge growth in a way that does not hinder childhood development. The government has recognized its responsibility to provide schools with the necessary physical and human resources in order to maintain the minimum required facilities for primary education. Additionally, the government is committed to establishing a school transportation system that meets accepted standards and caters to the needs of children at this stage.

- **Junior Secondary Education**

Considering the population and geographical distribution, the school system is organized into a junior secondary school system, covering two or three primary schools, and a senior secondary school system. Students will be provided with the opportunity to study core subjects, enabling them to choose either higher education or vocational education based on their abilities and specific skills. In particular, a student-centered education system is implemented, focusing on age groups and corresponding intellectual development and skill growth. This system also facilitates the development of social ethics and civic responsibilities through additional subjects and engaging in activities. In addition to education on their own religion, students are provided with educational

programmes about the major religions of Sri Lanka. These programmes are tailored to age groups and include education on sexual and reproductive health, as well as activities that develop the attitudes related to culture, environment friendliness and sustainability of nature and programmes that provide practical experiences related to innovation are also included in the curriculum of the junior secondary stage.

- **Senior Secondary Education**

Students of the senior secondary phase are given the opportunity to choose between general subject streams, such as Science, Arts, Commerce, and Technology, or vocational education streams (directly related to specific careers) based on the results of the national examination held at the end of the year nine and of the continuous school-based assessments that align with the student's aptitude and interests. A flexible curriculum is designed, allowing students to switch between subject streams during the lower secondary phase, depending on their needs and preferences. In addition to subjects specific to their chosen stream, students will also engage in learning common skills such as technological literacy, language skills, life skills, literature appreciation, and basic law. The curriculum fosters respect for cultural diversity and encourages students to work in harmony with it, while also providing a learning environment that emphasizes innovation, life skills, and the knowledge and practical abilities necessary for socialization. Programmes are implemented to maintain students' physical and mental balance, and in line with their developmental stage of youth, education on sexual and reproductive health is provided. Additionally, students are given the opportunity to gain knowledge on access to legal counseling services and other social support systems when needed.

- **National Level Assessments and Curriculum Development**

A National Examination and Evaluation Center, equipped with all necessary technical and physical facilities, is to be established. It is expected to develop an annual school calendar to facilitate the process in a way that the national examination activities to be completed within one month time, and results to be issued within two months. A payment system that aligns with the intellectual contributions of examiners involved in the examination process will be established. The functions of the National Institute of Education will be regularized for curriculum development, teacher professional development, educational research, and policy formulation. A fully equipped Curriculum Development Unit will be established within the National Institute of Education to support the curriculum development.

Promotion and Maintenance of Human Resources

Efforts are being made to promptly eliminate salary disparities of teachers and principals. The government aims to establish a new Service Minute for teachers and a Teachers' Council, as well as to position the teaching profession among the top 10 highest-paying professions. Action will be taken to provide a one-year professional training programme on the learning-teaching process before entering the teaching profession. All teacher training colleges and National Colleges of Education will be amalgamated into a National University of Education. Every teacher will be given the opportunity to participate in training programmes every three years. A coordination framework between institutions will be established to ensure the seamless integration of curriculum development, textbook compilation, and evaluation processes. Additionally, a strong structure will be set up to address any gender-based or other forms of violence faced by the community within the school system .

- **Vocational Education**

A vocational education system will be established, through which students will acquire practical knowledge in specific job sectors, guiding them towards certain career fields. Parallel to the general education stream, vocational education streams will be created from Grade 10 to Grade 13 in areas such as construction and infrastructure, creative industries, primary industries, service industries, social and community services, and production and technology. Taking into account the job market and global trends, a vocational education regulatory bureau will be set up, comprising of professionals from the industry and educational sectors, to recommend qualitative and quantitative changes required in each vocational education field.

- **Assisted Schools**

Adequate provisions will be allocated to Pirivenas and other assisted schools to ensure a formal and systematic education.

- **Higher Education**

The national university system will be developed into centers of excellence for advanced theoretical and research-based education, while action will be taken to establish a parallel university system to provide high-quality professional education at an international standard.

State University System

Respecting the autonomy of universities, steps will be taken to align university curricula with national policies under the guidance of the University Grants Commission (UGC), ensuring the integrity and dignity of state universities. The Chairman and other members of the University Grants Commission will be appointed while ensuring diversity in representation. A new mechanism will be established for the appointment of Vice-Chancellors, replacing the practice of appointments based on political or other affiliations. To uphold this, the UGC will appoint independent individuals as external members of university governing councils. These appointments will guarantee representation from diverse professional fields and gender balance and a pool of candidates will be established, comprising nominees from recognized professional bodies. Furthermore, to facilitate student welfare and related matters within a limited scope, a student representative elected by the student body of the respective university will be included in the governing council. The tenure of a governing council member will be limited to a maximum of two consecutive terms. Regarding academic leadership, all faculty members who have served as heads of departments or as senior lecturers for at least three years will be eligible for appointment as deans. The tenure of a dean will also be restricted to a maximum of two consecutive terms.

Mechanisms will be established at both faculty and university levels to identify and address the concerns and grievances of academic staff, non-academic staff, and students, providing appropriate recommendations for resolution. Measures will be taken to eliminate delays in university admissions. The tertiary education system will be progressively expanded by defining the minimum qualifications for each programme, ensuring that all eligible candidates have the opportunity to enroll.

Necessary provisions will be allocated to ensure that lecture halls, research laboratories, libraries, cafeterias, and internet facilities in tertiary education institutions are developed in accordance with the required standards. Steps will be taken to increase student scholarships and Mahapola allowances to align with the cost of living.

Additionally, the necessary facilities will be provided to enable students to acquire education that meets international English proficiency standards, facilitating their pursuit of postgraduate studies at international universities.

- **Research and Postgraduate Education**

A university dedicated for postgraduate research and development will be established. Necessary financial and physical resources will be allocated to strengthen postgraduate education and research. Additionally, efforts will be made to engage the private sector in enhancing research relevant to industrial and service sectors.

- **Private Education**

Due to the limited capacity of the state education system, individuals who meet the basic qualifications for higher education are often unable to secure admission to public institutions. As a result, there is a high demand for private universities and other private tertiary education institutions. However, the quality of education in these private institutions, as well as the fees charged for their programmes, remains unregulated. To address this, a Non-State Education Institutes Regulatory Unit will be established under the Ministry of Education to oversee and regulate the courses and curricula of existing private education institutions

- **Adult Education**

Community Education Centers will be established in every Divisional Secretariat Division to provide non-formal education in collaboration with regional educational institutions, libraries, and cultural centers. These centers will facilitate educational programmes for citizens on Sinhala, Tamil, and English languages, basic law, information technology, and the use of technological tools.

- **Open and Distance Education**

Recognizing open and distance education as a part of tertiary education, opportunities should be provided for individuals engaged in various professions and those who have discontinued formal education before completing tertiary studies to pursue tertiary education, further. To facilitate access to higher education without obstacles related to employment conditions or geographical factors, the Open University of Sri Lanka is expanding its facilities to enhance the reach of open and distance education.

The Clean Sri Lanka project has been initiated with the aim of enhancing ethical practices, promoting a cleaner physical environment, and fostering a nationwide commitment to moral integrity. This initiative is designed to be operated on three pillars: social, environmental, and ethical values. A key objective of this project is to develop an educational mindset that nurtures awareness of responsibility, sustainability, and environmental consciousness among citizens. It encourages participation in educational programmes that cultivate a sense of cleanliness and accountability. The initiative will begin at the individual level, extending to schools, universities, and other educational institutions, as well as public and private sector organizations and public spaces. Ultimately, it envisions a cleaner Sri Lanka, striving toward a nation where people live with happiness and pride. Rather than enforcing regulations, the project seeks to establish sustainable behavioral change, ensuring that cleanliness and environmental consciousness become ingrained habits. It also focuses on anti-corruption efforts, minimizing the misuse of public resources, and ensuring that social and environmental funds are allocated efficiently to achieve their intended goals. This initiative will align with the programmes of the Ministry of Education from 2025 onwards, ensuring long-term commitment and nationwide implementation.

Main / Specific Targets for the Year 2025

The primary goal of general education is to cultivate a disciplined and responsible society through a high-quality educational process. Accordingly, the following programmes for general education are scheduled for implementation in the coming year.

- ◆ Ensuring the continued protection of free education rights
 - ◆ Prioritizing the annual budget allocation for implementing free education policies. This includes providing free educational opportunities, textbooks, stationery, school shoes, uniforms, midday meals, and insurance facilities.
 - ◆ Minimizing of disparities in the distribution of human and physical resources within the school system while strengthening public confidence in the education system.
 - ◆ Planned initiatives related to educational reforms include curriculum development, teacher training, the provision of essential infrastructure for schools, and facilities to support higher education processes.
-
- Establishing a student-centered education system in place of an examination-centered mechanism
 - A comprehensive review and development of the curriculum framework will be conducted to ensure that it enhances students' skills in a sustainable manner while aligning with the knowledge-based economy.
 - Accordingly, the curriculum will be modernized, developed, and diversified
 - Revisions will be made to the curriculum with a student-centered approach, ensuring that it effectively enhances students' competencies.
 - Furthermore, teachers will be provided with necessary awareness and training regarding curriculum updates and modifications.

At present, under the leadership of the Reform Branch, the National Institute of Education has initiated steps to introduce the new curriculum reforms starting in 2026. Additionally, measures are being taken to ensure the provision of necessary facilities for the successful implementation of the revised curriculum within the school system.

- ◆ Cabinet approval has been obtained to establish the Sri Lanka University of Education and upgrade all National Colleges of Education to university campuses, enabling them to confer degrees in education. The drafting of the relevant legislation has been completed, and the legal draftsman has submitted it for further approval of the new government . Necessary preliminary actions related to this process are currently underway.
- ◆ Programmes are being implemented to minimize the existing mismatch between education and the employment demands of key economic sectors, including agriculture, industry, and services.
- ◆ As a key initiative of the Ministry of Education, steps have been taken to promote environmental sustainability, reduce waste, and strengthen moral values through the Clean Sri Lanka Project. The educational component of this initiative is scheduled to commence in 2025. Accordingly, this programme will be implemented as part of the annual activities across all institutions under the general education sector. The relevant circular and guidelines for execution are currently being prepared.

- ♦ The future action plan for the education system is expected to be implemented with a primary focus on the following key areas.

Actions

- ♦ Measures are being taken to enhance early childhood development education across multiple sectors.
- ♦ Primary education will focus on fostering literacy, numeracy, creativity, and communication skills to ensure a strong foundational learning experience.
- ♦ Junior secondary education will be delivered through a student-centered approach, promoting intellectual growth while catering to students' physical and mental well-being. The curriculum will incorporate activities that instill positive habits, attitudes, and ethical values essential for social life.
- ♦ Senior secondary education will be implemented under a flexible curriculum designed to cultivate innovation, life skills, and socialization skills in order to develop well-rounded students equipped with both theoretical knowledge and practical skills necessary for future success.
- ♦ Regularization of the National-Level Assessments.
- ♦ Enhancement of human resource development in the education sector by strengthening institutional coordination and providing improved professional opportunities.
- ♦ Expansion of vocational education with a focus on production and technology, aligning with labour market demands and global trends.
- ♦ Increasing of funding for assisted schools and the development of higher education to meet international standards for advanced professional education.
- ♦ Strengthening the regulatory mechanism of private education to enhance its quality and maintain educational standards.

Efforts will be made to align future educational reforms with the current national education policy by focusing on the following key areas:

- ♦ Conducting a critical and investigative study on how education reforms should be structured to meet the socio-economic needs of the country.
- ♦ Prioritizing human resource development, structural changes in education, and curriculum reforms to create a more effective education system.
- ♦ Providing training and capacity-building programmes for school principals and teachers.
- ♦ Developing strategic plans for implementing structural changes within the education system.

- The initial phase of educational reforms is scheduled to be implemented in 2025, with necessary measures being taken to systematically integrate the reform system into the education sector from 2026 onwards.
- ♦ The following key objectives are expected to be achieved in primary education by 2025:
 - ♦ Establishing an inclusive learning environment and expanding co-curricular activities within primary education to enhance learning experiences and skill development.
 - Promoting multi-level learning through reading
 - Developing physical infrastructure in primary education sector
 - Strengthening students' communicative skills through digital innovation and implementing intervention programmes aimed at improving mathematical proficiency.
 - Reinforcing the monitoring framework to ensure the effective realization of primary education objectives.
 - ♦ Implementing training programmes for aesthetic education teachers, focusing on practical skill development and knowledge updating.
 - ♦ Promoting school health and nutrition to enhance students' overall well-being and academic performance.
 - Implementing the "School Meal Programme" across all government primary schools.
 - Implementing student insurance coverage and raising awareness on reproductive health and sexual education and executing health promotion programmes in government schools to enhance student well-being.
 - ♦ Systematically conducting practical activities in technical education.
 - Organizing programmes to evaluate and recognize new innovations.
 - Facilitating NVQ (National Vocational Qualification) certification and aligning pathways for tertiary education.

Programmes expected to be completed by the end of 2025.

- Participation in the World Bank Mission Programmes and the GEMP project wrap-up meeting.
- Implementation of the "Clean Sri Lanka" initiative within the education system.
- Execution of the school rationalization programme to establish an efficient school network.
- Laying the ground measures for the implementation of education reforms in 2026, ensuring necessary preparatory measures are in place.

♦ Projected Recruitments for 2025

- Recruitment for the Sri Lanka Education Administrative Service—Grade III (Open) – 113 (Limited) - 442 positions.
- National Diploma in Teaching Holders for Grade 3-1(A) of the Sri Lanka Teacher Service – 4,140 positions.
- English Teachers under the "English for All" Programme – 2,500 positions.
- Graduate teachers appointments for national and provincial Schools – 22,000 positions (subject to the conclusion of legal proceedings or policy decisions by the government).
- In-service Advisors as per Teachers' Service Minute – 2,100 positions.
- Teacher Assistants for Tamil-medium Estate Schools – 2,935 positions (Gazette No. 2389 dated 14-06-2024)
- Graduate Teachers for Sinhala, Tamil, and English mediums to fill vacancies arising due to retirements, resignations, service terminations, and promotions to the Principal Service.

03. Progress of the Year 2024

Implementation of Student Welfare Programmes to enhance higher participation in education.

Despite the recent economic setbacks in Sri Lanka, the government has taken various measures to ensure that every child of the appropriate age receives equitable and quality education. Accordingly, steps have been taken to strengthen student welfare programmes within the general education system. Through this, it is expected to guarantee equal access to free education for all.

Programme	Investment (Rs. Million)	No. of Beneficiaries
School Uniforms	* 850,387,966.27 ** 226,057,497.83	School uniforms have been provided for 4,559,420 students.
School Textbooks	3,936,460	School textbooks have been given to all the students for grade 1 – 11.
Shoes for students in difficult and extremely difficult schools	Not implemented	The allocated amount of Rs. 2.5 billion has been re-directed for the provision of sanitary pads and mid-day meals for children
Suraksha Insurance	2,292	The amount paid in benefits amounts to Rs. 93 million, with the total number of beneficiaries reaching 4 million.
School Meals Programme	100	School Meals Programme implements covering 1.4 Million students

* 20% expenditure for the purchases made by the ministry based on the requirements.

* * Cost of the issuance and distribution of the 80% of uniform fabric received as a donation from the Chinese government.

Awarding of scholarships

Programme	No of Student beneficiaries	Benefit
The "Subhaga Scholarship" awarded to talented individuals who have demonstrated excellence in the fields of innovation, aesthetics, and sports.	285	$25,000 * 285 = \text{Rs.} 7,125,000.00$
	845	$25,000 * 845 = \text{Rs.} 21,125,000.00$
Bursaries for Grade 5 Scholarship Recipients from low-income households.	125,000 (Per year)	$125,000 * 750 * 10 = \text{Rs.} 937,500,000$
Scholarship for G.C.E. Advanced Level Technology Stream Students	700	Rs.10,500,000.00
Sujatha Diyani Scholarship exclusively for female students pursuing the G.C.E. Advanced Level Technology stream.	250	Rs. 3,750,000.00
Mahatma Gandhi Scholarship for G.C.E. Advanced Level students from low-income families.	150 (Per year)	Has not been implemented the scholarship programme this year
Dialog Scholarship for G.C.E. Advanced Level students in Maths stream.	30 (Per year)	Rs.75,000.00

Information Technology and Digital Education

In 2024, the Ministry of Education implemented numerous programmes to promote information technology and digital education, aiming to build a society that evolves in line with rapidly advancing global technologies.

Promotion of Information and Communication Technology Education

- ♦ Introduction of students' clubs on Artificial Intelligence to the education system

As a pilot project, 100 schools were selected, and awareness programmes were conducted for their principals. Additionally, two ICT teachers from each of these schools were chosen and provided with the necessary knowledge through teacher training programmes. To support the implementation of these programmes, each school received a school based grant of LKR 100,000 to acquire the required infrastructure and resources.

Organization of the National Champions Competition on Information and Communication Technology, encompassing the following categories:

- ◆ Young Computer Scientist (YCS) Competition – Conducted jointly by the Ministry of Education and the Federation of Information Technology Industry in Sri Lanka (FITIS). Three outstanding students from government schools and one student from an international school represented Sri Lanka at the International APICTA Competition, securing victories.
- ◆ National School Software Competition – Implemented in collaboration with the Ministry of Education and the Computer Society of Sri Lanka (CSSL).
- ◆ Creative Teacher Competition – Recognizing innovative contributions from teachers and prospective teachers of NCoEs.
- ◆ Raising Awareness on Safe Internet Usage – Aimed at educating the school community on responsible digital practices.
- ◆ Establishment of School-Level Internet Safety Readiness Teams – Guidelines and training were provided to ensure the proper setup of these teams in every school
- ◆ Formation of EDUCSIRT (Education Cyber Security Incident Response Team) – The initial steps were taken to establish a cyber security and incident response team within the Ministry of Education.
- ◆ IT Yahamaga Programme – A collaborative initiative involving the Ministry of Education, the Information and Communication Technology Agency (ICTA), and Sarvodaya-Fusion. This programme focused on educating school principals and ICT teachers on positive, ethical, and efficient internet and social media usage.
- ◆ Provision of Smart boards to 1,000 Schools – Schools offering ICT as a subject at the G.C.E. Advanced Level were equipped with smart boards under a project funded by the Telecommunications Regulatory Commission of Sri Lanka (TRCSL). Training sessions were conducted for school principals on the effective use of this technology.
- ◆ Development of a Training Manual for Digital Device Maintenance and Usage – A handbook was created to guide teachers on the proper handling and maintenance of digital devices, accompanied by specialized training sessions.
- ◆ These initiatives reflect a commitment to integrating ICT into education while ensuring safe and responsible digital engagement.

- ◆ Digitization of General Education - To address teacher shortages and optimize resource utilization in schools, a blended learning approach has been introduced, leveraging interactive smart boards.
 - A feasibility study was conducted for this initiative, and based on its findings, bilateral agreements between Sri Lanka and the Chinese government were signed to secure support.
 - Under this plan, 500 schools will receive 100 transmission smart boards and 900 reception smart boards and the Ministry of Education will receive a fully equipped studio, a network operations center (Data Centre), and a conference hall to facilitate digital learning. (The estimated budget for this project is USD 20 million.)
- ◆ Training of ICT teachers
 - As part of the digital transformation of general education in Sri Lanka, a training workshop was conducted under which 100 non-IT teachers from the Sri Jayewardenepura Zone received essential training on the effective use of digital devices.
 - Additionally, discussions and programs were organized to enhance the Information Technology (IT) subject, aiming to strengthen its integration into the education system.
- ◆ Training workshops were conducted to integrate Artificial Intelligence (AI)-based methodologies into the teaching and learning process.
 - A three-day training workshop was conducted with the resource person contribution from the Commonwealth Educational Media Center for Asia (CEMCA), focused on integrating Artificial Intelligence (AI)-based methodologies into the teaching and learning process.

Promotion of Data Management and Information Systems

- ◆ Under the existing National Education Management Information System (NEMIS), online training (upon request) was provided to subject-specific officers in the regional education offices on data entry and data updating related to the Teacher Human Resource Management Information System.

- A real-time data retrieval system has been developed through an API (Application Programme Interface) from the National Education Management Information System (NEMIS) Teacher HRM. This API connects the Teacher HRM system to the National School Teacher Transfer Information System, which has been fully developed. Additionally, online access has been provided to school principals for submitting teacher transfer recommendations through a separate portal.
- The National School Teacher Transfer Information System has been fully automated, developed, and tested. In response to a request made by the Director of Education (Teacher transfers) at the Ministry of Education, the process of developing an online National School Teacher Transfer Appeal System has commenced. This development aims to improve the existing National School Teacher Transfer (NSTT) system. Consequently, the online information system for the teacher transfer appeals process will be fully developed and operational by December 31, 2024.
- In line with updating the National Education Management Information System (NEMIS) Teacher HRM, online user training was provided to the subject officers at the Gampola Zonal Education Office as per their request. Additionally, to review the progress of data updates related to the system, online meetings were held across all regions, covering the Western, Southern, Central, North Western, and Northern Provinces. Furthermore, user training sessions were conducted for subject officers in all educational zones within the Western, North Western, and Southern provinces to facilitate the proper use of the National Education Management Information System.
- ♦ Developing Improved Training Modules for Data Officers' Learning Management System (LMS) and Monitoring Framework.
 - The development of the training module framework for the Learning Management System (LMS) to train data officers at the school, divisional, zonal, and provincial levels, along with the outline for the motivational programme designed for data officers, was completed by June 30, 2024.

- The existing data officer website under dot.moe.gov.lk has been updated with additional improvements, including the Data Officer self-registration form, user login, and other features. Furthermore, a user interface for viewing reports and a dynamic "Contact Us" form for inquiries have also been added.
- Training modules in Sinhala and Tamil media were developed and edited for the Learning Management System (LMS) to train data officers at the school, divisional, zonal, and provincial levels. These modules were presented at the Audio-Visual Unit in Atulugama, the Audio-Visual Unit of the Sabaragamuwa Provincial Education Office, and the Southern Province Information Technology and Distance Learning Centre (ITDLH), with the collaboration of Ministry of Education officers, provincial education officers, school ICT teachers, and data officers.
- Additionally, preliminary monitoring activities were conducted in line with the official development project "Establishment of the Sri Lanka Education Information Management System and Capacity Building for Data Officers 2026 - 2030." Concurrently, practical awareness workshops for data officers at school, divisional, zonal, and provincial levels in the Uva Province were held. These workshops took place on November 26 and 27, 2024, covering the Uva Provincial Education Department, Pingarawa Tamil School, Ballaketuwa Sugatha Maha Vidyalaya, Uduwelivitathalawa Maha Vidyalaya, Bandarawela Zonal Education Office, and Thanamalwila Divisional Education Office.
- A team of officials from the KOICA and KEDI institutions conducted the monitoring activities of appointing data officers and preliminary feasibility assessment related to the "Establishment of Sri Lanka Education Information Management System and Capacity Building for Data Officers 2026 - 2030", the official development project. This team visited Sri Lanka from December 3, 2024, to December 13, 2024, to carry out the relevant activities.

Promotion of Distance Education

- ◆ The necessary activities for the procurement of the relevant consulting services institution for the national-level Information and Communication Technology (ICT) hubs are being carried out.
- ◆ With an expenditure of Rs 260 million , servers are being acquired and platform facilities for the Learning Management System (LMS) are being validated to provide services for the e-Thaksalawa learning content management system in 3,000 schools.
- ◆ Capacity development of e-Thaksalawa and Nenasa content, along with the technological team, and the creation of content development for the electronic learning subject series .
- ◆ The 2022 GCE Advanced Level and 2023 GCE Ordinary Level question papers have been converted into online question papers, including 164 papers. Additionally, 98 Java script-based content pieces have been created.
- ◆ A skilled pool of teachers for distance and digital education has been established within the school system. Under this initiative, 108 teachers have been trained.
- ◆ The master trainers for the teacher digital skills subject series have completed all three levels for 500 teachers. As a result, 400 teachers have completed all three training levels.

Development of Digital Education and Infrastructure

- ◆ Conducting a programme for the development of digital education infrastructure in provincial schools.
- ◆ Conducting a programme for the development of digital education infrastructure in national schools.
- ◆ Reimbursement of the payment of fiber internet bills for schools.
- ◆ Establishing a Network Monitoring System.

Education Reforms for the Generation of Citizens to Suit the Changing World

Education Reforms

- ◆ In the annual action plan for 2024, the requested financial provisions were not allocated. During the first quarter of the year, only a few activities related to the education reform process were carried out, without the use of financial provisions. However, the annual implementation plan was revised on 05.07.2024 to secure a provision of Rs. 9 million from the Secondary Education Sector Improvement Project (SESIP). Approval for the revised plan was granted on 2024.07.07.
- ◆ Therefore, the activities outlined in the annual implementation plan for 2024 were not carried out within the specified timeframes and with the allocated financial provisions. Only a few selected activities from the plan were implemented, following the receipt of Rs. 9 million in provisions from the Secondary Education Sector Improvement Programme (SESIP).
- ◆ As per the request made by the Education Reform Division on 2024.10.21, to the SESIP programme head, Rs. 3.72 million was transferred from the division's allocated funds on 28.11.2024. Accordingly, the annual implementation plan was revised for the second time on 26.12.2024.
- ◆ Programmes implemented without incurring any financial cost
- As guided by the National Education Policy Framework (NEPF), initial steps have been taken to issue a completion certificate for the GCE (Ordinary Level) and GCE (Advanced Level) examinations for the year 2024. A preliminary agreement has been reached on the certificate format, and further discussions are ongoing regarding printing and implementation.
- The following training sessions related to the Pilot School Project were conducted in coordination with the National Institute of Education:
 - Teacher Training Programme – Phase 1: For secondary school teachers involved in the Pilot School Programme
 - Teacher Training Programme – Phase 2: For secondary school teachers involved in the Pilot School Programme
 - Teacher Training Programme – Phase 3: For secondary school teachers
- Additionally, an awareness programme was conducted for Pilot School principals on the educational learning process and the monitoring procedures of the Pilot School Programme.

- Two discussions were held with the Ministry of Skills Development and the National Institute of Education on integrating general education with vocational education.
- A discussion was conducted with the University Grants Commission (UGC) and the National Institute of Education on aligning the Advanced Level (A/L) subject stream with higher education.
- A discussion was held with the Pirivena Division on introducing education reforms for Pirivena education.
- A Cabinet memorandum and two Notes to the Cabinet on educational administration reforms were submitted to the Cabinet of Ministers.
- With special approval from the Secretary of the Ministry of Education, funds were allocated for following key initiatives.
 - An awareness programme was conducted for executive officers of the Ministry of Education, the Department of Educational Publications, the Department of Examinations, and other affiliated institutions to introduce education reforms and the National Education Policy Framework (NEPF).
 - A workshop was organized with officials from the Planning branch of the Ministry of Education and Provincial Planning Officers to discuss educational administration reforms.

Programmes implemented receiving allocation of Rs. 9 Million from SESIP

- A residential workshop was held to educate provincial education officers on curriculum reforms.
- A workshop was conducted to inform teacher educators about the proposed curriculum reforms.
- A programme was organized with officials from the Ministry of Education, the National Institute of Education, the Department of Educational Publications, and the Department of Examinations to discuss the new education reform process.
- A workshop was held with provincial officers on the re-mapping of school boards.
- A three-day residential workshop was conducted to develop the implementation strategy and action plan for the new National Education Policy Framework (NEPF).
- A programme was held to introduce a quality assurance framework for international and other private schools.
- A workshop was conducted to develop strategies for transforming the existing education system.

Development of Co-curricular, Guidance, Counseling and Primary Education

Promotion of Sports and Physical Education

- ◆ A workshop was conducted for the update and introduction of new techniques in school physical well-being exercises.
- ◆ A training programme was held for coaches and referees of Elle.
- ◆ An awareness programme was conducted for sports school principals and sports teachers regarding the physical well-being exercise programme.
- ◆ A training workshop was organized for coaches of weight lifting.
- ◆ A training programme was held for badminton referees.
- ◆ Funds were allocated to provinces to cover expenses for the preliminary rounds of the 2024 All-Island Schools Sports Tournament.
- ◆ A workshop was held with provincial sports directors to update the All-Island Schools Sports Circular.
- ◆ Funds were allocated for pre-event organizational fuel expenses for the 2024 All-Island Schools Sports Tournament.
- ◆ Financial provisions were made for the Embilipitiya Leadership Development Center to cover expenses for referees and officials at the 2023 All-Island Schools Elle Tournament.
- ◆ Funds were allocated for a meeting to educate technical officials for All-Island Gropu Competitions.
- ◆ Financial provisions were made for meetings related to the 2024 All-Island Schools Sports Tournament.

Co-curricular Activities, Guidance and Counseling

- ◆ Provision of funds to the Sri Lanka Scout Association for teacher and student training.
- ◆ Teacher and student training programmes were conducted covering all 9 provinces of the country.
- ◆ Provision of funds to the Saukyadana Movement for teacher and student training.
- ◆ Teacher and student training programmes were conducted covering all 9 provinces of the country.

- ◆ Implementation of capacity-building programmes to develop soft skills for selected school prefects.
- Conducted training programmes for 450 school prefects based on requests received from schools.
- ◆ National Student Parliament Programme 2023 was held, along with a leadership training programme for National Student Parliament representatives.
- The National Student Parliament Programme for 2023 was successfully conducted.
- ◆ Introduced the School Road Safety Badge Programme and established School Road Safety Societies in collaboration with the National Road Safety Council.
- Conducted three awareness programmes for relevant officials.
- ◆ Developed a circular and guideline booklet on the selection process for school prefects.
- ◆ The circular and guidelines were issued to schools for implementation starting from 2025 and submitted for printing.
- ◆ Developed a circular and guideline to regulate school co-curricular activities.
- The circular and guidelines were issued to schools for the implementation
- Allocated funds to all nine provinces to conduct training programmes on disaster management for provincial and zonal officers.
- ◆ Conducted awareness programmes covering all nine provinces.
- ◆ Organized a career guidance exhibition targeting students, teachers, and parents, in collaboration with relevant institutions, to provide career guidance and support services.
- ◆ Conducted one career guidance exhibition.
- ◆ Conducted awareness programmes for career guidance teachers in all provinces on the five professional assessments introduced by the National Institute of Education for school use.

- Awareness programmes on the following Professional assessments were conducted for teachers in all provinces except the Northern Province: (Vocational Interest Assessment, Multiple Intelligence Assessment, Interest and Ability Assessment, Interest, Ability, and Personality Assessment, Identification of 16 professional Fields)
- Development of a guideline on higher education and vocational education opportunities for all students who have completed the G.C.E. Ordinary Level examination ("Bright Future - A Promising Tomorrow").
- The "Bright Future - A Promising Tomorrow" guideline was distributed to all provincial officers, and awareness programmes are scheduled to be conducted in 2025.
- Implementation of a capacity-building programme on student counseling for provincial/zonal officers and teacher counselors.
- Training was completed for 60 officers from Uva, Western, and North Western Provinces.
- Development of a handbook on student counseling and management of vocational guidance unit , as well as a teacher's guide on student counseling and conducted progress review programmes
- Awareness programmes were conducted for provincial/zonal subject officers, provincial psycho-social support center managers in the Eastern, Western, Southern, Central, and Sabaragamuwa Provinces and training was completed for 50 principals and 100 teachers from 50 selected schools under the pilot project.
- Conducted awareness programmes for school principals and teachers in all nine provinces on the Psychological Teacher Guide.
- A total of 11 programmes were conducted (in both languages), reaching 550 principals and teachers.

Health and Nutrition

- ◆ The following programs were implemented: School Meals Programme to provide food for school children, "Suraksha" Student Insurance Programme for student protection, Reproductive Health Programme in collaboration with UNFPA, Health Promotion Programme (GEMP) to enhance student well-being, and Sanitary Pad Distribution Programme for schoolgirls.

Promotion of Primary Education

- ◆ "Garden and Nutrition" Programme: A guide was developed and implemented as a pilot project in selected schools.
- ◆ Child-Friendly Schools Concept: Capacity development programmes were conducted for 400 school principals in selected schools.
- ◆ Providing Quality Inputs for National Schools' Primary Sections.
- ◆ 1st and 2nd grade desks/chairs and teacher chairs were provided for selected national schools' primary sections, .
- ◆ Capacity Development Programmes were held for Primary Education Subject Directors, Assistant Directors of Education, and In-service Advisors.
- ◆ Capacity development programmes were held for Primary Education Directors and In-service Advisors to enhance inclusive education.
- ◆ Capacity development programmes for school principals, Deputy/Assistant Principals, and Section Heads in primary sections of national schools were held.
- ◆ Provincial Primary Education Directors and Assistant Directors were briefed on item analysis of the 5th Grade Scholarship Examination 2023 :.
- ◆ Progress Review Meetings were held with Provincial Primary Education Directors and Assistant Directors.
- ◆ Renovations and construction of new buildings were done in national schools' primary sections.
- ◆ Improvement of Facilities in selected primary schools.
- ◆ Building Renovations were carried out in primary schools.
- ◆ Construction of New Buildings was undertaken in primary schools.
- ◆ Learning Remedial Programmes were implemented in 2024 focusing on primary students' basic literacy and numeracy skills.
- ◆ Capacity Development Programmes were held on multi-level learning methodologies for resource teams in the provinces.
- ◆ National Monitoring Framework was established for assessing the performance of primary education.

Education for All

- ◆ A national assessment of literacy and numeracy skills for 3rd-grade students, based on the global competencies framework, was conducted to measure progress towards Sustainable Development Indicator 4.1.1 was conducted.
- ◆ National Assessment of Literacy and Numeracy Skills was conducted for all schools at the national level, including data collection and analysis.
- ◆ The specific Sustainable Development indicator values related to 13 Sustainable Development Goals for Sri Lanka were determined, and data reporting was carried out.
- ◆ The calculated indicator values and target values were reported to the relevant parties.
- ◆ The report of this national Third-Grade Literacy and Numeracy Skills Evaluation was printed and 1900 copies were distributed across schools in Sinhala, Tamil, and English languages to all branches of the Ministry of Education, Provincial Education Departments, and zonal education offices.
- ◆ Financial Support for Schools Implementing Vocational Subjects (GCE A/L) was provided based on school-based financial grants.
- ◆ Financial grants of Rs 150,000 were provided to 26 schools that submitted approved implementation plans for the vocational subjects for the 2024/2025 academic year.
- ◆ Student allowances were provided based on their attendance.
- ◆ Google spreadsheets were sent to schools to collect data on students' attendance in Advanced Level vocational training courses.
- ◆ Daily student allowances were paid to 1713 students who provided accurate information on their participation in vocational training courses.
- ◆ A total of 10,099 students enrolled in the vocational subject stream at the Advanced Level 2023 were referred to 18 vocational training institutions.

- ◆ Course fees for students enrolled in vocational training were paid.
- ◆ Fees for relevant courses were paid to 13 vocational training institutions.
- ◆ The number of institutions where vocational students can be referred to was expanded.
- ◆ A cabinet memorandum was presented, and cabinet approval was obtained for expanding vocational training opportunities.
- ◆ Four discussions were held regarding the selection of new institutions.
- ◆ Facilities were developed for students with disabilities at the vocational training centers coming under the Ministry of Education , and the necessary curriculum was provided to begin vocational training courses.
- ◆ Monitoring of Schools and Institutions has been carried out.
- ◆ Monitoring activities were conducted in 28 schools and 26 institutions, and the monitoring tasks were completed.

Human Resource Development

- ◆ Programmes were conducted to update the knowledge of officials from the Ministry, institutions coming under the ministry and national schools.
- ◆ Financial contributions were provided to officials studying for postgraduate degrees with local and approved foreign scholarships.
- ◆ Capacity development programmes were completed for officials expected to be promoted in the Sri Lanka Educational Administrative Service from Grade II to Grade I, from Grade III to Grade II, and from Grade I to the Special Grade, as well as for officials in the Sri Lanka Principals' Service from Grade II to Grade I, and the Sri Lanka Teacher Educators' Service from Grade II to Grade I.
- ◆ Special programmes were conducted for officials in the open and special grades of the Sri Lanka Educational Administrative Service, limited and special grades of the Sri Lanka Teacher Educators' Service, and orientation programmes for officials in the Sri Lanka Principals' Service.
- ◆ Staff training and awareness programmes were conducted.

Policy and Planning

- ◆ Results development targets for English language learning outcomes were met in 500 schools under the GEM project.
- ◆ Results development targets for mathematics learning outcomes were met in 500 schools.
- ◆ Digital learning materials for English language in grades 10 and 11, and mathematics in grades 2 and 3 were provided to schools.
- ◆ Digital learning materials for English language in grades 3 and 5, and mathematics in grades 4 and 5, were initiated.
- ◆ Teacher professional development programmes for 75% of schools in educational zones were completed.
- ◆ Internal and external community-based quality assurance programmes were completed for 3,000 schools.
- ◆ Results of the Programme for School Improvement (PSI) were successfully achieved in schools in 75% of the educational zones.

Monitoring and Performance Review

- ◆ A technical workshop was conducted on the preparation and calculation of identified indicators, and their application in the planning process.
- ◆ Online sessions based on the Monitoring and Evaluation framework were held for officials from all 9 provinces.
- ◆ Monitoring templates were developed based on NEMIS, and the user manual was updated.
- ◆ Annual performance reports and progress reports on budget achievements were prepared and presented to Parliament.
- ◆ Education development committee meetings and other meetings were conducted.
- ◆ Monitoring and evaluation activities were carried out for large and medium-scale education development projects.
- ◆ necessary information was provided for upcoming educational development programmes through the monitoring of mid-term and annual implementation plans.

Research and Development

- ◆ Conducting Strategic Planning Workshops, Progress Review Meetings, and Other Sessions:
Organizing strategic planning sessions with provincial research co-ordinators to formulate strategies for education research at the provincial level, obtaining proposals, and informing them about national-level activities.
- ◆ Regularizing, Review, and Evaluation of Research Proposals, Articles, and Reports
Providing opportunities for educational professionals to present their research studies by reviewing research papers and facilitating the submission of 10 articles to the Educational Per septive Research Journal.
- ◆ Developing the capabilities of stakeholders involved in educational research by providing training and professional development opportunities.
- ◆ Conducting online sessions to train teachers who will supervise student research groups, facilitating the student research groups for disseminating research findings.
- ◆ Organizing a three-day certificate course on academic writing for researchers in collaboration with the National Library and Documentation Services Board.
- ◆ Organizing Research Week/Day Activities:
Organizing Research Week/Day activities to promote evidence-based decision-making within the school system, aiming to guide students toward a knowledge-driven future by conducting the 'Student Researchers' Programme and evaluated the selected student research teams in the final round and holding a student research symposium.
- ◆ Hosting the first-ever National Level School Research Day on October 9, 2024, at Ananda College, Colombo, aligned with School Research Week 2024
- ◆ Organizing work sessions for evaluating student research proposals.
- ◆ Conducting needs assessments to identify research priorities by evaluating the needs in the educational research field.
Collaborating with provincial and zonal education officers to identify key research areas for quality development in the general education system, and conducting brainstorming work shops and capacity building programmes for the same.

- ♦ Disseminating research findings through publications, distribution, organizing conferences, and developing educational materials based on research.
 - Printing 1500 copies of the student research journal and distributing them providing opportunities for students to disseminate their research findings.
 - Printing 2000 copies of Volume 10 of the Educational Perspective Research Journal.
- ♦ Preparing the Educational Research Guidelines in three languages.
 - Reviewed the education Research Guideline by two Local Experts / Reviewers
- ♦ Organizing technical training sessions on the education research guideline and qualitative research.
 - Collaborative Workshop with the Monitoring and Evaluation Branch was took place over three days (November 20, 21, and 22, 2024) focusing on the integration of the National Monitoring and Evaluation Framework with the Provincial Monitoring and Evaluation Framework and identifying research areas at the provincial level.
 - Commissioning and conducting research studies related to the SESIP programme
 - Three studies were selected, and two of them were approved by the Secretary of Education to be commissioned. The necessary steps for procurement processes were completed, and the relevant service conditions to be included in bidding documents were finalized.

Foreign Agencies and External Affairs

- ♦ Sending the details of selected officers for overseas training programmes to the External Resources Department. - Presenting 101 nominations.
- ♦ Handling the arrangements for official foreign visits of the Honorable Minister of Education and the State Ministers of the Ministry of Education.
- ♦ Coordinating the official foreign visits of officials from the Ministry of Education and its affiliated institutions - 279 officers have participated in foreign visits.

- ◆ Handling bilateral and multilateral agreements and memoranda of understanding related to Sri Lanka's general education system, ensuring positive benefits.
- ◆ Paying the annual contribution fee to Commonwealth Learning (USD 30,000).
- ◆ Issuing recommendation letters to the Ministry of Foreign Affairs for the issuance of gratis visas to international experts visiting Sri Lanka on education-related matters.
- ◆ Submitting observations to the Ministry of Foreign Affairs/ Department of Immigration and Emigration regarding requests to hire foreign nationals in Sri Lankan educational institutions.
- ◆ Securing foreign assistance to improve the quality of education for school children (coordination activities are carried out only to facilitate the direct distribution of aid and projects by the donor institutions to the schools).

Education Quality Development

Promotion of Mathematics Education

- ◆ Creating, planning, and evaluating policies to improve the mathematics learning environment.
- ◆ Establishing a research culture in mathematics education.
- ◆ Developing mathematical thinking skills for 150 teachers.
- ◆ Conducting remedial education programmes for 142 resource persons in mathematics.
- ◆ Measuring the achievement levels of students in grades 3-11 in 500 selected schools for the project.
- ◆ Implementing the STEAM programme for 540 grade 6 students in schools participating in the Western, Sabaragamuwa, and Southern provincial programmes.
- ◆ Organizing "Inquiry-Based Programmes," "Pre-Learning Classroom Programmes," and "Activity-Based Mathematics Programmes" for 200 teacher trainees at NCoEs.

- ♦ Organizing training programmes for trainers based on development principles.
- ♦ Running programmes aimed at developing higher-order thinking skills in students.
- ♦ Offering opportunities to improve higher-order thinking skills for 200 teachers.
- ♦ Conducting the "Guru– sisu Nena Paura : Teacher-Student Knowledge Exchange" programme.
- ♦ Organizing programmes to promote Advanced Level Mathematics (07) subjects for 386 mathematics teachers.
- ♦ Organizing programmes to implement innovative teaching and learning strategies for students in grades 6-11.
- ♦ Conducting the "Innovative Learning Hub Activities" programme in 750 selected schools.
- ♦ Conducting the International Olympiad programme and the All Island Mathematics Competition.
- ♦ Conducting the National Olympiad competition across three categories:
 - Gold: 9 Silver: 19 Bronze: 29 Skills : 143
- ♦ International Olympiad Results:
- ♦ Category II:
 - 1 Silver Medal
 - 2 Bronze Medals
 - 4 Skill Awards
- ♦ Category III:
 - 2 Skill Awards
- ♦ 1 Silver Medal
- ♦ 10 Bronze Medals
- ♦ Successfully conducting the All Island Mathematics Competition.

Promotion of Science Education

- ◆ Supplying essential laboratory tools to 190 selected schools.
- ◆ Providing a grant of Rs. 50,000 to 20 science field study centers.
- ◆ Providing a grant of Rs. 275,000 to 8 provincial education departments for the science popularization student programme “STEAM student camp Star Gate” , designed for teachers.
- ◆ Organizing environmental-related programmes for 22 field center managers.
- ◆ Providing capacity development workshops on research-based mixed and authentic learning for science teachers in grades 6-11.
- ◆ Organizing capacity development workshops for 120 laboratory assistants and staff.
- ◆ Holding progress review meetings with science directors from all zones.
- ◆ Completing the voucher commitments for the year 2023.
- ◆ Conducting programmes focused on innovative practices for science teachers in grades 6-11.
- ◆ Developing question papers for the "Nana Pawura" seminar series in the subjects of biology, chemistry, and physics, and providing training for A/L science teachers under this programme.
- ◆ Setting question papers, selecting students, and facilitating participation in both national and international Junior Science Olympiad competitions.
- ◆ Conducting the national competition for young scientists across Sri Lanka.
- ◆ Engaging in international science competitions.

Promotion of English and Foreign Languages

- ◆ Organizing workshops to develop the capacity of the RESC staff on blended learning methods.
- ◆ Providing training for trainers to assess English teachers' language proficiency using the "English Score" tool.
- ◆ Conducting training programmes for teachers of foreign languages such as French, Korean, Chinese, Japanese, German, Hindi, and Russian.
- ◆ Conducting an English language development programme for students who have completed their G.C.E. O/L and A/L exams.
- ◆ Performing analysis of the results following the examinations.

- ◆ Conducting a research conference (SELTEC) for English teachers and In-service advisors in collaboration with the British Council.
- ◆ Allocating funds for two-day workshops in all nine provinces to assess total immersion programmes in underperforming schools for G.C.E. Ordinary Level and Advanced Level students.
- ◆ Compiling an illustrated dictionary to enhance English speaking skills in the primary sector.
- ◆ Allocating funds for awareness programmes for Grade 2 ABOE teachers in the Western and North Western provinces.
- ◆ Conducting a progress review meeting and supervision for English for All (EFA).
- ◆ Implementing the English Language Learning Enhancement Programme (ELLE) by identifying exemplary practices in schools and providing necessary funding.

Promotion of Technology Education

- ◆ Conducting a workshop to prepare model question papers for Engineering Technology and Design & Technology subjects for all Advanced Level students in the country.
- ◆ Conducting a teacher training programme for 10 teachers involved in preparing model question papers for Home Economics.
- ◆ Organizing a teacher training programme on Artificial Intelligence and Robotics for 24 teachers teaching Engineering Technology.
- ◆ Conducting a workshop to prepare model question papers for Design & Technology for all Advanced Level students in the country.
- ◆ Conducting a workshop to prepare model question papers for Engineering Technology and Science for Technology for all Advanced Level students in the country.
- ◆ Preparing the All-Island Competition question paper for all students from the nine provinces participating in the Home Economics Competition.

- ◆ Conducting a workshop to prepare model question papers for Ordinary Level Home Economics for all students in the country studying this subject.
- ◆ Conducting a workshop to prepare model question papers for Ordinary Level Design & Technology for all students in the country studying this subject.
- ◆ Printing Portfolios for all students in the 750 schools equipped with Innovation Laboratories.
- ◆ Conducting a training programme for 71 teachers in charge of Innovation Laboratories.
- ◆ Conducting a training programme for 82 teachers in charge of Innovation Laboratories in the North Western Province.
- ◆ Under the Education Reforms, conducting a pilot test for the upcoming modules and preparing model question papers for Design & Technology for all Advanced Level students in the country.
- ◆ Organizing the All-Island Robotics and Innovation Competition for 270 students representing the nine provinces of Sri Lanka.

National Languages and Humanities Education

- ◆ Conducting the All-Island Sinhala Language Competition (Written/Oral).
- ◆ Developing Sinhala and Tamil teaching and learning materials.
- ◆ Implementing the "Guru Sisu Nena Pawura" programme.
- ◆ Conducting the All-Island Social Sciences Competition (Written/Oral).

Promotion of Bilingual Education

- ◆ Awarding scholarships for 50 bilingual teachers to pursue a Postgraduate Diploma programme.
- ◆ Providing scholarships for bilingual teachers to undertake a short-term CLIL (Content and Language Integrated Learning) course.
- ◆ Conducting a capacity-building programme for English medium teachers at the provincial level.
- ◆ Establishing a resource pool for bilingual education.
- ◆ Organizing awareness programmes for provincial and zonal bilingual education coordinators.

- ♦ Trainers Training programme to strengthen In - service advisors and resource personnel (Sinhala and Tamil medium).
- ♦ Allocating funds and guidelines for provincial-level sessions.
- ♦ Providing financial support for an action research programme on bilingual education.
- ♦ Organizing an international conference on bilingual education with contributions from foreign experts.
- ♦ Conducting provincial bilingual competitions to enhance students' presentation skills.
- ♦ Allocating funds for national and provincial conferences and certification ceremonies.
- ♦ Developing model question papers for O/L and A/L (provincial-level funding).
- ♦ Hosting webinars for A/L students (provincial-level funding).
- ♦ Training resource personnel for Grade 5 bilingual motivation programmes.
- ♦ Training primary and English language teachers for Grade 5 bilingual motivation programmes (provincial-level funding).
- ♦ Conducting bilingual motivation camps for students after the Grade 5 Scholarship Exam (provincial-level funding).
- ♦ Organizing awareness sessions for provincial officers and principals to expand bilingual education schools (provincial-level funding).
- ♦ Introducing ICT for Grade 6 in all English medium schools.
- ♦ Printing subject related glossaries.
- ♦ Hosting Toastmasters Youth Leadership programmes in NCOEs and establishing Gavel Clubs in 50 schools where newly established English medium classes .

- ◆ Pre-service and in-service trainings—Conducting Training of Trainers (ToT) programmes in collaboration with the British Council for 1,100 newly recruited teachers.
- ◆ Classroom supervision for bilingual schools.
- ◆ Holding progress review meetings and workshops to develop a supervision tool with provincial bilingual education coordinators.
- ◆ Conducting progress review meetings with teachers pursuing a postgraduate diploma in bilingual education and organizing Action Research development workshops.
- ◆ Awareness sessions for the introduction of circulars on bilingual education.
- ◆ Training workshops for National Colleges of Education (NCoE) lecturers, teacher center managers, and lecturers on CLIL (Content and Language Integrated Learning) approach.
- ◆ Organizing training sessions to develop a school supervision tool.
- ◆ Developing terminologies for bilingual students.

Religious and Value Education

- ◆ Preparation of 64 feedback papers for all religious subjects in the O/L syllabus.
- ◆ Online feedback programmes for O/L students who scored below 40 marks.
- ◆ Developing Google model papers for O/L students in all religious subjects.
- ◆ Conducting mindfulness training programmes for students.
- ◆ Awareness and progress review programmes for officials and In-service advisors in religious studies.
- ◆ Organizing celebrations for Vesak, Christmas, Nava –Rathri, Deepavali, and Milad-Un-Nabi.
- ◆ Conducting Vesak lantern evaluation programmes with the support of the Gangaramaya Temple.
- ◆ Assembling meetings of the Religious Advisory Board.

- ◆ Organizing A/L subject seminars using item analysis for religious studies.
- ◆ Providing Google model question papers for A/L students in all religious subjects.
- ◆ Conducting subject knowledge enhancement seminars for A/L religious studies teachers.
- ◆ Hosting capacity development seminars for A/L teachers to promote blended learning.
- ◆ Training principals in mindfulness practices.
- ◆ Hosting the Global Mindfulness Conference 2024 in collaboration with Mindfulness Foundation

Promotion of Agricultural Education and Environmental Studies

- ◆ Conducting capacity development programmes to enhance teaching and learning processes in Agricultural Education.
- ◆ Organizing capacity development workshops for Agricultural and Environmental Systems Technology officials, in service advisors, teachers, and laboratory assistants.
- ◆ Holding trainer training programmes for officials, in service advisors, and resource persons of Agriculture and Bio Systems Technology under the Smart Agriculture, New Agricultural Technology: and Vidu Bimen Govi Bimak Programme.
- ◆ Developing instructional manuals and remedial programmes related to Agricultural Science, Bio Systems Technology, and Environmental Education.
- ◆ Hosting seminars for teachers in Agriculture, Bio Systems Technology, and Environmental Education under the Teacher-Student Knowledge Exchange Programme : Guru Sisunana Pawra.
- ◆ Conducting awareness programmes for provincial officials and zonal officers on Agriculture , Bio Systems Technology, and Environmental Education.

- ◆ Organizing training workshops for Agriculture and Bio Systems Technology officials, in service advisors, and educators on Environmental Education, the GLOBE Programme, Green Schools Programme, and Environmental Sustainability Programmes.
- ◆ Conducting the National Agricultural Quiz Programme .
- ◆ Holding practical field camp programmes for students at the provincial level in Bio Systems Technology.
- ◆ Preparing research reports on Bio Systems Technology
- ◆ Providing financial assistance for practical research and experiments related to Bio Systems Technology.
- ◆ Supplying educational equipment for practical activities related to Bio Systems Technology in training centers.

Promotion of Commerce education and Business Studies

- ◆ Organizing teacher capacity development programmes for Advanced Level (A/L) Commerce stream subjects such as Accounting, Business Studies, Economics, and Business Statistics for 9 Sinhala medium and 3 Tamil medium programmes.
- ◆ Developing teacher resources and materials for Accounting and Business Studies to promote Commerce stream subjects in Advanced Level education.
- ◆ Conducting Commerce student camps at the zonal level to increase the number of students studying Commerce subjects, along with entrepreneurship skills development programmes and career advancement workshops for students.
- ◆ Capacity building programmes for provincial and zonal subject officers
- ◆ Organizing the Best School Commerce Day competition
- ◆ Conducting quiz competitions for Capital Trade Market Associations
- ◆ Organizing the Best Annual Financial Report competition

Promotion of Aesthetic Education

- ◆ Judged the Northern, Central, and Eastern Provincial level competitions
- Island wide printing of artwork papers was completed.

- ◆ The pre-organizational activities were conducted for 2024 regarding : Island wide School Dancing Competition 2024, Island wide School Art Competition 2024. Western Music and Dancing Festival 2024, island wide Music Competition 2024, Island wide School Bharatanatyam and Carnatic Music Competition 2024,
- ◆ The finals of the Island wide Dancing Competition was conducted - in phase 1.
- ◆ The Eastern Province round of the Island wide School Drama and Performing Arts Festival 2024 was held.
- ◆ A programme for data preparation for Aesthetic Certificates was implemented.
- ◆ The national Dancing and Music curriculum was updated, and the National Aesthetic Certificate examination was held.
- ◆ The National Youth Orchestra was trained.
- ◆ A special training programme for Eastern Province Dancing Teachers was conducted.
- ◆ A skills development programme for preparing model question papers for aesthetic subjects was held as Phase 1 in the Western Province.
- ◆ The Western Music teacher capacity development programme was held at the Maharagama Western Music Resource Center.
- ◆ Two Skills Development Programmes for preparing model question papers for aesthetic subjects was held in Phase 2 in the North Western Province.
- ◆ A workshop aimed at preparing children studying Western Music for the GCE Advanced Level examination was held at the Maharagama Western Music Resource Center.
- ◆ A workshop on Computer Music Production (Part 1 & 2) was held in Meepé.
- ◆ Drama and Performing Arts Training Programme was held.

Education Development

- ◆ Providing allocations under the SESIP for subject development of G.C.E. (O/L) and (A/L) students in 154 schools.

Promotion of Oriental Languages Education

- ◆ The election of the executive committee members was held on February 9, 2024.
- ◆ Two executive committee meetings was held for the year 2024.
- ◆ The Scholarship Awarding Ceremony for students who showcased outstanding performance in the year 2022 (2023) in oriental examinations was held on August 13, 2024.

- ◆ Six meetings of the Education Board was held for updating the curriculum and conducting activities related to oriental education.
- ◆ Examination supervision activities was carried out in all districts where the 2023 (2024) oriental preliminary, intermediate, and final exams took place.
- ◆ Book sets worth of Rs 10 million was distributed to 73 high-achieving pirivenas in accordance with the curriculum.

Management and Quality Assurance

- ◆ Monitoring the progress of selected GEMP schools.

Completion of the monitoring tool for the divisional education offices and conducting awareness programmes.

Awareness programmes on the monitoring tool prepared for zonal office supervision.

Making aware the provincial and zonal QA coordinators.

Conducting awareness programmes for school principals in the selected GEMP schools for the 2024/2025 academic year.

Organizing workshops to disseminate research findings on school QA processes with provincial and zonal officers.

Introducing a systematic coding method for documents used in schools.

Preparing and printing the annual report on quality assurance in schools.

Reviewing and revising the monitoring process for zonal education offices.

Establishing an integrated online assessment system for the Quality Assurance (AOESQA).

Publishing research on QA processes and conducting related conferences.

Recognizing school principals and teachers for their outstanding practices with national-level evaluations (Teacher Excellence Awards - Guru Prathibha).

School Activities

Provision of facilities to national schools

- ◆ Procurement of Quality Applications for the Secondary Sector:
- ◆ An amount of Rs. 25.0 per school was allocated for the purchase of materials used in the learning and teaching process in selected National Schools (250 schools), with each school receiving Rs. 0.1 million.
- ◆ An amount of Rs. 5.0 million was arranged for payment to provincial education departments through the payments branch.
- ◆ Repairs and Maintenance of Machines, Equipment, and Fixtures:
- ◆ Maximum funding of Rs. 0.1 million was allocated for repairs and maintenance of equipment and machines in 110 National Schools.
- ◆ An awareness programme for all 396 National School principals was held on 29.05.2024
- ◆ An awareness programme for National School principals in the Western Province (79 principals) was conducted on 07.11.2024
- ◆ Awareness programmes for National School deputy principals / treasurers in the Southern, Sabaragamuwa, and North Central Provinces were conducted on 10.12.2024.
- ◆ Improvement of Physical Infrastructure (Sanitation Facilities/Restroom Renovations in National Schools):
- ◆ Rs. 133 million was allocated as the initial 50% contribution for the improvement of sanitation facilities in 266 National Schools. This funding (Rs. 66.5 million) was provided, and after the principals received approval for estimates from provincial engineering officers, renovation works for restrooms began based on the approved estimates.
- ◆ The remaining 50% of the funding (Rs. 66.5 million) was deposited into school development committee accounts by 31.12.2024, and the renovation works will continue within the school premises.
- ◆ A local inspection and recommendations were carried out to confirm building requirements for demolitions and constructions. For repairs in selected 192 National Schools, an approval notice / sanction was issued by the Director (Engineering), and the physical progress of these schools has been reported to the Engineering Branch. Provisions for these activities are managed by the Engineering Branch, while coordination, recommendations, and monitoring activities are conducted by the National Schools Branch.

Non-formal and Special Education

- ◆ Awareness programmes on adult education and lifelong learning were conducted for new education officers.
- ◆ Procurement of essential goods and services, and maintenance of physical facilities for the National Institute for Special and Inclusive Education -Shishyoda was carried out.
- ◆ Progress review meetings were held at provincial and national levels.
- ◆ Provisions were made for hearing aids and eyeglasses in 6 provinces for school children.
- ◆ A teacher training programme was conducted on reading audiograms for children with hearing impairments and visual examination reports for children with visual impairments.
- ◆ Awareness programmes were held for non-formal and special education officers and school communities on community education.
- ◆ Assessment toolkits were provided to provincial evaluation committees for identifying children with special needs.
- ◆ Equipment was provided for income generation programmes (payments for 2023 commitments).
- ◆ A circular and guidelines on school infrastructure and environmental design, as well as "Guidelines for Equitable Education in Schools" for inclusive education, were printed.
- ◆ Printing of Teacher's Guide for Special Education Teachers on Inclusive Education:
- ◆ A teacher's guide for special education teachers on inclusive education (Part I) was printed.
- ◆ A module was developed, printed, and trained for identifying children with special needs through classification.
- ◆ Teacher training programmes were conducted on inclusive education for special education teachers using the teacher's guide, Parts I and II.
- ◆ Training programmes were conducted for special education professionals on inclusive education at the education zones.
- ◆ A training programme was conducted for coordinators on inclusive education.
- ◆ New special education units were established in schools with the development of accessibility facilities.

- ◆ Renovation of the National Institute for Special and Inclusive Education for children with special needs and the construction of a technical education building were carried out.
- ◆ Awareness programmes were held for compulsory education school committees at the provincial level.
- ◆ Meetings were conducted for advisory committees on special education.
- ◆ Training programmes were held for special education teachers on Braille and Sign Language.
- ◆ A module was developed for providing examination facilities for children with special needs.
- ◆ Supervisory programmes for assisted schools were conducted.
- ◆ Programmes were conducted for the International Day of Persons with Disabilities and International Literacy Day.
- ◆ Community education programmes, lifelong learning programmes, and adult education programmes were conducted at the provincial level.
- ◆ Capacity development programmes for special education professionals were conducted at the provincial level.

Tamil Schools Development

- ◆ Improvement of 10 Tamil national schools with low performance was carried out.
- ◆ A workshop was conducted for principals, teachers, students, and parents on improving the performance of O/L and A/L students.

Muslim Schools Development

- ◆ Development workshops were conducted for principals and deputy principals.
- ◆ Capacity development workshops were conducted for Maulavi teachers to enhance their skills in teaching Arabic language and Arabic literature.
- ◆ Conducted the all island Muslim Cultural Competition for Schools - 2024:
- ◆ Workshops were held for members of Madrasa education expert committees and relevant stakeholders.

Peace Education and Coalition

- ♦ 11 peace-building workshops - 'Sanhinda Pamula' were conducted for 3000 teacher trainees.
- ♦ Empathy-based workshops were held for 360 schoolchildren and 72 school teachers.

Estate School Development

Procurement plan for the provision of household goods was developed.

Capacity development programmes (staff training) were held.

New school buildings were constructed and renovations were carried out.

9 estate schools were developed under Indian assistance.

Infrastructure development was carried out at Pussellawa Saraswati Central College.

A data system was created, and online progress review meetings were conducted with estate school principals.

Estate schools were inspected.

Land was acquired for estate schools by estate companies.

A STEM programme was conducted

Private Schools

- ♦ Establishment activities of government-approved private schools were carried out .
- ♦ Activities of government-approved private schools and other external institutions were coordinated.
- ♦ Strengthening of monitoring and evaluation processes of government-approved private schools.
- ♦ Regulation and monitoring of government-approved private schools were carried out by a team consisting of in service advisors from the Ministry of Education, provincial education departments, and zonal and divisional education offices. This team provides necessary guidance related to the learning-teaching process, school human resources, physical resources, infrastructure, and management.
- ♦ Facilitation is provided for the development of internal school evaluation and monitoring programmes.
- ♦ Support is provided for activities related to other non-government educational institutions, including international schools and other private schools.

Development of School Libraries

- ♦ Preparation of a Training Module for School Library Assistants
- ♦ Conducting Two-day residential training workshops for In-service Advisors/ Resource Persons responsible for subject supervision of school libraries at the zonal level
- ♦ Implementation of reading camps and conducting Two-day residential training workshops
- ♦ Compilation of a library training manual
- ♦ Operation of school libraries in accordance with the school library guidelines
- ♦ Implementation of reading camps (Western Province)

School Activities

- ♦ Provision of Grade 5 Scholarship bursaries
- ♦ Awarding of Subhaga Scholarships
- ♦ Awarding of Sujaatha Diyaniya Scholarships
- ♦ Conducting EPSI/SBPTD Programmes

Educational Publications Advisory Board

- ♦ Capacity Development Programme – Training Workshop for Book Reviewers
- ♦ Selection of suitable quality books for school libraries and issuance of library licenses –
Conducting Meetings of the Educational Publications Advisory Board
- ♦ Implementation of Reading Camps
- ♦ Printing of School Library Book Catalog

Internal Audit

- ♦ Preparation of the Primary Report
- ♦ Implementation of Audit Programmes
- ♦ Conducting Audit and Management Committee Meetings
- ♦ Preparation of the Audit Report by the Chief Internal Auditor of the Ministry regarding the Ministry as well as Departments, and Institutions coming under the Ministry

Teacher Establishment

- ◆ 163 graduates were recruited into the Teachers' service for teaching foreign languages, effective from February 5, 2024.
- ◆ 320 National Diploma in Teaching holders were appointed to national and provincial schools, effective from June 19, 2023.
- ◆ 1,706 graduates specializing in 46 subjects, including Science and Technology for the G.C.E. Advanced Level, were recruited to Sri Lanka Teachers' Service Grade 3-I(A) for national schools, effective from July 8, 2024.
- ◆ 427 diploma holders were recruited into Sri Lanka Teachers' Service Grade 3-I(A) to fill English teacher vacancies in national and provincial schools, effective from July 8, 2024.
- ◆ Two graduates in Special Education were appointed to national schools, effective from August 1, 2024.
- ◆ Seven Buddhist monks appointed as Development Officers were granted appointments in Sri Lanka Teachers' Service Grade 3-I(A) during 2024.
- ◆ A proposal for the recruitment of In-service Advisors on a limited basis was submitted for approval to the Public Service Commission, following the necessary amendments made to the Service Minute.
- ◆ Issues related to efficiency bar examinations and professional evaluations under the Sri Lanka Teachers' Service Minute were successfully addressed.
- ◆ Guidance was provided on all institutional matters related to teachers in national schools.
- ◆ Reports were submitted to the Public Petitions Committee, the Parliamentary Commissioner for Administration, and the Human Rights Commission regarding administrative matters related to the Teachers' Service.
- ◆ Approval was granted for temporary or permanent transfers of national school teachers to other positions or services, and related institutional matters were handled.
- ◆ A handbook on teachers' leave provisions is being compiled, with input collected from all Directors of Education, and is currently under review

National Colleges of Education

- ◆ A training workshop was conducted for the National Colleges of Education academic staff on the practical use of smart classrooms and subjects including Art, Dancing, Music, and Drama.
- ◆ A continuous teacher professional development training programme was implemented.
- ◆ A workshop was conducted to develop the Annual Implementation Plan and Budget Estimate for the administrative staff of National Colleges of Education.
- ◆ A practical training workshop on Information and Communication Technology (ICT) and Science was conducted for lecturers of National Colleges of Education.
- ◆ Training workshops were conducted for National Colleges of Education lecturers on Leadership, Digital Literacy, Sinhala, Tamil, Mathematics, and Educational Reforms.
- ◆ Supervision of National Colleges of Education was carried out.
- ◆ Recruitment of teacher trainees for National Colleges of Education was took place.

Teacher Educators' Service

- ◆ Strengthening the Teacher Professional Development Centers with World Bank assistance (GEMP).
- ◆ Capacity development programmes conducted for teacher educators.
- ◆ Development of monitoring tools for the management of Teacher Centers.
- ◆ Preparation of a Teacher Handbook for Teacher Professional Development Centers.
- ◆ Development of monitoring tools for the School-Based Teacher Professional Development Programme.
- ◆ Creation of a video series as a learning aid for the Digital Technology module of the Teacher Efficiency Bar Examination.
- ◆ Translation of the module for the Teacher Efficiency Bar Examination into Tamil.
- ◆ Provincial progress review meetings were conducted, and supervision of Teachers' Colleges and Teacher Centers was carried out.
- ◆ Development of physical and infrastructure facilities for Teachers' Colleges and Teacher Professional Development Centers.
- ◆ Conducting the Teacher Efficiency Bar Examination for Sri Lanka Teachers' Service Officers at Teacher Centers.

- ◆ Establishment of Main Applied Resource Hubs under the SESIP to enhance the teaching skills of teachers handling Grades 10-12. This involves setting up of 25 selected Teacher Centers and 175 schools as Applied Resource Hubs across all districts, with the NCoEs serving as the primary hub for teacher training.
- ◆ Issuance of Ministry ID cards for both academic and non-academic staff.
- ◆ Contribution to a skilled teacher workforce through in-service teacher training.
- ◆ Implementation of a two-year teacher training programme at Teachers' Colleges to facilitate the professional development of untrained teachers.
- ◆ Pre-service teacher training programmes were conducted for teacher professional development.
- ◆ Induction training for newly recruited teachers for National Schools was conducted.

Education Services Establishment

- ◆ Recruitment to Sri Lanka Education Administrative Service (SLEAS) Grade III (2020/2021 - 2022) on experience and merit basis
- ◆ A total of 62 candidates were selected based on the aggregation received from the written examination as well as experience and merit at the general interview conducted on May 18 and 19, 2024 and appointments were given to 60 candidates on July 3, 2024, while appointments for 2 candidates were temporarily withheld.
- ◆ Recruitment to SLEAS Grade III (2020/2021 - 2023) on Limited basis:
- ◆ Based on the written competitive examination conducted by the Department of Examinations on September 23, 2023 , 735 candidates qualified for the next stage where general and oral interviews conducted over 10 days from August 21 to September 7, 2024.

- ♦ Open Competitive Recruitment to Sri Lanka Education Administrative Service (SLEAS) Grade III (2020/2021)

As per the *Gazette* Notification No. 2237, dated 16.07.2021, the Department of Examinations conducted the written competitive examination on 29.07.2023 and based on the results, 147 candidates were shortlisted for the general and oral interviews, as approved by the Education Services Committee of the Public Service Commission. Accordingly, the interviews were conducted on October 23 and 24, 2024.

- ♦ Appointments to the posts of Directors of Education /Commissioners

Appointments have been made for the posts of Directors of Education / Commissioners in the Ministry of Education and its affiliated institutions through the interviews held in April 2024 for selecting Grade I officers of SLEAS for 19 vacant positions of Directors of Education / Commissioners. Based on interview results, 16 officers were appointed.

- ♦ The following matters were also handled regarding SLEAS officers:

Promotions and Transfers within SLEAS

Promotions to SLEAS Grade I – 65 officers.

Promotions to SLEAS Grade II – 300 officers.

Transfers and temporary attachments – 192 officers.

Retirements – 85 officers.

Issuance of vehicle permits – 150 officers.

Principals' Service

In 2023, 164 officials who were selected for the interview were appointed as School Principals on April 2, 2024.

According to the letter No. BD/HRD/126/19/2024, dated 03.01.2024 of the Director General of Budget, a sum of Rs 920 million has been allocated for conducting institutional examinations. Based on this, arrangements were made to conduct the II Efficiency Bar Examination for Sri Lanka Principals' Service Officers - 2024 (11th), and the I Efficiency Bar Examination for Sri Lanka Principals' Service Officers - 2024 (1st). Action has been taken to publish the *Gazette* notification in this regard.

The relevant examinations are scheduled to take place in 2025.

Non-academic and Combined Services

Combined Services

- ◆ Conducted the First Efficiency Bar Examination (for legal officers) - Payments of the Examinations Department.
- ◆ Conducted the Efficiency Bar Examinations for the Drivers of Combined Service and Clerical Service.
- ◆ Payments for the Transfer Boards were processed.
- ◆ Allowances were paid to Photocopier Machine Operators.
- ◆ Allowances for Uniforms of combined service officers were provided to Drivers' Service and Clerical Service personnel.
- ◆ Training allowances were paid to non-academic and Computer Data Operators of Combined Service .

Non-Combined Services

Conducting of Efficiency Bar Examinations.

Conducting of interviews for new recruitments.

Making payments for the Annual Transfer Committees.

Appointment of Multi-purpose Development Assistants

Summary of Annual Procurement Plan 2024

Sector	Total projects	Completed (100%)	To be completed (75-99%)	On-going (<75%)	Cancelled	(Budget Range) Rs. Million
Goods(G)	45	26	9	3	7	0.5 -6,000
Services (S)	20	10	4	0	6	0.1 -872.3
GEMP	4	2	1	0	1	0.6 - 34.5
Special Projects (SP)	6	1	2	2	1	2.71 - 25

Major Projects as per the Classification

♦ Major Projects Completed (Over Rs. 100 Million)

The school uniforms were donated by the Chinese government.

Smart classroom solutions were provided to 1000 schools (Rs. 1,600 Million) - 80% completed.

School shoe vouchers (Rs. 1,500 Million) cancelled.

Sanitary pads for schoolgirls (Rs. 960 Million) - 100% completed.

Student desks and chairs for the primary section (Rs. 134.8 Million) - 95% completed

♦ Key Ongoing Infrastructure Projects

E-Thaksalawa server facilities (Rs. 260 Million) - 100% completed.

PABX telephone system (Rs. 34 Million) - 30% completed.

CCTV camera system (Rs. 4 Million) - 10% completed.

Solar panel systems (at various locations) - at different stages of progress.

♦ Major Educational Initiatives

Technological Innovation Laboratory Equipment (Rs. 83.06 Million) - 95% completed.

Bio Systems Technology Equipment (Rs. 60 Million) - 95% completed.

Laptops and Equipment for Pirivenas (Rs. 400 Million) - 95% completed.

Furniture for Teacher Training System (KOICA) (Rs. 19.28 Million) - 95% completed.

◆ **Notable Services**

Student Insurance (Suraksha) (Rs. 7112.3 Million) - Completed (Contracted for 3 years).

Janitorial Services (Rs. 50 Million) - Completed.

Sanitary Services (Rs. 40 Million) - Completed.

Building Maintenance (Rs. 30 Million) - 65% completed.

Funding Sources

CF , KOICA, GEMP (General Education Modernization Project) , TRC, SESIP
(Secondary Education Sector Development Programme) UNESCO

Engineering Division

- ◆ Restoration and Improvement of Existing Assets (Isurupaya Building Renovation)
- ◆ Renovation of Colombo National Library
- ◆ New Construction Activities for Secondary Sections in National Schools: This includes construction of classrooms, dining halls, playgrounds, toilets, roofs, etc., in secondary school buildings.
- ◆ Facilities for Students in Advanced Level Vocational Subjects: This includes renovations and new construction to convert classrooms into modern, well-equipped spaces.
- ◆ Renovation of Special Education Units including classrooms, dining halls, playgrounds, toilets, roofs, and structural repairs in special education units.
- ◆ Renovations and structural improvements of buildings, roofs etc. in Teachers Training Colleges.
- ◆ Renovation of National Colleges of Education : Structural improvements in National Colleges of Education (NCoEs) such as new classrooms, roofs, toilets, etc.
- ◆ Upgrading of Plantation Schools to Secondary Level: Renovation or new construction in plantation schools including classrooms, dining halls, playgrounds, toilets, roofs, etc.
- ◆ Provision of Dental Health Facilities in Schools: Including new constructions and the establishment of dental units.
- ◆ Providing sanitary and water facilities for all schools: New constructions for sanitary and water systems.
- ◆ Improvement of facilities in 3577 primary schools: Including new constructions and renovations.
- ◆ Providing Teachers' quarters and rest rooms for rural and regional schools
- ◆ Construction of Polonnaruwa Trilingual School

Information on Foreign-funded Projects– Summary of Large-scale / Foreign Funded Projects (As at 31 December 2024)

	Project	Source of Funding	Allocation (2024)	Duration	Physical Progress (2024)
1	Establishment of the National College of Education and Teacher Training System for Technical Education.	KOICA/ GOSL	Rs. 2620.00 Mn	2017-2025	100 %
2	National and Provincial Resource Centers for Children with Special Educational Needs.	CF	Rs. 73.00 Mn	2015-2024	95%
3	National and Provincial Resource Centers for Children with Special Educational Needs.	JICA	Rs. 20.00 Mn	2019-2024	100 %
4	Establishment of an Information and Communication Technology (ICT) Hub for Secondary Education. (ICT Hub)	EDCF/GOSL	Rs. 1100.00 Mn	2019-2026	0.5%
5	General Education Modernization Project (GEMP).	World Bank	Rs. 2000.00 Mn	2018-2024	88%
6	Technical Education Development Programme	OFID/GOSL		2018-2024	80%
7	Secondary Education Sector Improvement Programme (SESIP).	ADB	Rs. 1410.00 Mn	2020-2025	87%
8	Construction of a National School with Multi-ethnic and Trilingual Education in Polonnaruwa.	Indian Funds	Rs. . 100 Mn	2017-2024	83%
9	UNICEF Project (Early Childhood Education, Digital Citizenship Skills, etc.).	UNICEF		2024	100%
10	Improvement of nine plantation schools under Indian funding.	Indian Funds (Indian Grant)	Rs. 300 Mn	2022 – 2024	85 %

- N.B.* 1. Many projects have had their initial timelines extended.
2. Progress data has been updated as of December 31, 2024.
3. The values for some projects have been revised later.

04. Financial Progress

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

Programme	Estimate for 2024 (Rs. Million)	Expenditure as at 30.11.2024 (Rs. Million)
Office of the Minister	26,000,000	19,978,293.47
Administrative and Establishment Services (General	344,000,000	155,888,650.84
Administrative and Establishment Services (Higher	2,155,000,000	1,559,870,164.77
Administrative and Establishment Services (Research and Innovation)	6,851,000	1,788,300
Administrative and Establishment Services (Skills Development & Vocational Education)	786,850,000	444,609,187.06
Primary and Secondary Education	1,692,174,000	529,219,194.90
Special Education	305,000,000	91,638,438.62
Teacher Development	324,076,000	121,224,472
General Education Development Projects	16,608,750,000	5,400,141,049.67
- Foreign Funds	11,510,000,000	4,331,790,320.63
- Local (NSBS)	2,188,750,000	369,618,070.16
- Local	2,910,000,000	698,732,658.88
Higher Education Development Projects	23,795,000,000	17,426,758,025.86
Institutional support for the quality development of higher education	300,000,000	95,070,000
Science and Technology Development	914,000,000	394,238,652
Planetarium	106,000,000	62,000
Vocational Training and Skills Development	3,315,930,000	906,364,091.95
Development of Vidatha	-	-
Total	50,679,631,000	27,146,850,521.14

Source: Miscellaneous Branch, Ministry of Education

**Recurrent Expenditure under the Vote of Ministry of Education (As at 30.11.2024) -
General Education(2024.11.30) - General Education**

Programme	Estimate for 2024 (Rs. Million)	Expenditure as at 30.11.2024 (Rs. Million)
Office of the Minister (126 - 1- 1)	142.01	87.81
Establishment and Administrative Affairs (126 - 1- 2)	34,275.20	16,160.39
Establishment and Administrative - Higher Education sector (126 - 1- 9)	256.21	212.55
Primary Education (126 - 2 - 3 - 1)	7,062.23	5,743.47
Secondary Education (126 - 2 - 3 - 2)	41,887.01	37,836.93
Sponsorship for the national sports ceremony (126 - 2- 3 - 3 - 1409)	50.00	28.59
Institutional support for vocational training (126 - 2- 3 - 4 - 1409)	200.00	47.78
Special education (126 - 2- 5 - 1)	20.50	18.28
Disabled education (126 - 2- 5 - 3)	309.54	247.23
Aided assisted schools (126 - 2- 5 - 4)	3,035.04	2,478.34
Teacher development - Teachers' Colleges and Teacher Centres (126 - 2- 6 - 1)	553.70	425.03
Teacher development - NCoEs (126 - 2- 6 - 2)	2,668.39	2,257.56
Institutional support for the quality development of higher education (126 - 2- 11)	2,138.74	1,896.58
Total	92,598.55	67,440.54

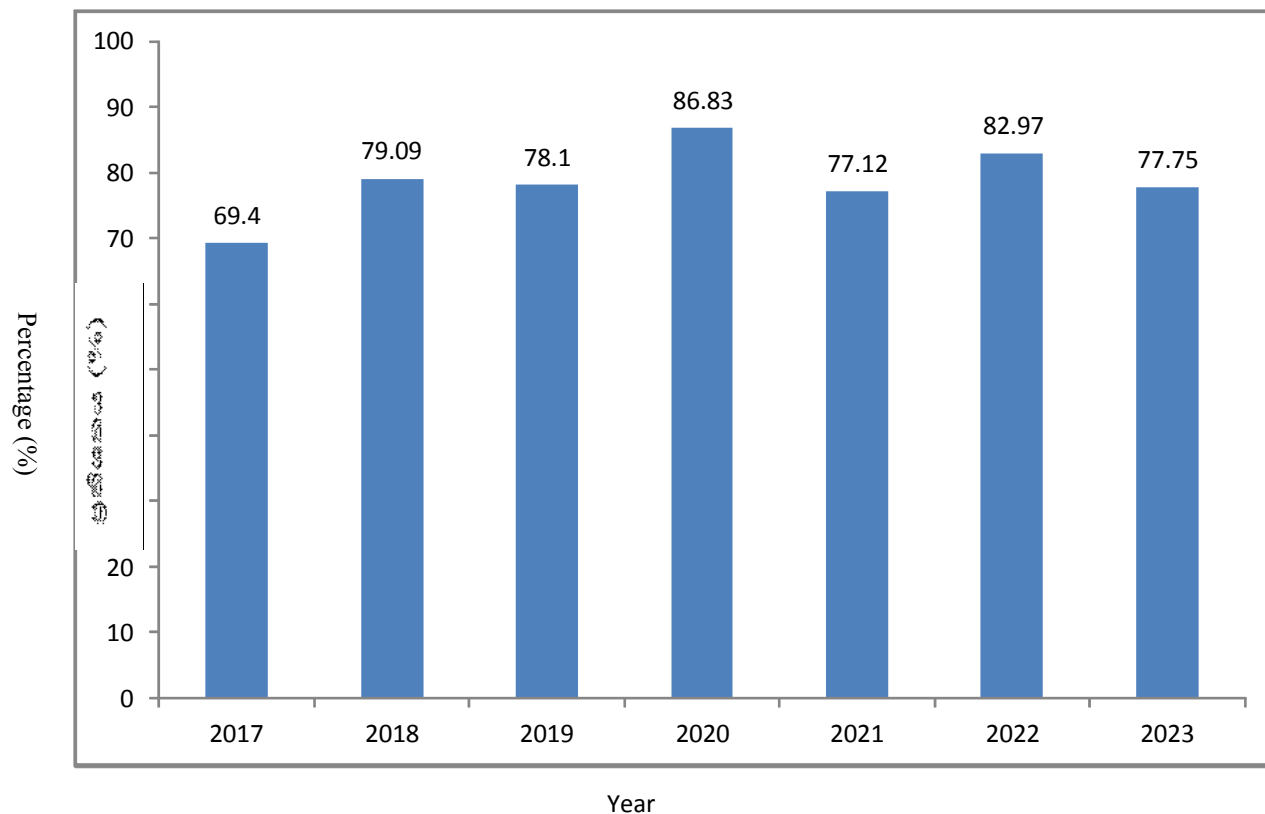
Source: Finance Branch, Ministry of Education

05. Student Performance

Student Performance

(a) Student performance at the grade 5 scholarship examination

Student performance and No. of students sat for the grade 5 scholarship examination
(2017 – 2023)



Percentage of students who have secured more than 70 marks at the Grade 5 Scholarship Examination (2017– 2023)

	2017	2018	2019	2020	2021	2022	2023
No. of students sat for the exam	350,462	350,191	332,179	326,264	335,158	329,668	332,949
Student percentage secured above 70 marks (%)	69.4	79.09	78.1	86.83	77.12	82.97	77.75
Median Mark	106.43	117.98	114.38	125.65	109.31	115.11	111.74

Source : Assessment Report 2023, Department of Examinations of Sri Lanka

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

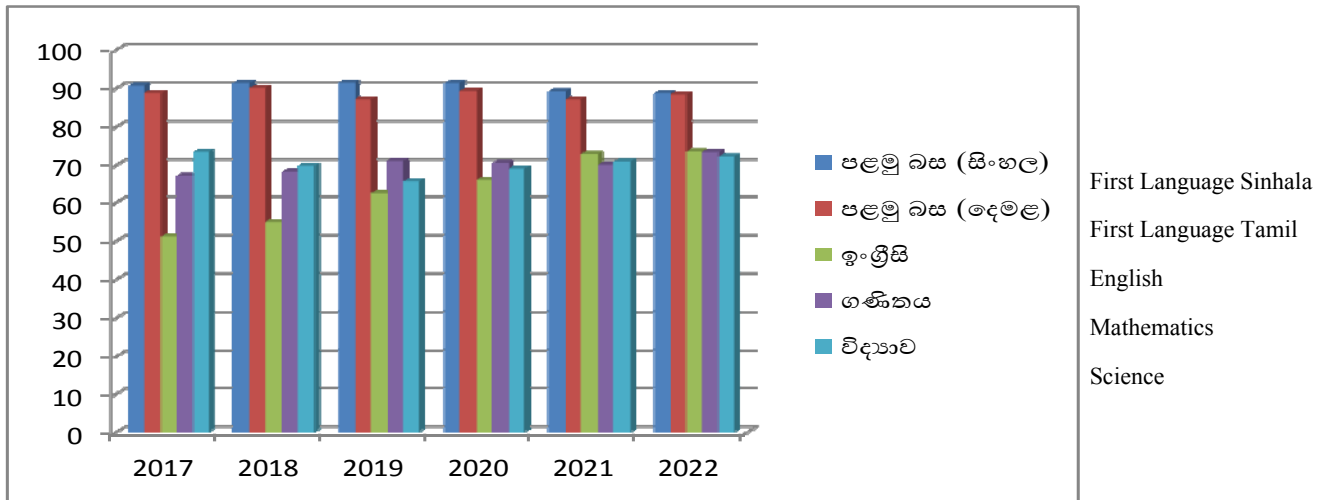
No. of Students and Percentage qualified for the G.C.E. (Advanced Level) from G.C.E. (Ordinary Level) - (2016 – 2022)

	2016	2017	2018	2019	2020	2021	2022
No of students sat for the exam	286,251	296,812	296,029	305,427	308,134	311,321	317,326
No of students passed	200,208	216,815	222,281	225,539	236,015	231,982	236,041
Pass percentage %	69.9	73.05	75.09	73.84	76.59	74.52	74.38

No. of Students and Percentage qualified for the G.C.E. (Advanced Level) from G.C.E. (Ordinary Level) by Province- (2021 - 2022)

Province	2021			2022		
	No of students sat	No of students passed	Pass Percentage %	No of students sat	No of students passed	Pass Percentage %
Southern	39,487	30,860	78.15	41,446	32,165	77.61
North Western	36,874	26,613	72.17	37,275	27,780	74.53
Western	81,299	61,854	76.08	81,093	60,789	74.96
Uva	20,901	15,257	73	21,367	15,876	74.30
Central	40,160	29,584	73.67	40,840	29,701	72.73
Sabaragamuwa	28,849	21,492	74.5	29,642	22,285	75.18
North Central	21,293	15,119	71	21,987	15,351	69.82
Eastern	25,895	19,201	74.15	26,874	19,819	73.75
Northern	16,563	12,002	72.46	16,802	12,275	73.06
Grand Total	311,321	231,982	74.52	317,326	236,041	74.38

G.C.E. (Ordinary Level) Examination (2017–2022) Percentage of Students passed each subject



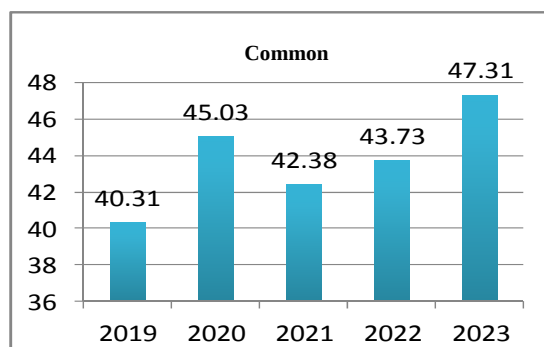
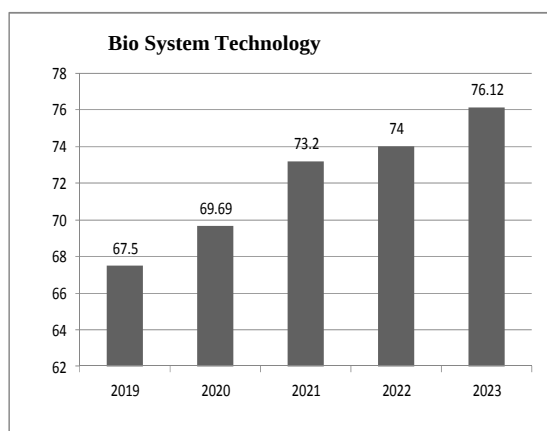
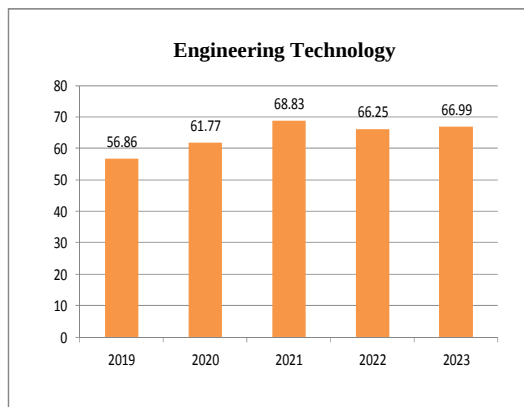
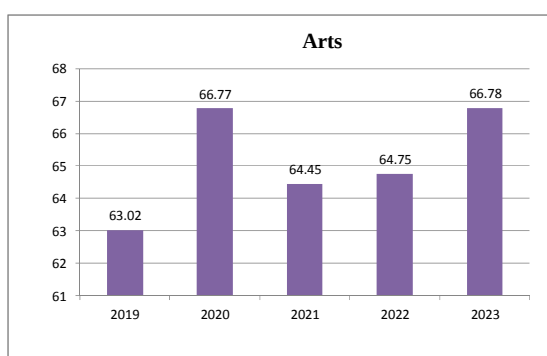
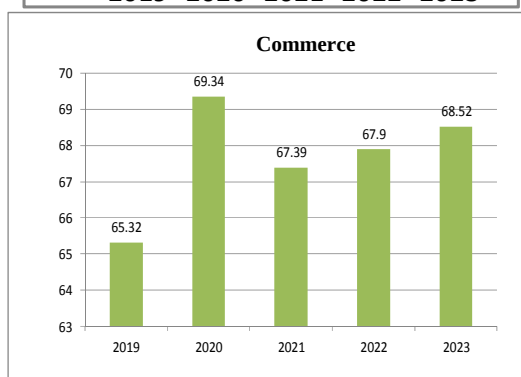
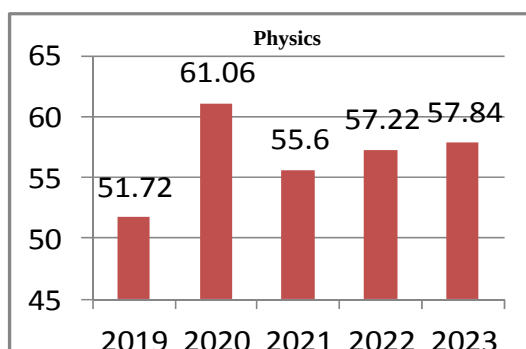
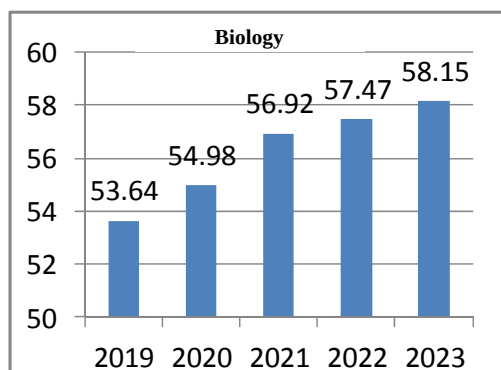
Source: Assessment Report 2017 - 2022, Department of Examinations, Sri Lanka

(c) Student Performance at the G.C.E. (Advanced Level) Examination (School Candidates) 2019 - 2023

	2019 (New Syllabus)	2019 (Old Syllabus)	2020 New Syllabus)	2020 (Old Syllabus)	2021	2022	2023
No of students sat for the exam	173,781	61,769	251,168	24146	236,035	232,797	229,057
No of students qualified for the university entrance	108,353	46,552	165,711	15,960	149,946	149,487	151,343
Percentage of students qualified for the university entrance (%)	62.35	75.36	65.98	66.1	63.53	64.21	66.07

Source: Assessment Report 2023, Department of Examinations, Sri Lanka

**Percentage of students qualified for university entrance for each subject stream
(First sitting 2019 - 2023)**



Source : Assessment Report 2023, Department of Examinations Sri Lanka

06. Institutions Affiliated to the General Education Sector

National Institute of Education

Physical Progress upto 31.12.2024

- Alignment of the National Curriculum Framework with the National Education Policy Framework for Primary and Secondary Education
- For the academic year 2025, activity books, modules, and teacher guides (in all three mediums: Sinhala, Tamil, and English) were developed for Grades 1, 2, 6, 7, 10, and 11, which were scheduled for piloting the curriculum .

The progress achieved in this regard is as follows:

		Final copies	Drafts	Total
Grade 1	Activity books	43	-	43
	Teacher Guides	17	-	17
Grade 2	Activity books	10	-	10
	Teacher Guides	04	-	04
Grade 6 & 10	Modules	811	-	811
	Teacher Guides	442	-	442
Grade 7 & 11	Modules	163	60	223
	Teacher Guides	115	10	125

2

		1st term	2nd & 3rd Terms	Total
Grade 1	Teachers/ In-service Advisors/ Principals/ Other Officials	224	92	316
Grade 6 & 10	Teachers/ In-service Advisors/ Principals/ Other Officials	938	628	1,566

- ◆ The newly revised curricula for Grades 1, 6, and 10 were piloted with 5,000 students in selected schools this year and based on the feedback from this pilot phase, activity books, modules, and teacher guides for these grades were revised and submitted to the Educational Publications Department for printing.
- ◆ Pre-validation of revised activities for Grade 1 student assessments to ensure quality and effectiveness before fully implementation and finalization of activity materials for Grade 1 student assessments after the pre-validation phase while developing of an awareness video for teachers regarding the revised Grade 1 assessment activities.
- ◆ Review and finalization of the National Early Childhood Curriculum Framework (NECCF) following its reassessment.
- ◆ Conducted awareness programmes for 400 Korean language teachers teaching Grades 10-13.
- ◆ Launched an online capacity development programme for these teachers and developed five digital citizenship skill modules for Grades 8-11 and trained 45 teachers in pilot schools for their implementation.
- ◆ Organized the 26th National Conference of Regional English Support Centers (RESC) and the 11th National Conference on Language Assessment (2024).
- ◆ Produced 13 extended video programmes and 5 short video programmes aimed at improving citizenship, quality education, and career guidance for school children.
- ◆ Created 14 subject-based programmes, 7 public awareness programmes, and 11 trend and news programmes for the National Institute of Education's YouTube channel.
- ◆ Compiled a research report on "Representation of Good Citizenship in Secondary Education Curriculum Materials."
- ◆ Organized the C.W.W. Kannangara Memorial Lecture under the theme "Kannangara's Vision of Education and Higher Education's Role in Building a Skilled Workforce," delivered by Prof. Sampath Amaratunge, Chairman of the University Grants Commission.
- ◆ Conducted training programmes on instructional leadership for 275 principals, deputy principals, and 102 Sri Lanka Education Administrative Service officers, in line with secondary education reforms.
- ◆ Published the "Educational Management 2024" journal in three languages.

- ♦ Preparation of documentation for the National Teaching Diploma in accordance with the Sri Lanka Qualifications Framework.
- ♦ Creation of 5 videos and 10 assessment reports to identify and assess children with special educational needs.
- ♦ Compilation of the "Inclusion 2024" magazine.
- ♦ In collaboration with the Ministry of Early Childhood and Primary Education, conducted capacity development programmes for 292 primary resource personnel on curriculum adaptation and trained 33 In service advisors and teachers on inclusive education.
- ♦ Organized capacity development programmes on career guidance and counseling for 200 teacher trainers.
- ♦ Conducted capacity development programmes for 25 career guidance teachers in selected schools of pilot programme for Grades 6 and 10.
- ♦ To provide educational opportunities for children who have lost access to school education due to various reasons, the Open School Unit launched three distance learning programmes (Literacy Course, Foundation Course, and Secondary Course) with about 1,300 students currently enrolled.
- ♦ Launched a digital literacy pilot programme through two Open School Learning Centers with a focus on integrating digital technology for improving literacy. Students were provided with free tablet computers to enhance interactive learning experiences.
- ♦ Implemented 14 courses for education professionals, ranging from Master of Philosophy courses to Certificate programmes, through regional centers across the country. Currently, 14,589 students are benefiting from these programmes.

Financial Progress upto 31.12.2024

Source of Funding	Recurrent Expenditure		Capital Expenditure	
	Budget	Expenditure	Budget	Expenditure
Government Grant	488,160,000	488,160,000	30,000,000	19,764,780
GEMP	120,000,000	80,125,293	-	-
SESIP	60,000,000	17,997,842	-	-
NIE Generated Fund	655,085,000	512,356,621	32,000,000	18,719,967
UNICEF	23,264,075	11,552,349	-	-
UNESCO (KNCU)	21,403,000	16,209,623	2,590,000	2,360,246
Total	1,367,912,075	1,046,276,435	64,590,000	40,844,993

Summary of the Programmes Planned for the year 2025

- ◆ Reviewing the curriculum and aligning it with the new vision and objectives of educational transformation.
- ◆ Conducting a curriculum review and revision in line with the goals of the new vision for transformative change in education.
- ◆ Reviewing and evaluating the curriculum implementation framework and related documents, then providing them to the Ministry of Education and policy developers.
- ◆ Reviewing the capacity development programmes designed to implement educational reforms and ensuring logistical planning for their provision, and submitting these to the Ministry of Education.
- ◆ Providing the Ministry of Education with guidelines on providing the necessary infrastructure for the implementation of educational reforms.
- ◆ Collaborating closely with the Department of Examinations to implement the curriculum assessment framework.
- ◆ Launching three distance learning programmes (literacy, foundation, and secondary) through the Open School Unit to provide educational pathways for students who have lost access to school education for various reasons.
- ◆ Conducting capacity development programmes on career guidance and counseling for teacher trainers.
- ◆ Implementing 20 programmes ranging from a Master of Philosophy courses to Certificate courses for education professionals.
- ◆ Constructing a building complex to establish a model preschool with a daycare center.
- ◆ Producing educational radio programmes for the NIE Alpha U Visual Broadcasting Channel.
- ◆ Producing audio and visual programmes for primary and secondary education that are adaptable for use in various contexts.
- ◆ Conducting three programmes (literacy, foundation, and secondary) for 1,500 students at the Open School's regional centers.

Department of Educational Publications

Progress Report to be presented for the 2024/2025 Budget Committee Stage

Department of Educational Publications

Introduction

In order to fulfill the national responsibility of providing school textbooks free of charge to children, enabling them to benefit from free education, as well as supplying supplementary reading books and learning aids, the Department of Educational Publications has been established under the Ministry of Education.

Background

The Department of Educational Publications was established as a separate expenditure unit by an *Extraordinary Gazette* Notification dated March 27, 1965, and was re-established as a department operating under the then Ministry of Education and Cultural Affairs by another *Extraordinary Gazette* Notification dated September 30, 1966.

Originally established in 1965 as a "B" class department, the Department of Educational Publications was restructured on July 14, 2004, into a super grade department. The main departmental title was amended to "Commissioner General of Educational Publications," elevating the position to a rank equivalent to that of an additional secretary in the Ministry.

To facilitate better oversight of its core functions, the department was organized into sections covering development, planning, production, publications, distribution, marketing and promotion, finance, administration, information technology, and auditing. Under these sections, various officers such as Deputy and Assistant Commissioners, Development Officers, Management Service Officers, clerical staff, drivers, and other personnel were assigned duties and responsibilities to ensure effective operation.

Vision, Mission and Objectives of the Department

Vision

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

Mission

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

Developing the quality of education to create a productive, capable, and knowledgeable citizenry for the country.

Providing free school textbooks for all students in grades 1 to 11 in government schools and other educational institutions.

Producing additional reading books to supplement the school curriculum and provide students with extra knowledge.

Printing question-and-answer books to prepare students sitting for public exams and help them face the challenges of examinations.

Printing and distributing teacher guides to impart knowledge about the curriculum to teachers.

Providing necessary learning aids to enhance the effectiveness of learning according to the curriculum.

Main Functions

By the special Gazette notification of the Government of Ceylon, number 14, 715/3, dated Friday, 30th September 1966, the following duties were transferred to the Department of Educational Publications:

Translation, publication, distribution, and sale of approved books for use in primary, secondary, and higher education.

Production, publication, distribution, and sale of textbooks, specialized glossaries, encyclopedias, and other educational publications required for educational activities.

Production, distribution, and sale of teaching aids, audio-visual and other educational materials.

Promotion of the production of reading materials.

Special Matters

Regarding Braille Textbooks

According to the Braille textbook order records:

1. The required number of Braille textbook copies to be provided for visually impaired students across the country in the year 2025 is 7,970.
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 offices is 43.
4. The number of visually impaired students requesting Braille textbooks is approximately 230.

The department staff jointly held the 2024 Bak Maha Ulela celebration...

Planned Projects and Programmes for the Year 2025:

1. Printing of textbooks required for the year 2026
2. Distribution of the textbooks for the year 2026 to schools and distribution centers
3. Development of additional reading books
4. Preparation and distribution of Braille textbooks for visually impaired students

Serial No.	Activities	Financial Progress (Rs. Mn.)			Physical Progress	Expected task as at 31.12.2024
		Estimated Amount	Expenditure	Expenditure as an percentage of the estimated amount (%)		
1	11	19986.00	8578.00 (The financial progress for items numbered 1 to 4 is given here)	42.92 % The financial progress for items numbered 1 to 4 is as follows	Textbooks for grades 2, 3, 4, 5, 7, 8, 9, and 11 have been 100% printed and finalized. Textbooks for grades 1, 6, and 10 are currently being printed for the year 2025.	The printing of all textbooks required for the schoolchildren for the year 2025 has been completed.
2	Distribution of textbooks				Approximately 72% of the required school textbooks for 2025 have been distributed (distribution for Grades 1, 6, and 10 is still ongoing).	Ensuring the timely delivery of textbooks to all schoolchildren.

3	Payment of distribution allowances (For Provincial directors of Education and Principals)				All relevant allowances for the distribution of textbooks for the year 2023 have been paid. Voucher forms for the distribution allowances for the year 2024 are currently being received.	The distribution allowances have been fully paid, with 100% completion.
4	Compilation of supplementary books				Thirteen additional books have been handed over to the printing institutions for printing, of which ten books have been printed and completed.	The expected number of additional books for the year has been printed.
5	Settlement of payments to be made for the tasks of year 2023	8.2	8.18	100%	100% has been paid and completed.	All financial payments for the tasks related to the year 2023 have been completed.
6	Production of the supplementary book '16+ Call for Youth ' book in Tamil language	5	1.49	29.8%	100% of the printing has been completed.	Completion of the editing work for the book "16+ Call for Youth " in Tamil medium.

7	Development of an office automation system.	14.2	0	0%	The relevant sections for the system distribution division have been completed. The system is being developed for the other divisions.	Developing and implementing the office automation system.
8	Installation of a POS (Point of Sale) system for the department.	4	0	0%	A preliminary discussion has been held to initiate the POS system.	Completion of system installation.
9	Conducting training workshops on the POS system and automated systems.	0.5	0	0%	It is scheduled to be carried out.	Providing officials with a thorough understanding and knowledge of the POS system and the automation system.

10	Evaluation study on the learning aids provided free of charge by the Department of Educational Publications to schools.	0.2	0	0%	It is planned to be carried out.	Preparing an evaluation report.
11	Printing of educational materials in collaboration with the Ministry of Education and the Examination Department.	15.9	13.5	84.9%	The printing of 11 past exam question papers and 3 books related to the English and Mathematics divisions of the Ministry of Education has been completed.	Printing educational materials.
12	Procurement of machines (Brightness and Opacity Tester) for the Department of Educational Publications.	2	0	0%	It has been decided by the committee to procure through an open tender. Upon receiving the tender, the publishing activities are scheduled to commence.	Installation of a machine (Brightness and Opacity Tester) at the Department of Educational Publications.

13	Conducting training programs for officials.	1	0.87	86.6 %	A total of 102 officers have been directed to 07 training programs.	Improving the performance of the department.
14	<u>Infrastructure Development Programme</u> Vehicles	3	2.35	78.34 %		Providing the necessary facilities for the development and maintenance of the institution's infrastructure from its current level.
15	Furniture and Office equipment	1.25	1.25	100 %		
16	Machines & Machineries	1	0.86	86.09 %		
17	Buildings and constructions	4	3.56	89.04 %		
18	<u>Recurrent expenditure</u> Maintenance expenses	9.31	7.42	79.71 %		
19	Payment of salaries and wages	64.5	62.37	96.7 %		
20	Supply of additional services	37.84	27	71.37 %		

Department of Examinations of Sri Lanka

Progress of the Department of Examinations of Sri Lanka from 01.01.2024 to 31.12.2024

1. Conducting School Examinations and Releasing Results

Due to the COVID-19 pandemic and the subsequent economic and social crises, the national-level examinations scheduled for previous years could not be conducted as planned. As a result, in 2024, the department had to conduct examinations that were originally intended for 2023.

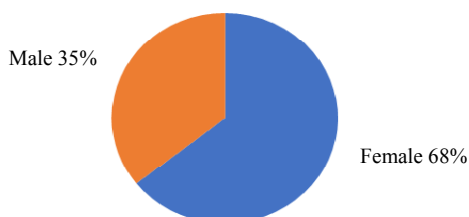
G.C.E. Advanced Level Examination 2023 (2024)

Date of conduct - from 2024.01.04 to 2024.01.31

Date of release of results - 2024.05.31

	No of candidates				Total No of candidates	
	School		Private		Number	percentage (%)
	Female	Male	Female	Male		
No of candidates sat for three subjects	135,010	94,047	24,795	15,761	269,613	
No of candidates received minimum qualifications to apply for a university	97,305	54,038	14,639	7,462	173,444	64.30%
No withheld the results	55		35		90	

G.C.E. Advanced Level Examination 2023 (2024)
Total No of candidates qualified for university entrance as per the gender



G.C.E. (Ordinary level) Examination 2023 (2024)

Date of Conducted	- From 2024.05.06 to 2024.05.15
No of candidates sat for the exam	- 453,420
Date of issuance of results	- 2024.09.28
No of candidates qualified to sit for the G.C.E. (Advanced level) Examination	- 244,228

Grade 5 Scholarship Examination 2024

Date of Conducted	- 2024.09.15
No of candidates sat for the exam	- 323,879

G.C.E. (Advanced level) Examination 2024

Type of Examinations	No of exams conducted	No of exams of which the results issued
Recruitment Exams	38	42
Certification Exams	13	13
Efficiency Bar Exams	28	28
Promotion Exams	06	06
Other Exams	03	10
Total	88	99

Duration of which the exam conducted	- From 2024.11.20 to 2024.12.31
No of candidates applied for the exam	- 333,188

02. Conduct of institutional examinations and issuance of results**03. Issuance of certificates (Originals and Second Copy) and Verification of results**

04. Capacity Development Programmes

According to a programme organized by the Ministry of Education, four executive officers from the Department of Examinations of Sri Lanka were enrolled in a Postgraduate Course in Education Management conducted by the Postgraduate Institute of Management (PIM), affiliated with the University of Sri Jayewardenepura.

To enhance management skills, 70 executive officers from the Department of Examinations were enrolled in a Management Skills Development Programme, also conducted by the Postgraduate Institute of Management (PIM), University of Sri Jayewardenepura.

For the professional development of Management Service Officers (MSOs) and Development Officers (DOs) serving in the Department of Examinations, a three-day training programme was conducted for 100 officers belonging to Grade III of the MSO and DO services. The programme covered office procedures, financial regulations, procurement, inventory auditing, and personal attitude development.

To provide a better understanding of transportation duties, an officer from the Transport Division was enrolled in an Advanced Certificate Course in Transport Management, conducted by the Construction Industry Development Authority (CIDA).

Two IT officers from the Department of Examinations were enrolled in "Cyber Security and Digital Forensics" and "Web Development" courses conducted by the Sri Lanka Institute of Information Technology (SLIIT).

An officer from the Accounts Division was enrolled in a Payroll System training course conducted by Metropolitan Campus KDU.

Fifty secondary-level officers from the Department of Examinations were enrolled in a Tamil language course conducted under the supervision of the Department of Official Languages.

05. Quality Development Programmes

Under the new education reforms, the following qualitative development programmes on assessment were conducted:

Workshop on updating the O/L assessment frameworks for Science and Mathematics.

Workshop on developing the O/L assessment frameworks for Languages (Sinhala, Tamil, and English).

Workshop on developing the O/L assessment frameworks for Social Science subjects (History, Geography, and Civic Education).

Workshop on developing the O/L assessment frameworks for Religion and Value Education subjects (Buddhism, Hinduism, Islam, Catholicism, and Christianity).

Discussion on the installation of the SAMIS system and its integration with the NEMIS system of the Ministry of Education.

Discussion on recommendations for future activities of the SATGS, SLARR, and SAMIS projects.

Meeting on school-level assessment related to the new education reforms.

Conducting of Workshops, conferences, capacity development programmes, and meetings on designing and developing national- and school-level assessment frameworks.

Development of assessment frameworks for Category 1 subjects under the proposed new education reforms, including:

Science, Mathematics, and Language subjects - Sinhala, Tamil, English

Social Science subjects - History, Geography, Civic Education

Religious subjects - Buddhism, Hinduism, Islam, Catholicism, Christianity

Development of prototype questions for Science and Mathematics subjects.

Updating the National Student Assessment Framework (NSAF) and the National Education Policy Framework (NEPF) under the education reforms.

06. Physical Resource Development

The construction of a six-storyed multifunctional building, equipped with modern examination halls, evaluation rooms, and a multipurpose auditorium, among other facilities, at the Department of Examinations, Sri Lanka, has been completed.

07. Other

Obtaining cloud services and e-services for the administration and capacity development of the Department of Examinations, Sri Lanka, and other relevant institutions.

Financial Progress of the Department of Examinations, Sri Lanka for the Year 2024

Vote	Estimate of 2024 (Rs. Million)	Expenditure as at 31.12.2024 (Rs. Million)
Recurrent expenditure		
Personal wages	652,720,000.00	544,554,638.20
Travel expenses	6,000,000.00	2,527,833.45
Supplies	1,030,700,000.00	526,144,517.83
Maintenance cost	90,500,000.00	84,677,430.00
Services	9,248,300,000.00	6,094,848,818.85
Transfers	5,000,000.00	4,024,897.55
Capital expenditure		
Rehabilitation and improvement of capital assets	58,000,000.00	50,400,957.88
Acquisition of capital assets	61,500,000.00	53,418,622.56
Capacity development	1,000,000.00	995,145.00
Development plan	185,000,000.00	174,582,997.45
Educational reforms	15,000,000.00	0.00
Total	11,353,720,000.00	7,536,175,858.77

Programmes and Development Projects to be Implemented in the year 2025

Development of three support systems: the Semi-Automated Testing Generation System (SATGS), the School-Level Assessment Resource Repository (SLARR), and the Student Assessment Management Information System (SAMIS). (Currently in operation)

Strengthening the newly established "Assessment and Evaluation Reform Division" by providing the necessary office equipment and supplies to facilitate the implementation of all activities under DLI-1.

Updating the National Assessment Framework, National Curriculum Framework (NCF), and National Education Policy Framework (NEPP) under the education reform process.

Conducting research on school-level assessments and improving the existing and proposed school-based assessment processes based on the findings.

Providing advanced educational opportunities and training (local, international, long-term, and short-term) related to assessment and evaluation for officials of the Department of Examinations, Sri Lanka.

Implementing awareness programmes to inform relevant stakeholders, including the Ministry of Education, about the new assessment procedures.

Conducting research related to educational assessments.

Conducting benchmarking studies for the GCE Ordinary Level (O/L) examinations.

Organizing workshops for resource persons on preparation of question papers for institutional examinations and item banks.

Purchasing a two-colour printing machine for the Department of Examinations, Sri Lanka, for its printing division.

Starting the second phase of a project to preserve data in old, deteriorating, and uncomputerized examination result records in the Department of Examinations, Sri Lanka. Additionally, implemented a project to improve sanitary facilities in the department to meet the basic needs of the department's staff and the public.

Improving technical infrastructure to enhance the efficiency of examination processes and issuance of certificates.

Installing a 1000kVA generator for the Department of Examinations to ensure the uninterrupted execution of examination operations and certificate issuance.

Renovating the building premises of the Department of Examinations.

Upgrading and maintaining the AS 400 computer system, the main computer system responsible for examination processes and certificate issuance, to ensure the integrity and confidentiality of examination data.

Sri Lanka National Commission for UNESCO

Progress of Activities Completed by the Sri Lanka National Commission for UNESCO as of December 31, 2024:

- Sri Lanka, which became a member of UNESCO in 1949, celebrated the 75th anniversary of Sri Lanka-UNESCO partnership in 2024.
- The Director-General of UNESCO visited Sri Lanka in mid-July 2024 to attend the anniversary celebrations.
- Sri Lanka is currently serving as a member state of the UNESCO Executive Board.
- The Sri Lanka National Commission for UNESCO was officially established as a legal entity in accordance with the UNESCO Constitution through the passage of the "Sri Lanka National Commission for UNESCO Establishment Act No. 38 of 2024" by Parliament in July 2024.
- In 2024, the Department of Management Services approved seven positions for the Commission.
- Three UNESCO 2024-2025 biennial project proposals, valued at USD 58,000, have been approved, and their initial activities have commenced.

Education Division:

Recent Educational Activities of UNESCO :

- In line with UNESCO guidelines, the National Green Building Council developed a Green Schools Certification Programme for Sri Lanka and launched the Green Education Partnership Programme.
- Coordination of the mid-term review report on SDG 4 (Sustainable Development Goals) prepared by the National Education Commission and the global monitoring report on education prepared by UNESCO for 2024.
- SDG 4.7 – Citizenship education and education related to sustainable development projects, and monitoring of SDG 4 in collaboration with the National Education Commission.
- Translation of UNESCO training manuals into Sinhala and Tamil languages.
- The process for the approval of the Global Convention on the Recognition of Qualifications in Higher Education has been initiated.
- Coordination of the Pacific Regional Meeting on Education, APMED 6, held in Bangkok, Thailand, from September 10 to 13, 2024.
- **Programmes Coordinated**
 - o Coordination of the International Women's Day Conference and Open Mic Night organized by the Road to Right organization.
 - o Coordination of the "Curriculum Piloting Programme" organized by the National Institute of Education.
 - o Coordination of the Fifth World Heritage Youth Forum on Cultural Heritage in Greece in 2024.
 - o Coordination of the Information Programme on Green Education Partnership.
 - o Coordination with the Monitoring and Performance Review Branch to revise the School Leadership Profile and contribute to the GEMP Report.
 - o Coordination with the National Education Commission (NEC) and submission of the 11th Advisory Report on the implementation of the 1960 Convention and recommendations against changes in education.

Surveys Participated:

- Forwarding the survey on formal education to the Data Management Branch of the Ministry.
 - Survey for National Coordinators and School Members on ASP.NET.
 - IIEP-UNESCO Survey on the Use of New Digital Tools.
- Survey on Improving Planning and Management in the Education Sector (This survey was distributed to the Data Management Branch of the Ministry of Education).

Activities implemented with the schools by UNESCO A S P net

- Preparing initial arrangements for the international children's drawing competition, Mitsubishi Asian Children's Enikki Festa, held between schools in Sri Lanka, including ASP Net schools, in collaboration with the Japan National Commission.
- In 2024, 12 students, along with teachers, participated in the 70th anniversary celebrations of ASP Net in Athens, Greece.
- Officials from the Data Management Branch of the Ministry of Education participated in several training programmes on data management.
- Coordination of the Poetry Programme, which was launched for the second time by the Polish National Commission and the Herbiech Foundation.
- Coordination of activities related to the Mitsubishi Asian Children's Enikki Festa 2024-2025 drawing competition.
- Signing of a Memorandum of Understanding with the Green Building Council of Sri Lanka and MAS Holdings Pvt. Ltd. to name Sri Lankan schools as Green Schools under the Greening Education Partnership (GEP) programme, and coordination of related activities.
- Submission of nominations for a teacher training programme to UNESCO MGIEP.
- Coordination of activities related to the 6th World Cultural Heritage Youth Symposium 2025.
- Coordination of activities related to the "Young Agriculturist" programme launched by the Sri Lanka Association for the Advancement of Science (SLAAS), including the printing of certificates for the winners.
- Coordination of activities for programmes related to ASPnet schools.

UNESCO Natural Science Division

- National Committee for UNESCO Man and the Biosphere Programme:
 - Preparation of periodic evaluation reports for four UNESCO Biosphere Reserves.
 - Conducting a SWOT analysis for involvement in the Earth Biosphere Project.
- National Committee for UNESCO Geosciences and Geoparks:
 - Considering the nomination of Ussangoda and Namal Uyana for inclusion in the UNESCO Global Geoparks/ World Heritage List.
- Working in collaboration with the Sri Lanka Association for the Advancement of Science (SLAAS) to develop a programme to work with the UNESCO Basic Sciences Programme for the advancement of science in Sri Lanka.

- ◆ UNESCO – Coordination with the South Asian Water Management Centre, Moratuwa University, National Water Supply and Drainage Board, and the UNESCO International Hydrological Programme (IHP) Water Science Programme.
- ◆ Bioethics Programme: Sri Lanka serves as a member of the International Bioethics Committee (IBC) at UNESCO Headquarters.
- ◆ **IHP-WWAP** Water and Gender Equality Development Programme: Conducting an online meeting called for the focal points
Nomination submissions for the Water and Gender Programme for Sri Lanka.
- ◆ Institution for Applied Biological Sciences:
Discussion with the Carl R. Woese Institute for Genomic Biology and engagement with Professor Gene Robinson, co-founder of the Earth BioGenome Project, to analyze potential for a Sri Lankan national project.
- ◆ IGBC, IBC, COMEST Joint Meeting Submissions: Nomination submissions made by Professor Shamanee Prathapan, (University of Sri Jayawardenepura).
- ◆ Indian Ocean Rim Association (IORA):
Collaboration with the Ministry of Education in organizing the All Island Art Competition and providing support for financial requests. A fund of USD 6000 was approved from the UNESCO New Delhi Office as per the request of the SLNCU Secretary-General.
- ◆ Remaining Funds from IORA Programme (USD 4800.00):
A new contract signed to utilize the remaining funds for producing a video on UNESCO Biosphere Systems (December 17, 2024).
- ◆ UNESCO National Science & Geopark Committee:
Preparation of the Terms of Reference (TOR) for the National Committee on UNESCO Geosciences and Geoparks and identifying members while considering new proposals.
- ◆ National Namal Uyana UNESCO Heritage Site or Geopark: Discussion regarding the potential designation of the National Namal Uyana as a UNESCO Heritage site or Geopark.
- ◆ Nomination of Former Secretary General, Mrs. Sirimalee Fernando, for the Scientific Advisory Council of the UNESCO Basic Science Programme. UNESCO -

UNESCO Cultural Centre

- Technical support has been provided for the UNESCO World Heritage sites in Dambulla, Sigiriya, Galle, and Polonnaruwa.
- Action was taken to publish two books have been published and launched for the 75th anniversary celebration.
- A book has been published titled 'Historical Milestones of 75 Years' - including sites and items named by UNESCO in Sri Lanka.
- A plaque was unveiled by the Director-General of UNESCO on the inclusion of the Mahavamsa in the UNESCO World Programme on International Memory by the University of Peradeniya .
- Initial preparations have been made with the Sri Lanka National Library and Documentation Services Board for the creation of a national list for the Memory of the World.
- Support has been extended to the Ministry of Culture in the preparation of the national list for intangible cultural heritage.
- Assistance has been provided to the Ministry of Culture in preparing a timely report on the implementation of the Convention for the Safeguarding of the Intangible Cultural Heritage.
- "Wind of the Music" – A performance showcasing the works of Italian creator Nicolò Farasi was sponsored in collaboration with the Italian Embassy in Sri Lanka. The event was held on May 31, 2024, at the Dutch Rehabilitation Church in Galle Fort.
- The celebration of World Philosophy Day 2024 was organized in partnership with the Department of Philosophical Studies at the University of Peradeniya, the Faculty of Medicine at the University of Colombo, and the Sri Lanka Medical Association (SLMA).
- A two-day workshop on World Heritage Timeline Reporting for 2023-2024 was conducted at the South Asian Teacher Training Centre on December 9-10, 2024.
- An online webinar for the "World Meditation Day" organized by the United Nations was held on December 21, 2024, in collaboration with the Meditation Research Centre at the Faculty of Medicine, University of Colombo, with participation from international meditation experts.

State Printing Corporation

Progress Report to be presented for the 2024/2025 Budget Committee Stage

1. (i) Physical Progress as at 31.12.2024

Business Item	Expected production Income	Actual production income	Progress
School text books	Rs 13.5 Million	7.2	53%
Printing of exercise books	Rs 17.2 Million	3.94	23%
Printing of lotteries	Rs 379 Million	509.1	134%
Commercial Printing (No. of Prints)	1200	1500	125%

(ii) Financial Progress as at 31.12.2024

Business Item	Expected production Income	Actual production income	Progress
School text books	Rs 4000 Million	1782.3 Million	44.9%
Printing of exercise books	Rs 1250 Million	217.1 Million	17.3%
Printing of lotteries	Rs 379 Million	420.1 Million	110%
Commercial Printing	Rs 350 Million	310.9 Million	88.8%

(iii) Progress as per the amended targets

Business Item	Expected production Income	Actual production income	Progress
School text books	Rs 2400 Million	Rs 1782.3	74.26%
Printing of exercise books	Rs 400 Million	Rs 217.1	54.27%
Printing of lotteries	Rs 379 Million	Rs 420.1	110%
Commercial Printing	Rs 350 Million	Rs 310.9	88.8%

National Education Commission

	Activity	Expected Performance 31.12.2024	
		Physical	Physical %
01	Present Status Assessment of the 13-year Guaranteed Education Programme the Descriptive Research Study	A research proposal has been prepared. Preliminary discussions have been held with key stakeholders (teachers, principals, etc.). Questionnaires for both principals and teachers have been developed. The distribution of the questionnaires has been completed. Data collection and data entry have been carried out. The completed research report has been submitted to the Chairperson of the National Education Commission for evaluation.	95% of the study has been completed.
02	Primary School Teachers' Perception on Readiness for Schooling of Children Entering Grade 1	A research proposal has been prepared. Questionnaires for teachers have been prepared. The pilot study has been completed. Questionnaires have been sent to the selected sample across the country.	50% of the study has been completed.
03	Formulation of Quality Assurance Framework and mechanism for International Schools and other Private Schools in Sri Lanka	The final draft report has been submitted to the Ministry of Education	Has completed the study (100%)
04	Teenage Career Readiness: An Assessment of Career Readiness of Senior Secondary Students	The research proposal has been completed. Questionnaires for both students and teachers have been prepared. A suitable sample has been identified for distributing the questionnaires across the 9 provinces. The pilot study has been completed. Questionnaires have been sent to the selected sample across the country.	50% of the study has been completed.
05	Recommendations on the National Policy on Medium of Instruction in Schools	The final report has been submitted to the Ministry of Education and the Parliament Oversight Committee.	100%
06	The Readiness of the School System to Fulfil the Learning Requirement of Children with Special Educational Needs	The research proposal has been drafted. Discussions have been held with officials from the Special Education Branch of the Ministry of Education. The questionnaire is currently being developed.	40% of the study has been completed.

Financial Progress as at 31.12.2024

Research Activities		Rs.	
1	Recommendations for the National Policy on Medium of instruction in School	= 1,514,585.00	
2	Primary School Teacher Perception on Readiness for Schooling Children entering to Grade i (E C D)	= 215,357.52	
3	Situational Analysis of Bilingual Education Approach in Sri Lankan Government & Government Assisted Schools Towards Informed Policy Recommendation	= 300,400.00	
4	International School in Sri Lankan Origin Current Status & way forward (Printing Book ,50 Nos)	= 113,718.96	
5	Formulation of Quality Assurance Framework & Mechanism for International School & other Private Schools in Sri Lanka	= 881,315.00	
6	Present Staus assessment of 13 year Guaranteed Education Programme	= 38,018.85	
7	1st Biennial Research Simposiyum on Education Proceedinds (Printing Book 2022 ,100 Nos)	= 720,066.44	Total Cost. Rs
8	STEM Education in Sri Lankan General Education System Current Status and way Forward (Printing Book , 50 Nos)	= 76,187.29	4,433,312.86 52%
9	Statical Digest on Education 2023/2023 (Postal Charges)	= 12,000.00	
10	TVET Diploma & higher National diploma programmes (N V Q 5 & 6)Demand & Supply, Physical &Human Resoures, Success rates & limitations & way Forward (Printing Book ,)	= 85,396.60	
11	Quality & Standards of Care & education Provided by Early Chilhood Development in Sri Lanka: Current Status & way forwardAssurance Framework (Printing Book ,)	= 84,319.85	
12	Teacher Professional Deveiopment :Current Status & way forward for professionaliation of Teacher in sri Lanka(Printing Book ,)	= 91,155.00	
13	Congruence of Human resources Produced by Universities with Employment Mar- ket ;Alignnents, Mismatches & way forward ((Printing Book , 50 Nos)	= 113,716.60	
14	An sssessment of Career Readiness of Senior Secondary Students in Sri Lanka	= 186,675.75	
15	SDG 4	= 400.00	

**Object Code
(335-01-01-2507)**

**Bodged
Allowance
RS.8,500,000.00**

1. Activity Plan, Time Line and Output/Outcome

Area of responsibility	Activities	Responsible Officer	J a n	F e b	M a r	A p r	M a y	J u n	J u l	A u g	S e p	O c t	N o v	D e c	Budget (Mn)	Output	Outcome
1. Present Status Assessment of the 13-year Guaranteed Education Programme (Descriptive Research Study)																	
General Education Technical and Vocational Education	Publication	SPRO (VR) PO (KG)	Continuation (2025)										0.2	Final Report with Analysis of Current Status of 13 year guaranteed Education Program and Recommendations	Provide Policy Directives to Improve 13-Year Guaranteed Education and Reduce Issues and Gaps		
	Total Budget												0.2				
2. Primary School Teachers' Perception on Readiness for Schooling of Children Entering Grade 1																	
Early Childhood and Primary Education	Data Collection & Analysis	SPRO (NW) AD (Acting PRO)	Continuation (2025)										1.0	Final Report with Policy Recommendation	Improve the Awareness of Grade 1 Teachers on Smooth Transition of Children from Preschool to Primary		

3. Teenage Career Readiness: An Assessment of Career Readiness of Senior Secondary Students													
				Continuation (2025)									
	Distribution of questionnaire and Data collection	SPRO (RR) DJ ((Acting PRO)										0.60	
	Data analysis and representation											0.20	
	Report writing (expert)											0.20	
	Printing											0.30	
	Publication & Dissemination											0.40	
	Total Budget											1.7	
4. Review of the National Preschool Policy (2025)													
Early Childhood and Primary Education	Draft Preparation (Expert panel discussions)	SPRO (NW) AD ((Acting PRO)										0.5	
	Stakeholders meetings											0.5	
	Preparation & submission of final report											0.5	
	Total Budget											1.5	

5. Evaluation of the Current Digital Education in Sri Lanka (2025)																
General Education	Situation Analysis and workshops	SPRO (VR) DJ ((Acting PRO) KG (PO)														0.5
	Stake holder meetings															0.5
	Formulation of the research proposal															0.2
	Focus group discussion and Questionnaire preparation															0.3
	Validation workshops															0.2
	Survey and data collection															0.6
	Report writing															0.2
Total Budget															2.5	

Information regarding participation of officers in workshops in the year 2024

No	Name of the Officer	Course Name	Course has been/ has not been conducted	Fee (Rs. Cents)	Paid/ Not Paid
01	Mrs H D Kathriarachchi	Transport Management (01 Day)	Yes	14,000.00	√
02	Mrs E G I Gamage				
03	Ms G L Nimesha	Preparation of Advanced “B” Account of Government Officers Recruitment Procedure (02 Days)	Yes	14,000.00	√
04	Mrs M A Dihara Dhananjani		Yes	13,000.00	√
05	Mr E D S Priyadarshana	Improvement of Attitudes and Professional Knowledge of Office Assistants and Drivers (02 Days)	Yes	13,000.00	√
06	Mr Alex Figurado	Stores Management & Purchasing Procedures (02 Days)	Yes	13,000.00	√
		Two Days Training Workshop on Public Accounting Procedures and Preparation of Final Accounts	Yes	13,000.00	√
07	Mrs H D Kathriarachchi	Annual Inventory Survey and Disposal of Assets	Yes	26,000.00	√
08	Mrs M A Dihara Dhananjani				
09	SPRO, PRO & PO	Workshop on Education Research	Yes	3,000.00	√
10	Mrs W A D T Jayasinghe	Tamil Course of 150 hrs	Yes	0.00	Payment of course fee by the main institution which organizes the course or proportionally charging from the participants
11	Mrs H D M K Geethamali				
12	Mr W A C Saman Kumara	Tamil Course of 100 hrs	Yes		
13	Dr (Mrs) R K R S Ranasinghe	Tamil Course of 200 hrs	Has been commenced	2,288.14	
14	Dr (Mrs) W W P N Weerakoon				
15	Mr N P J Hewage				
16	Mrs G L Nimesha	Tamil Course of 150 hrs	Has been commenced	0.00	
17	Entire staff	Two (02) day training workshop of capacity development	Yes	140,042.42	√
18	Mrs W A D T Jayasinghe	Master of Public Administration in Education Management	Has been commenced	77,500.00	√
Total				328,830.56	



அடிநிலை, உயர் கல்வி மற்றும் தொழில் கல்வி அமைச்சு
Ministry of Education, Higher Education and Vocational Education

2024 வருஷத் துறியை னா 2025 வருஷத் ஒரீர் ஸுதர ஸுதர

2024 வருடத்திற்கான முன்னேற்றம்
மற்றும் 2025 வருடத்திற்கான
எதிர்கால பயணப் பாதை

The Progress of 2024 and the Way Forward 2025

வெலிவ் II - உயர் கல்வி
இதழ் II - உயர் கல்வி
Volume II - Higher Education

Progress Report

2024



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

UNIVERSITIES

17 Under UGC

- 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
- 2 Under MOHE**
- Buddhist and Pali University of Sri Lanka
 - Bhiksu University of Sri Lanka

SLIATE

19 Institutes

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

POSTGRADUATE INSTITUTES

10 under UGC

- 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 Jayewardenepura
- 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**
- 08 under the UGC**
- 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 DEGREE AWARDING INSTITUTE

25 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
11. SANASA Campus
12. Horizon College of Business & Technology
13. KIU Campus (Pvt) Ltd.
14. Nagananda International Institute for Buddhist Studies
15. Sri Lanka Technological Campus
16. Sri Lanka Institute of Nanotechnology (Pvt) Ltd.
17. SIGIS Campus
18. E Soft Metro Campus
19. Sri Lanka Institute of Chemistry
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.

01

INTRODUCTION

Education is the process of imparting or acquiring general knowledge, fostering reasoning and decision-making skills, and preparing themselves or other individuals intellectually for a well-rounded and socially mature life.

In recent years, Sri Lanka has faced significant political and economic crises and various social resistance movements, which have severely impacted the country's stability. The energy crisis, shortages of essential goods, and the high financial burden of livelihood activities have deeply affected the population. Despite these challenges, considerable efforts have been made to sustain the education sector. During this period, the Ministry has successfully implemented systematic measures to restore education and safeguard the teaching and learning process.

17 universities and 18 higher education institutes functioning within the entire higher education system are coming under direct administration of the University Grants Commission. In addition, Buddhist and Pali University, Bhiksu University of Sri Lanka, and the Sri Lanka Institute of Advanced Technological Education (SLIATE) function under the purview of the Ministry. The Buddhist and Pali University and the Bhiksu University of Sri Lanka strive to promote Buddhist education. At the same time, the Sri Lanka Institute of Advanced Technological Education (SLIATE) plays a significant role in promoting higher education in the country. Additionally, 28 non-state higher education institutes have been provided with the opportunity to offer degree programs.

According to the investments made by the public sector for the higher education sector, the

provision allocated for the year 2024 is Rs. 103.3 billion. The allocation for the Higher Education Division amounts to Rs. 30.6 billion. Of the total provisions, Rs. 69.5 billion is allocated for recurrent expenditure, while the remaining Rs. 33.8 billion is for capital expenditure.

By 2024, the total number of students enrolled in the state higher education system is around 444,057. In 2023, a total of 269,613 students sat for the G.C.E. (A/L) examination, and 173,444 students were eligible for university admissions. However, the university system is expected to enroll only 43,204 students based on the available resources.

As of June 2024, the Sri Lanka Institute of Advanced Technological Education has enrolled 10,623 students. Additionally, for the 2023/2024 academic year, 312 registrations have been recorded at the Bhiksu University of Sri Lanka and the Buddhist and Pali University.

By 2024, a total of 28 non-state higher education institutions have been approved by the Ministry of Higher Education to award degrees. Over the past five years, 16,019 students have been given opportunities for academic activities through the interest-free student loan scheme. Applications have been invited, and interviews for this year have already been completed.

The Ministry has introduced a foreign scholarship scheme to provide local students with the

opportunity to study at foreign universities. Accordingly, in 2024, 26 students were awarded scholarships for undergraduate studies abroad, while 101 students received scholarships for postgraduate studies. Both local and foreign students have been given the opportunity to pursue higher education at Sri Lanka's state universities. By 2024, 356 foreign students have enrolled in undergraduate programs, while 561 foreign students have registered for postgraduate studies.

Financial assistance is offered through three main schemes to students facing economic difficulties who have gained access to higher education. These schemes are the Mahapola Scholarship Scheme, the University Bursary Scheme, and donations from various institutions, companies, and individuals. In 2024, a total of Rs. 1,865.14 million was provided to 92,550 students under the Mahapola Scholarship Scheme and the University Bursary Scheme.

The goal is to enhance the quality of the higher education system to produce graduates with competent skills. Accordingly, during the period of 2023/2024, a total of 30,703 graduates have been created by the university system, (including the Pali and Buddhist University and the Bhikkhu University.) Additionally, 10,454 postgraduates have completed their studies. In 2023, the Sri Lanka Institute of Advanced Technological Education has created 5,100 diploma holders.

To enhance the quality of graduates, scholarships from foreign countries are continuously being offered under bilateral agreements signed with the Ministry of Higher Education to provide doctoral and postgraduate opportunities for academic staff and to implement various international workshop programs.

In line with enhancing the quality of graduates, various measures are being implemented to increase the efficiency and productivity of the higher education system. To achieve this, both the Ministry and the universities are taking steps to offer local and foreign training opportunities for all staff. The total (permanent and temporary) academic staff in the higher education system in

2024 is 10,277 and the non-academic staff is 12,926.

One of the main challenges we face is to produce graduates and diploma holders who can adapt to the technology-driven global economy of the next decade of 21st century through the higher education system led by all universities. Accordingly, the Ministry has launched various projects with both local and foreign financial support to enhance university infrastructure, develop academic programs, and integrate new technological methods.

Out of the total capital provision allocated for the year 2024, 88% has been allocated for infrastructure development. Out of that, Rs. 22,214 million *i.e.* 75% has been allocated for construction projects. Of these provisions, Rs. 8,366 million has been financed through local funds and Rs. 13,848 million has been financed through foreign loans. This has been invested in 34 projects that were commenced before 2024, 08 projects of which the construction work has been completed and for the 01 new project.

Advancing a nation's development requires the effective utilization of locally generated innovations and research findings. The Ministry has allocated Rs. 892.5 million as capital provisions and Rs. 3,267.10 million as recurrent expenditure for research activities in the year 2024. Similarly, Rs. 579.5 million has been provided through foreign projects. Under these provisions, various projects were introduced to carry out research, development, innovation and commercialization separately at universities and postgraduate training programs were also implemented through research.

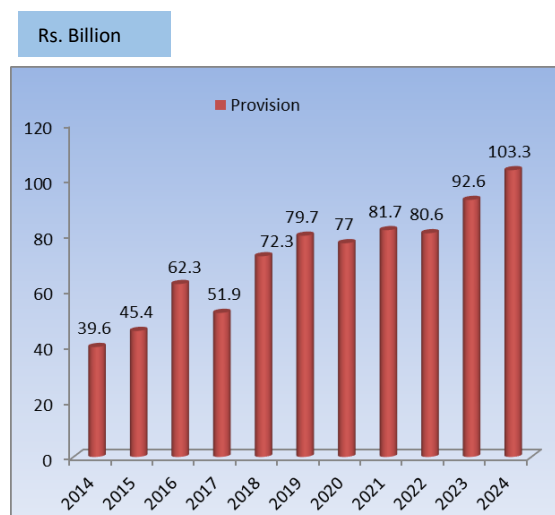
02

Financial Progress

2.1 Overview

In 2024, Rs. 103.3 billion has been allocated to develop the higher education system, marking an 11.5% increase compared to 2023. In 2007, when a dedicated Ministry of Higher Education was first established, the allocation stood at Rs. 19.8 billion. Since then, the ministry has operated within various subject scopes, with its funding increasing steadily over time. Over the past decade, allocations have risen by about 260.8%. Figure 2.1 illustrates the provisions allocated by the General Treasury for higher education from 2014 onwards.

Figure 2.1 : Allocation of provisions from the General Treasury for the Higher Education System 2014– 2024



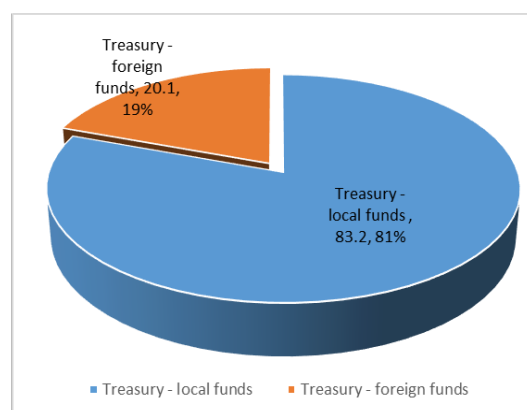
(Source - Ministry of Education - Higher Education Division. UGC, Universities coming under the UGC, SLIATE and Buddhist Universities)

The estimated total provision for the higher education system for the year 2024 is Rs. 103.3 billion. When considering provisions allocated by the Treasury, this has been financed by Rs.

83.2 billion in local funds and Rs. 20.1 billion in foreign loans and grants.

The financial composition for the year 2024 is shown in Figure 2.2.

Figure 2.2 : Financial Composition for the year 2024

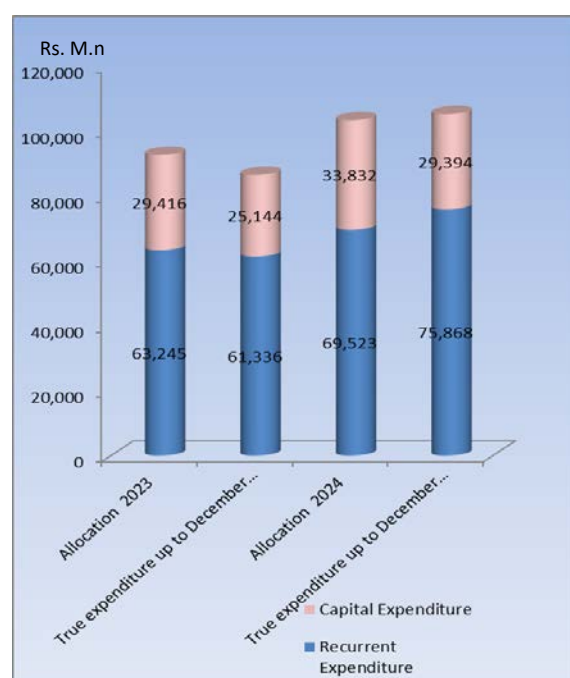


(Source - Ministry of Education - Higher Education Division. UGC, Universities coming under the UGC, SLIATE and Buddhist Universities)

Of the Rs. 103.3 billion allocated for 2024, Rs. 33.8 billion has been designated for capital expenditure and Rs. 69.5 billion for recurrent expenses. Rs. 20.1 billion of the capital provision of Rs. 33.8 billion is received through foreign projects.

The total amount disbursed as of December 31, 2024, is Rs.105.2 billion, which is 101.8% of the allocated provisions. The percentage of disbursement from capital allocation is 86.8% and the percentage of disbursement from recurrent allocation is 109.1%. The way the provisions were disbursement as of December 31, 2023 and December 31, 2024, is shown in Figure 2.3. According to the comparison, 93.3% of the allocated provisions were spent in 2023 and 101.8% as of December 31, 2024.

Figure 2.3: Allocation & Disbursement of Provision 2023 & 2024



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

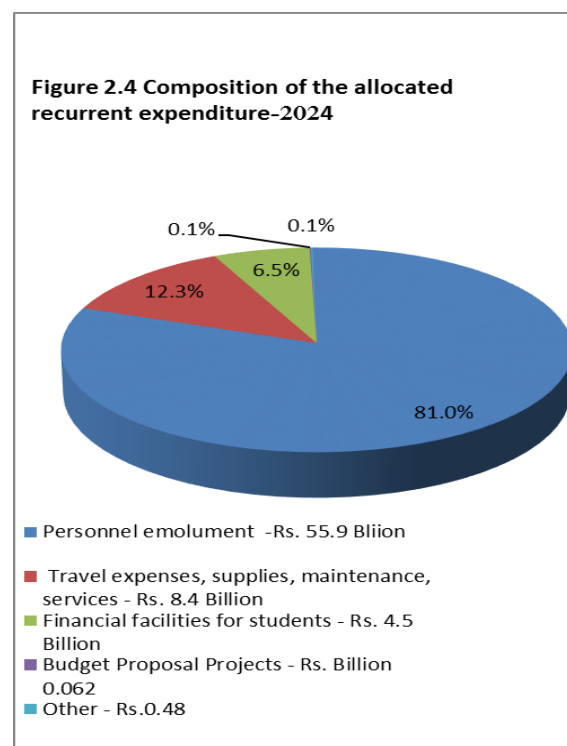
2.2 Recurrent Expenditure

Rs. 69.5 billion has been allocated as recurrent expenditure for the year 2024, and it is an

increase of Rs. 6.3 billion compared to the previous year.

The highest amount of 81% of the amount allocated for recurrent expenditure in the year 2024 has been allocated for personnel emoluments. 12.3% has been allocated for service expenditure, supply expenditure, travel expenditure, maintenance expenditure and other expenditure, 6.5% for providing financial facilities to students and 0.1% for budget proposal projects such as the Student Loan Scheme and providing loan facilities for laptop computers.

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



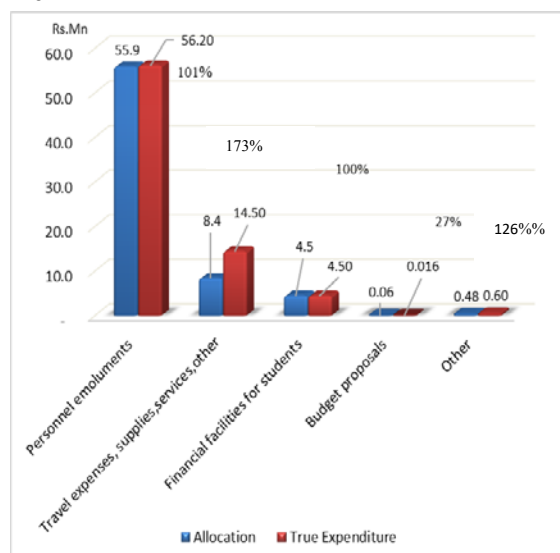
(Source - Ministry of Education - Higher Education Division. UGC, Universities coming under the UGC, SLIATE and Buddhist Universities)

In addition to these recurring allocations, the University Grants Commission has spent Rs. 6.9 billion as a recurrent expenditure from the income generated.

As of December 31, 2024, the disbursement percentage from the allocation for personnel

emoluments is 100.5% and the disbursement percentage from the allocation for providing financial facilities to students is 100%. The detailed composition is shown in Figure 2.5.

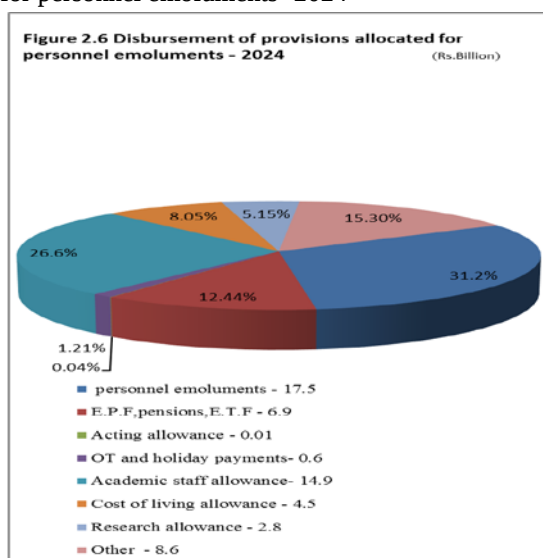
Figure 2.5 Disbursement of Recurrent Expenditure -2024



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

The highest percentage of the allocations disbursed, i.e. 31.2%, was spent on personnel emoluments. The second highest percentage, i.e. 26.6%, was spent on academic staff allowances. The detailed composition of this is shown in Figure 2.6.

Figure 2.6: Disbursement of provisions allocated for personnel emoluments -2024



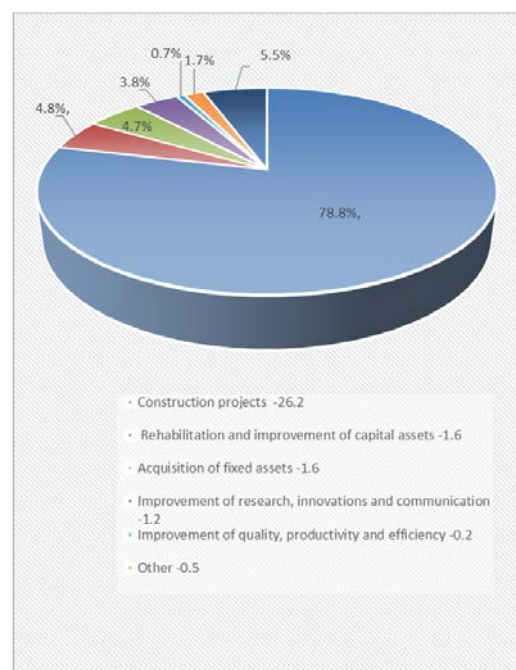
(Source - Ministry of Education - Higher Education Division. UGC, Universities coming under the UGC, SLIATE and Buddhist Universities)

2.3 Capital Expenditure

In 2024, Rs. 33.8 billion has been allocated for capital expenditure in the higher education system. The largest allocation within the capital expenditure composition, i.e. 78.8% has been allocated for construction projects. Furthermore, 4.8% has been allocated for rehabilitation and improvement of capital assets, and 4.7% for acquisition of fixed assets. 3.8% has also been allocated for research activities as well as for facilitating innovation development and commercialization. Furthermore, 0.7% has been allocated for employability and quality improvement, 5.5% for loan repayments, and 1.7% for other capital expenditures.

The composition of the 2024 capital expenditure allocation is shown in Figure 2.7.

Figure 2.7: Allocated capital expenditure composition - 2024 (Rs.Billion)

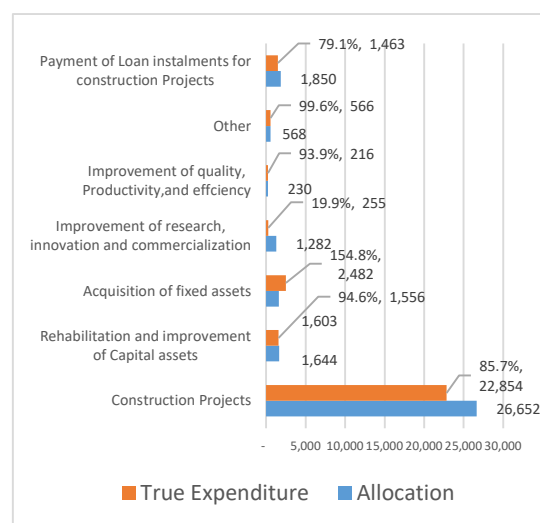


(Source - Ministry of Education - Higher Education Division. UGC, Universities coming under the UGC, SLIATE and Buddhist Universities)

In addition to the above allocations, the University Grants Commission has also spent Rs. 6,630 million from the income earned. This is Rs. 6,295 million from recurrent expenditure and Rs. 335 million from capital expenditure.

When considering the actual amount spent out of the amount allocated for each component of the capital expenditure composition as of 31 December 2024, 85.7% from construction projects, 93.9% from improving quality, productivity and efficiency, 19.9% from facilitating research, innovation and commercialization, 94.6% from rehabilitating and upgrading major assets, 154.8% from acquiring fixed assets, 79.1% for debt repayment and 99.6% from other capital expenditures had been disbursed. The disbursement of capital allocation 2024 is given in Figure 2.8.

Figure 2.8 : Disbursement of capital allocation 2024



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

Table 2.1: Disbursement of Institutional-wise allocated recurrent and capital provisions - Up to December 31,2024 (Source - Ministry of Education - Higher Education Division. UGC)

Universities and institutions	Recurrent 2024 (Rs)			Capital 2024 (Rs)			Total 2024 (Rs)		
	Allocations	Disbursement	%	Allocations	Disbursement	%	Allocations	Disbursement	%
Higher Education Division	256	237	92	10	8	80	266	245	92.1
SLIATE	1,093	1,206	110.3	75	74	100	1,168	1,281	109.7
Buddhist and Pali University	552	563	102.0	75	51	68.0	627	614	97.9
Bhiksu University	493	492	99.8	150	21	14.0	643	513	79.8
Foreign Universities	-	-	-	20,155	16,675	82.7	20,155	16,675	82.7
State Minister's Office	26	19	72	3	3	100	29	22	75.3
Budget Proposals	1,892	1,845	97.5	5,864	4,726	80.6	7,756	6,571	84.7
Total of the Ministry	4,312	4,362	101.2	26,332	21,559	81.9	30,644	25,921	84.6
UGC	65,211	71,506	109.7	7,500	7,835	15.2	72,711	71,341	59.1
Grand Total	69,523	75,868	109.1	33,832	29,394	86.9	103,355	105,262	101.8

(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 31.12.2024 has also been include)

2.4 Institutional Contribution to Overall Expenditure

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

The total provision of Rs. 30,644 million allocated to Higher Education under the Ministry of Education includes the allocations amounting to Rs. 26,332 million for capital expenditure and Rs. 4,312 million for recurrent expenditure.

A provision of Rs. 7,500 million allocated for capital expenditure and the provision of Rs. 64,211 million allocated for recurrent expenditure are included within the Rs. 72,711 million allocated for the UGC. The institute-wise sub-division of the expenditure allocated under recurrent and capital provisions is shown in Table 2.1.

2.5 Revenue from Foreign Students

Foreign students pursuing undergraduate and postgraduate degrees at state universities and other state higher education institutions serve as a source of revenue for the state higher education sector. In 2023, the income generated from 1,201 foreign students amounted to Rs. 911.9 million. By December 2024, the income from 893 foreign students was Rs. 929.8 million.

2.5.1 Revenue from Foreign Undergraduate Students

In 2023, 55.8% of the total revenue earned from foreign students was from foreign undergraduate students, which amounted to Rs. 508.6 million from 411 students. As of December 2024, 59.3% of the total revenue earned from foreign students was from foreign undergraduate students, which amounted to Rs. 551.3 million from 339 students.

In 2023, the highest income earned from foreign undergraduate students, when broken down by course, came from medical students. This amounted to Rs. 461.7 million from 188 students, representing 90.8% of the total income received from undergraduate students.

As of December 2024, the highest income was earned from medical students, with 220 students contributing Rs. 520 million, which accounted for 94.3% of the total income from undergraduate students. The second-highest income came from students studying the Engineering degree programs, which amounted to Rs. 11.9 million, representing 2.2% of the total income from undergraduate students. As of December 2024, the third highest revenue was generated from students studying Buddhist studies, which was 9.7 million, or 1.8% of total revenue.

Table 2.2 shows the income received from foreign undergraduate students by course as of 31 December 2024.

Table 2.2: Income received from foreign undergraduate students by each course (as of 31 December 2024)

Degree Program	No. of Students	Revenue as at 31.12.2024 (Rs)
Medicine	220	520,088,185.57
Engineering	7	11,958,044.80
Buddhist Studies	87	9,721,130.60
Arts	22	5,409,630.93
Biological Science	1	368,060.00
Nursing	2	3,778,500.00
Total	339	551,323,551.90

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

In 2023, when comparing the income received from foreign undergraduate students across universities and institutions, the University of Colombo generated 47.2% of the income, the University of Kelaniya generated 17.2%, and the University of Peradeniya generated 9.3%.

As of December 2024, the University of Colombo earned the highest income, accounting for 47.2% of the total income. The University of Kelaniya earned the second-highest income, at 15.9%, while the University of Peradeniya earned the third-highest income, at 13.6%. Table 2.3 shows the income received from foreign undergraduate students by each university as of December 2024.

Table 2.3 : University -wise Income from Foreign Undergraduate Students as of 31 December 2024

University	No. of Students	Income as at 31.12.2024 (Rs)
Colombo	83	260,499,500.00
Kelaniya	83	87,849,109.69
Peradeniya	67	75,168,663.25
Ja'pura	13	40,600,000.00
Ruhuna	12	24,307,376.14
Jaffna	6	23,006,250.00
Easteren	7	15,615,027.87
Moratuwa	5	13,606,934.80
Buddhist and Pali	59	4,615,035.15
Wayamba	1	3,703,125.00
Colombo (UCSC)	1	1,840,500.00
Open University	2	512,030.00
Total	339	551,323,551.90

(Source - Universities and Higher Education Institutions under the University Grants Commission, and Buddhist Universities)

In 2023, a total of 411 students from 36 countries came to Sri Lanka for their undergraduate studies. The largest number of students came from Bhutan, with 102 students. The highest income generated by these students came from Bhutan, amounting to Rs. 133.5

million, which accounted for 26.2% of the total income from undergraduate students.

In 2024, 339 students from 31 countries are pursuing their undergraduate studies in Sri Lanka. Similar to 2023, the highest income from undergraduate students in 2024 was earned from students from Bhutan, totaling Rs. 163.1 million from 115 students. This represents 29.6% of the total income from undergraduate students.

The income received from foreign undergraduate students as of December 31, 2023, and 2024, by country, is shown in Appendix A.

2.5.2 Revenue from Foreign Postgraduate Students

In 2023, income from postgraduate foreign students accounted for 44.2% of the total income from foreign students, amounting to Rs. 403.2 million from 790 students. As of December 2024, the income from postgraduate foreign students made up 40.7% of the total income from foreign students, totaling Rs. 378.4 million from 554 students.

In 2023, the highest income from postgraduate foreign students, accounting for 27.2% of the total income, was earned from students in Economic Management. This amounted to Rs. 109.7 million from 89 students.

As of December 2024, the highest income, accounting for 53.8% of the total income from foreign postgraduate students, was earned from postgraduate students who are pursuing Management, totaling Rs. 203.4 million from 158 students. The income received from foreign postgraduate students by each course as of December 2024 is shown in Table 2.4.

Table 2.4: Course-wise Income from Foreign Postgraduate Students as of December 2024

Study Program	No. of Students	Income as at 31.12.2024 (Rs)
Management	158	203,431,500.00
Buddhist Studies	259	57,691,018.31
Arts	68	41,321,513.00
Medicine	5	36,806,008.00
Science	9	10,620,675.92
Law	4	6,137,000.00
Education	29	4,676,500.00
Economics	4	1,866,953.78
Engineering	2	1,672,836.02
IT	1	305,424.37
Applied Science	1	148,750.00
Total	554	378,456,748.99

(Source - Universities and Higher Education Institutions under the University Grants Commission, and Buddhist Universities)

In 2023, considering the income received from foreign postgraduate students by universities and institutions, the University of Colombo earned the highest income, totaling Rs. 207.4 million, which accounted for 51.4% of the total income. The Postgraduate Institute of Buddhist and Pali (PGIPBS) earned the second-highest income, amounting to Rs. 71.3 million. It is 17.7% as a percentage of total revenue. The University of Colombo earned the highest income from foreign postgraduate students in both 2023 and as of December 2024. The income amounted to Rs. 184.5 million, which accounts for 48.8% of the total income.

The income received from foreign postgraduate students by universities and institutions as of December 2024 is shown in Table 2.5.

Table 2.5. Institute -wise Income from Foreign Postgraduate Students as of December 2024

Institute / University	No. of Students	Income as at 31.12.2024 (Rs)
Colombo	113	184,589,828.80
PIM	98	110,102,500.00
Buddhist and Pali	264	54,174,000.00
Open University	17	14,828,523.37
IBMBB	3	4,374,897.12
Kelaniya	11	2,775,525.85
PGIHS	7	2,013,900.00
Ja'pura	5	1,788,801.33
Moratuwa	2	1,672,836.02
Peradeniya	1	1,380,375.00
PGIPBS	2	432,517.50
PGIS	29	248,346.00
Bhiksu Uni.	2	74,698.00
Total	554	378,456,748.99

(Source - Universities and Higher Education Institutions under the University Grants Commission, and Buddhist Universities)

In 2023, a total of 790 postgraduate students from 32 countries came to Sri Lanka for their studies. The largest group, consisting of 363 students from China, generated Rs. 267.1 million, which accounted for 66.2% of the total revenue from postgraduate students. The next highest revenue was generated by 243 students from Myanmar, who contributed Rs. 50.1 million, representing 12.4% of the total revenue.

As of December 2024, the largest number of foreign postgraduate students came from China, with 290 students generating Rs. 268.5 million, accounting for 70.9% of the income from postgraduate students. The second-largest income was earned from 10 students from Malaysia, who contributed Rs. 41.4 million, representing 10.9% of the total income.

4o mini

Income from foreign postgraduate students by each country in the year 2023 and up to December 31, 2024, is given in Appendix A1.

03

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, with the goal of fostering 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 2023, the total number of students including internal, external and postgraduate students enrolled in the entire state higher education system for studies is 444,057. Out of this total number of students, the number of students registered at state universities having been selected on Z-score is 143,203.

The student enrolment in Open University is 30,324. There are 1,016 internal students at two Buddhist universities namely Sri Lanka Bhiksu University and Buddhist and Pali University. Total external student enrolment within the entire state university system is 189,774.

The number of students enrolled at higher education institutes implemented under the

UGC is 5,321. Student enrolment in SLIATE for National Higher Diplomas in the year 2023 is 24,577. Similarly, 49,359 students are engaged in their postgraduate studies in the higher education system. Institute-wise student registration is shown in Appendix B. The summary of that composition is given in Table 3.1.

Table 3.1 Total Number of students enrolled in the State University system in 2023

Student Category	Male	Female	Total
Universities and affiliated institutes	49,751	93,452	143,203
Open University	8,822	21,502	30,324
Buddhist and Pali University / Bhiksu University	1,016		1,016
Students registered for external degrees	49,117	140,657	189,774
For undergraduate studies	108,706	255,611	364,317
HEIs coming under the UGC	2,472	2,849	5,321
SLIATE	7,404	17,173	24,577
Buddhist and Pali University / Bhiksu University	158	325	483
Certificates/ Diploma	10,034	20,347	30,381
Postgraduate studies	23,071	26,288	49,359
Total	118,740	275,958	444,057

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 2023 G.C.E. (A/L) results, the number of students expected to be enrolled for the academic year 2023/2024 is 43,204. Table 3.2 denotes the number of students who sat for

the G.C.E (A/L) exam, the number of students with minimum qualifications and the number of selected students in the last 11 years.

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)	
2013	246,665	143,740	25,200	17.5
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	43,204**	24.9

Source: UGC

*Updated.

**Proposed intake

The number of students admitted in the year 2013 was 25,200 and in the year 2023, it is 43,204 (proposed intake). Accordingly, when considered annually, the number of students admitted to universities has increased by 18,004 within the period from year 2013 to year 2023.

In addition, the Sri Lanka Bhiksu University (SLBU) in Anuradhapura admitted 156 students for the 2022/2023 academic year, including students representing two foreign countries. 171 students have been admitted for

the academic year 2023/2024, and it represents two foreign countries. The Buddhists and Pali University (BPU) located in Homagama has enrolled 168 students for the year 2022/2023, and 15 out of them represent foreign countries. For these universities, 141 students were admitted for the 2023/2024 academic year, including 24 students from foreign nations. Details are given in table 3.3.

Table 3.3 Student Intakes of SLBU and BPU

Institute	2022/2023	2023/2024
Buddhists and Pali University	168	141
Sri Lanka Bhiksu University	156	171
Total	324	312

Source: SLBU and BPU

University admissions for this year were conducted under five subject streams and general subjects, and the admission details are presented in Table 3.4.

Overall, enrollment for 2022/2023 increased by 8.79% compared to 2021/2022. The Biology stream gained approximately 66 students, while the Physical Science stream increased by around 41 students.

Table 3.4 Growth in university entrance.

A/L Subject Stream	2021/2022	2022/2023	Growth
Arts	12,825	13,055	1.76%
Bio Science	10,038	10,104	0.65%
Physical Science	8,245	8,204	(0.50%)
Commerce	7,899	8,001	1.27%
Technology	3,844	3,886	1.08%
Common Subjects	695	728	4.53%
Total	43,546	43,978	8.79%

Source: UGC

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

As of December 31, 2024, the Sri Lanka Institute of Advanced Technology Education has enrolled 10,623 students. The Advanced Technological Institute, functioning as a comprehensive regional institution, offers courses in diverse fields such as Accountancy, Agriculture, Civil and Electrical Engineering, English, Information Technology, Management, and Tourism. The institute aims to further increase student enrollment for these courses in the coming year.

When comparing with 2023, in 2024, there has been an increase in student applications to all The Advanced Technological Institutes across Sri Lanka. Details of student admissions by regional ATI branches are provided in Appendix B1.

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 the Appendix B2.

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 University Act No. 16 of 1978, Hon. Minister 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 8th Intake by now. Accordingly, proposals have been invited from 20 non-state higher education institutes. Proposals have been received from

18 non-state higher education institutes for 10,335 registrations under 97 Degree programs.

The Appendix B3 denotes the enrolment details relevant to the year 2023 of the institutes that have been recognized for degree awarding.

Further, the Interest-Free Student Loan Scheme was introduced with the aim of increasing opportunities for students who qualified for university entrance through the G.C.E. (A/L) examination yet did not gain admission to state universities to access higher education.

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
2019	10	50	1,978
2020	12	69	2,062
2021	15	95	3,633
2022	16	101	4,664
2023	17	93	3,682
2024	18	110	In Progress
Total			16,019

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 Foreign Ministry 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 the three languages and in our web site

(www.mohe.gov.lk). From this year, applications are 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 aware the students. Tables 3.6 and 3.7 show the total number of students selected for undergraduate and postgraduate study programs from 2021 – 31.12.2024

Table 3.6 Undergraduate scholarship opportunities (2021- 31.12.2024)

Country	2021	2022	2023	2024
India	32	37	44	11
China	-	-	-	05
Cuba	-	1	1	01
Japan	-	1	2	The relevant selections are made by the Japanese Embassy.
Serbia	-	1	-	01
Hungaria	-	-	08	08

Source: Ministry of Education, Science and Technology | Higher Education

Table 3.7 Postgraduate Scholarship Opportunities (2021 –31.12.2024)

Country	2021	2022	2023	2024
India	56	06	28	75
China	13	07	30	24
Japan	-	07	07	Interviews have been conducted, and the students' list on merit order has been submitted to the Embassy of Japan for further action.

UK	05	03	02	02
Hungaria	-	-	12	12

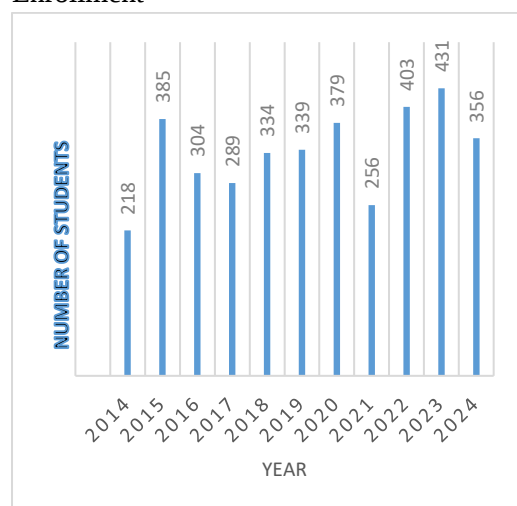
Source: Ministry of Education, Science and Technology | Higher Education

3.6 Foreign Student Enrollment

3.6.1 Foreign Undergraduate Student Enrollment

For the year 2023, 431 foreign students have registered in state universities to pursue undergraduate degree programs. That number is 356 as of 31.12.2024. Figure 3.1 shows the number of foreign undergraduate students enrolled since 2014.

Figure 3.1: Foreign Undergraduate Student Enrollment



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

When considering country-wise student enrollment, students from 31 countries have come to the island for undergraduate studies in the year 2024. In the year 2024, the highest number of students for undergraduate studies are from Bhutan. It is 115 students in number. It is 32% of the total student count. The second largest enrollment for undergraduate studies is from Myanmar. Country-wise undergraduate student enrollment is given in Appendix A.

When considering course-wise foreign undergraduate enrollment in the year 2023, the highest number of students *i.e.* 197 students

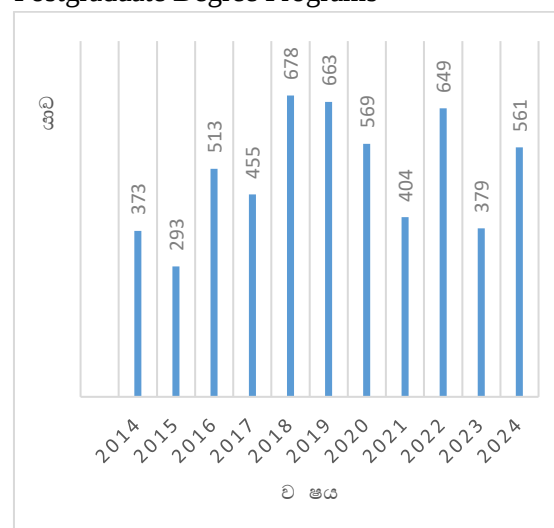
have enrolled to study Medicine. The total enrollment of this course up to 31.12.2024 is 229. Enrollment for Medicine is around 64% of the total student enrollment. The second highest enrollment is for studying Buddhist Philosophy and it was 118 in 2023 and 90 as of 31.12.2024. The enrollment of undergraduate students by study program is provided in Appendix B4.

Foreign students have enrolled in 15 universities for undergraduate studies, and the highest number of them have enrolled in the University of Kelaniya. That number was 86 as of 31.12.2024. The second highest enrollment was in the University of Colombo, and it was 85 as of 31.12.2024. 68 students have been enrolled in the University of Peradeniya as the third highest enrollment as of 31.12..2024. University-wise student enrollment of the undergraduate is given in Appendix B5.

3.6.2 Foreign Postgraduate Student Enrollment

In the year 2023, 794 foreign students have enrolled for postgraduate studies, and as of 31.12.2024, 561 students have enrolled for postgraduate studies. Foreign student enrollment for pursuing postgraduate degrees since 2014 is given in Figure 3.2

Figure 3.2: Foreign Student Enrollment – Postgraduate Degree Programs



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

When considering country-wise postgraduate student enrollment, in the year 2023, 794 students from 32 countries have come to the island and as of 31.12.2024, the number of students enrolled from 28 countries is 561. In the year 2024, the highest number of students have come from China. The foreign student enrollment is given in Appendix A1.

When considering course-wise foreign postgraduate student enrollment, out of the total of 794 students who have enrolled for postgraduate studies in the year 2024, 433 have enrolled for study Buddhist studies. It is 55% of the total student number. Out of the total of 561 students who have enrolled for postgraduate studies as of 31.12.2024, 262 have enrolled for Buddhist Studies. It is 47% of the total student enrollment. Course-wise students' enrollment is given in Appendix B6.

When considering institute-wise foreign postgraduate student enrollment, the highest number of students have enrolled at the Postgraduate Institute of Buddhist and Pali Studies, and in the year 2023, it was 329 out of the total postgraduate enrollment of 773 students, i.e., 43% of the students. The highest student enrollment as of 31.12.2024 is also at the Postgraduate Institute of Buddhist and Pali Studies. It is 264 students out of the total number of 561 students. It is 47% of the total student number. The second highest student enrollment was for the University of Colombo and it was 113 as of 31.12.2024. University-wise student enrollment of the postgraduates is given in Appendix B7.

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 2024, Rs. 1,865.14 million have been provided to 92,550 students as Mahapola, university bursaries and other contributions. There, Rs. 79.34 Mn was provided under Mahapola scholarship scheme for 2,138 students at Buddhist and Pali University, Bhikshu University, and SLIATE under the Ministry of Higher Education in the year 2024. Table 3.8 indicates the financial assistance provided to students under Mahapola and university bursaries in the year 2023 and up to December 31, 2024.

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

	2023		Up to December 31, 2024	
	No. of Students	Total (Rs.mn)	No. of Students	Total (Rs.mn)
Institutes under the UGC	95,345	2,016.3	89,490	1,774.8
Bursary	63,026	1,012.0	62,400	1,141.0
Mahapola *	32,292	1,003.0	27,063	633.0
Other	27	1.3	27	0.8
Bhikshu Uni.	573	2.40	530	2.20
Bursary	480	1.90	465	1.90
Mahapola *	93	0.50	65	0.30
Buddhist & Pali Uni.	383	15.60	470	9.50
Bursary	342	13.70	457	9.10
Mahapola	39	2	13	0.30
Other	2**	0.0462	-	-
SLIATE	3,636	62.50	2,060	78.74
Mahapola *	3,636	62.50	2,060	78.74
Total	99,937	2,096.86	92,550	1,865.14

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.

** Somilawathi Beligodapitiya

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 2024, the University Grants Commission has approved 03 undergraduate degree programmes and three special degree programs. Details in this regard are given in Tables 3.9 and 3.10.

Table 3.9: Special degree programs as at 2024.12.31

Institute	Degree programs
Eastern University, Sri Lanka	Bachelor of Information and Communication Technology Honours in Software Development Techniques
Eastern University, Sri Lanka	Bachelor of Information and Communication Technology Honours in Multimedia Design Techniques
University of Kelaniya	Bachelor of Science Honours Degree in Electronics

Source: UGC

Table 3.10: undergraduate degree programs as at 2024.12.31

Institute	Degree programs
Eastern University, Sri Lanka	Bachelor of Information and Communication Technology Honors
University of Jaffna	Bachelor of Arts Honors in English Language Teaching
Gampaha Wickramarachchi University of Indigenous Medicine	Bachelor of Science Honors in Service Management

Source: UGC

3.8.2 Regularization of Postgraduate Study Programs in Sri Lanka

The University Grants Commission has approved 01 post-graduate degree program in the year 2024 to meet the acute industrial needs for a high level of skilled manpower in specific areas of the country's economic development. Appendix B8 provides the details of the postgraduate courses approved up to 31.12.2024, external degrees and updated courses.

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 pre-requisites of the Standing Committees, steps were taken to establish new faculties and departments. The new academic departments are indicated in Appendix B9. 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.

Legal approvals are granted when entering into agreements by state universities of this country with foreign universities /higher education institutes with the objective of developing international relations for higher education collaborations and participation in international research to elevate Sri Lankan universities in the world ranking indices.

Therefore, introducing a qualification framework for higher education is an urgent and long-recognized necessity, also enshrined in government policy. Due to the increase in regional and global labour mobility in higher education, the

development of Information and Communication Technology and distance learning methods, the necessary preliminary steps are being taken to introduce a qualifications framework for higher education, approve regional recommendation frameworks, and ratify global conventions. Accordingly;

- Introduction of a Sri Lanka Qualifications Framework for Higher Education.
- Endorsement of Regional Reference Frameworks.
- Ratification of global conventions. Under negotiation.
- Entry into MoUs/Agreements on Educational 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 an Agreement on Cooperation in the Field of Higher Education between the Democratic Socialist Republic of Sri Lanka and the Government of Nepal.

III. Entering into Memoranda of Understanding/Agreements for Educational Cooperation between Sri Lankan Universities and Foreign Universities.

04

Graduate Output & Quality of Graduates

4.1 Overview

The Ministry of Higher Education is taking steps to achieve a 100 per cent graduate output rate, while also strengthening the quality assurance system, offering higher education opportunities to improve the quality of academic staff, and organizing internationally significant conferences and programs to enhance the quality of graduates. The number of undergraduates who graduated from the university system during the 2023/2024 period amounts to 30,703, whereas 10,454 postgraduates completed their degrees within the same timeframe. Additionally, in **2023**, the Sri Lanka Institute of Advanced Technological Education (SLIATE) produced **5,100** diploma holders.

4.2 Graduate Output

4.2.1 Undergraduate Output

During 2023/2024, the total graduate output of the universities coming under the purview of the UGC is 30,041, which consists of 20,429 internal graduates and 9,612 external graduates. Similarly, 75 internal students and 311 external students from the Buddhist & Pali University have completed their degrees and also 97 internal students and 179 external 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 **30,703**. 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	7,378	13,223	20,601
External	2,172	7,930	10,102
Total	9,550	21,153	30,703

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

The majority of total graduate output is Arts graduates which is 13,232 in number i.e. 43%. Similarly, 7,286 graduates have completed degrees in Commerce and Management with a contribution of 23% to the entire output. 3,045 graduates are from the Science stream i.e. 9.9% and 1,808 graduates i.e. 5.8% are from the Engineering stream. 1,314 students i.e. 4.2% is from Computer Science and IT streams while 1,260 graduates have completed their degree in Medicine i.e. 4.1% of the total output. 731 graduates, or 2.3%, are also from the Technology stream. No final year examination was held for the Dentistry stream in 2023, and there was an increase of 205 graduates from the Engineering stream in 2023 compared to 2022.

The total graduate output by subject stream is shown in Table 4.2.

Table 4.2 Subject stream-wise total graduate output

Subject Stream	2022	2023
Arts	11,140	13,232
Management & Commerce	7,232	7,286
Education	353	157
Science	3,314	3,045
Law	379	309
Medicine	1,278	1,260
Dental Science	72	-
Veterinary Science	64	80
Agriculture	1,209	687
Engineering	1,603	1,808
Architecture & QS	334	348
Computer Science and IT	1,425	1,314
Allied Health Science	801	369
Indigenous Medicine	291	77
Technology	1,421	731
Total	30,916	30,703

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

4.2.2 Postgraduate Output

Due to various reasons such as the expectation of promotions in the current employment, keeping up with the high competition in the employment market, and interest to improve one's knowledge, there is a high trend in students for getting enrolled for postgraduate studies.

By the end of the year 2023, the total postgraduate output is **6,261**. Of them, 6,204 are from institutes under the purview of the UGC, 04 from the Bhiksu University, and 53 from the Buddhist and Pali University of Sri Lanka. When consider the overall postgraduate output, it includes 1,175 postgraduate diploma holders and 4,425 M. A / M.Sc. graduates. Also, 661 medical postgraduate holders and doctoral

graduates are included in the total postgraduate output. Within the postgraduate output, the highest number of postgraduates were produced in the Management and Finance Stream and is 1,741 i.e., 28%. The Arts stream has produced the next highest number and it is 1,625 in number i.e., 26%. The summary of postgraduate output is given in Table 4.3.

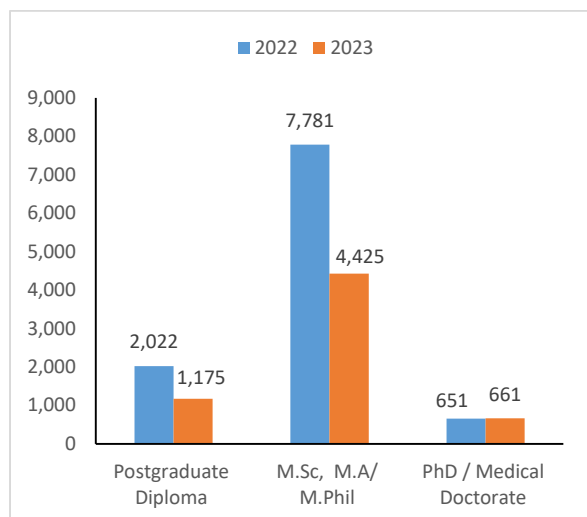
Table 4.3 Postgraduate Output

Academic Stream	Post grad. Dip.	Masters / MPhil	PhDs / MDs	Total
Arts	293	1,258	74	1,625
Education	45	200	-	245
Management & Commerce	148	1,571	22	1,741
Law	-	-	-	-
Medicine	292	128	498	918
Dental Science	-	2	-	2
Veterinary Science	12	190	10	212
Agriculture	175	262	11	448
Veterinary Science	-	6	2	8
Architecture & QS	24	64	2	90
Science	154	491	21	666
IT	32	253	5	290
Indigenous Medicine	-	-	16	16
Allied Health Science	-	-	-	-
Total	1,175	4,425	661	6,261

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

Figure 4.1 shows the variability of postgraduate output in 2022 and 2023.

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 the year 2023, the output of SLIATE was 5100 and it was 6,582 and in the year 2022, it was 6,582. Course-wise output in the year 2023 is given in Table 4.4.

Table 4.4 Output of SLIATE

Course	2023
HNDA	1,510
HNDIT	696
HNDE (Civil)	225
HNDE (Mech.)	117
HNDE (Ele & Electronics)	177
HND(English)	1,129
HNDM	389
HNDT(Agri)	142
HNDBF	65
HNDFT	45
HNDQS	115
HNDBSE	16
HNDBA	109
HNDTHM	283
HNDCSPT	61
HNDPM	21
Total	5,100

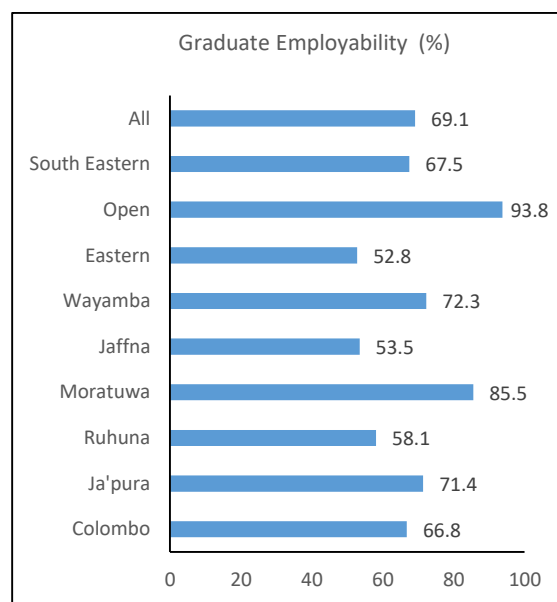
(Source -SLIATE)

4.3 Employability of Graduates

University-wise graduate employability in the year 2023

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 2023, the overall graduate employability rate in 2023 is 69.1%. In 2023, the University of Moratuwa reported an employability rate of 85.5%, the Open University reported an employability rate of 93.8%, the Wayamba University reported an employment rate of 72.3%, the University of Sri Jayewardenepura reported an employability rate of 71.4%, the South Eastern University reported an employability rate of 67.5%, the University of Colombo reported an employment rate of 66.8%, and the Universities of Ruhuna, Jaffna, and Eastern reported an employability rate of 58.1%, 53.5%, and 52.8% 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, North Western University, Open University)

Subject-wise graduate employability - 2023

Table 4.5 Subject-wise overall graduate employability

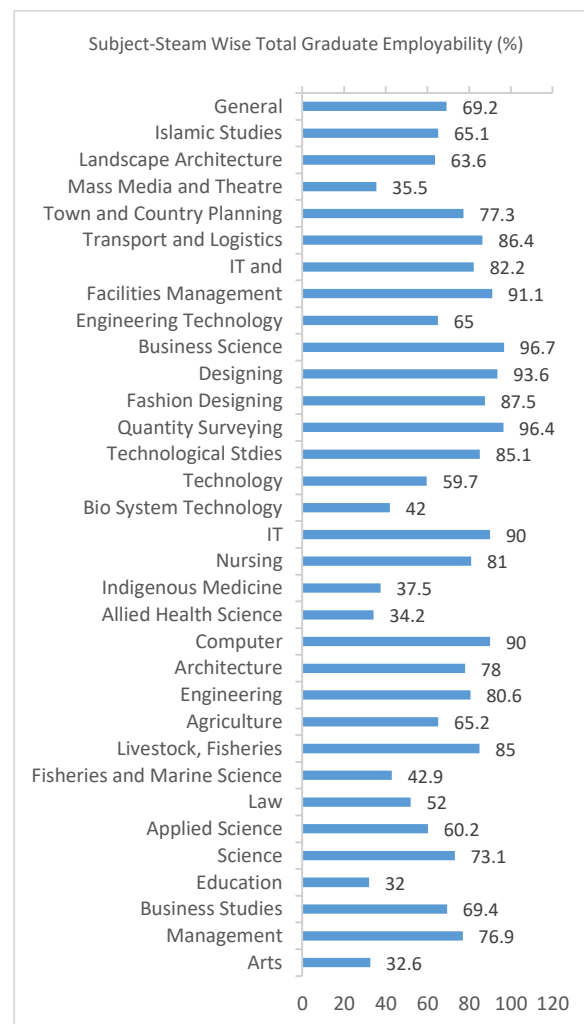
Subject Stream	Percentage (%)
Arts	32.6
Management	76.9
Business Studies	69.4
Education	32.0
Science	73.1
Applied Science	60.2
Law	52.0
Medicine	76.2
Dentistry	-
Fisheries and Marine Science	42.9
*Veterinary Science	-
Livestock, Fisheries and Nutrition	85.0
Agriculture	65.2
Engineering	80.6
Architecture	78.0
Computer Science / IT	90.0
Allied Health Science	34.2
Indigenous Medicine	37.5
Nursing	81.0
IT	90.0
Bio System Technology	42.0
Technology	59.7
Technological Studies	85.1
Quantity Surveying	96.4
*Agro Technology and Rural Science	-
Fashion Design and Product development	87.5
Designing	93.6
Business Science	96.7
Engineering Technology	65.0
Facilities Management	91.1
IT and Management	82.2
Transport and Logistics Management	86.4
Town and Country Planning	77.3
Mass Media and Performing Arts (Sri Palee Campus)	35.5
Landscape Architecture	63.6
Islamic Studies and Arabic Language	65.1
Average	69.2

(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)

* - Details have not been reported.

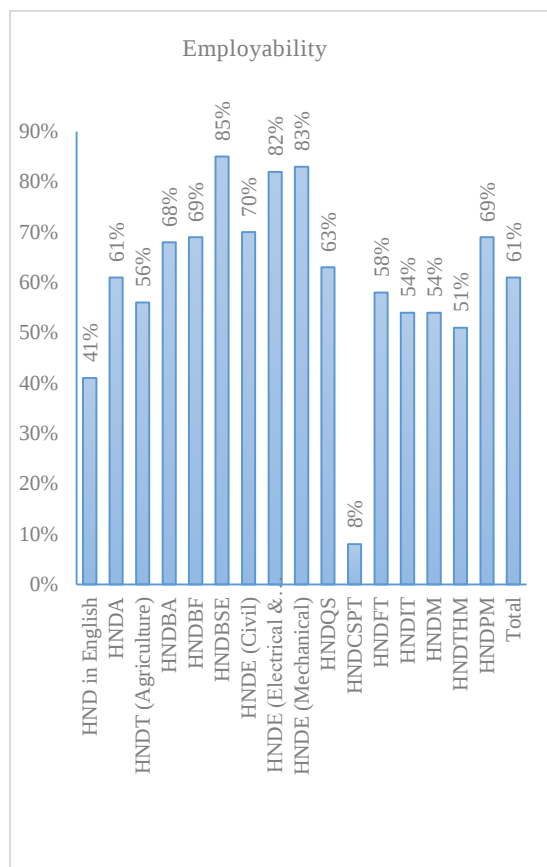
According to the University of Colombo, the employability rate of medical graduates is 76.2%. Graduates from the Education stream

recorded the lowest employability rate at 32%, followed by the Arts stream at 32.6%. This data is based on calculations from the University of Colombo, University of Sri Jayewardenepura, University of Jaffna, University of Ruhuna, Eastern University, South Eastern University, Wayamba University, and the Open University.

Figure 4.3 Subject-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)

Course-wise employability of SLIATE diploma holders

Figure 4.4- Employability of diploma holders

(Source - SLIATE)

The employability of HNDE (Building Services) is 85% in the year 2023. The employability of HNDE (Mechanical) and HNDE (Electrical and Electronic) is more than 80%. Among these courses, the Higher National Diploma in Consumer Science and Production Technology (HNDSPCT), which had a minimum employability rate of 8%, was conducted from 2017 to 2020, and after 2020, students were not enrolled for the course due to policy reasons. The employability of entire courses of the SLIATE in 2023 was 61%.

4.4 Strengthening of Internal Quality Assurance Systems

4.4.1 Role and Affairs of Quality Assurance Council (QAC)

- Supporting internal quality assurance activities in universities.

- Developing new subject bench mark statements and updating existing subject bench mark statements through due process.
- Conducting Institutional Reviews (IRs)
- Conducting undergraduate Program Reviews (PRs)
- Conducting postgraduate Program Reviews.
- Conducting external degree Program Reviews.
- Conducting distance learning program reviews.
- 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.
- Evaluation of new proposals for the establishment of new faculties, institutes, campuses, academic departments and degrees.
- Evaluation of applications submitted for blanket approval for degrees.
- Establishing and maintaining cooperation with international higher education quality assurance agencies.
- Conducting training programs on quality assurance (QA).
- Maintaining the website of the Quality Assurance Council.
- Representing the Quality Assurance Council and its work program in national, sectoral and international forums.

- Responding to national and international inquiries into the relevance and validity of qualifications awarded by higher education institutes. (Not under the UGC)
- The Director of the Quality Assurance Council contributes to the Standing Committee on Accreditation and Quality Assurance of Non-State Higher Education Institutes, which is regulated by the Non-State Higher Education Division of the Ministry of Education.
- The Director of the Quality Assurance Council is a member of the Standing Committee on Accreditation and Quality Assurance of the Ocean University of Sri Lanka.
- The Director of the Quality Assurance Council provides advice on quality assurance matters as requested by other state higher education institutions.

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

• Institutional Review (IR)

The second round of institutional reviews was scheduled to include the University of Peradeniya, the University of Colombo, and the Eastern University of Sri Lanka in 2021. However, due to unavoidable delays and the need for a revised institutional review manual, the reviews were postponed to 2023. All three reviews were completed, and the final reports were uploaded to the Quality Assurance Council website by the end of September 2023, achieving 100% of the AHEAD mission for quality assurance. The revised Quality Assurance Manual was also published in 2023.

Program Review (PR)

As part of the 2020 program reviews, 59 reviews were initially scheduled for the

Faculties of Science, Engineering, Architecture, and Earth Sciences. However, due to the COVID-19 pandemic, these reviews were postponed to 2021 with the Commission's approval. Subsequently, issues with the submitted Subject Evaluation Reviews (SERs) led to changes in the review composition, increasing the total to 74. The reviews were divided into two phases, with 37 reviews planned for each phase.

In addition to the above reviews, 20 External Degree Program Reviews (EDPs) were scheduled, of which 17 have been completed. These reviews were conducted using the Manual for External Program Reviews, which differs from the standard manual. However, reviews scheduled for May, June, and July 2024 were postponed due to a strike by executive and non-academic staff in the university system.

Sri Lanka Qualifications Framework (SLQF)

To map the qualifications offered by universities, a Sri Lanka Qualifications Framework Accreditation Board was established by the Quality Assurance Council with the approval of the Commission. Financial support was provided for this work by the AHEAD project. The final version of the SLQF Certification Manual was submitted to the Quality Assurance Council in early December 2023 and is set to be published and distributed in 2024.

Additionally, the Sri Lanka Qualifications Framework 2015 document is still awaiting Cabinet approval.

Further, a report on the restructuring and capacity building of the Quality Assurance Council of the University Grants Commission was presented at the 1075th Commission meeting on 24 March 2022. Accordingly, nine cadre staff positions were deemed necessary for the effective functioning of the Quality

Assurance Council. However, due to restrictions on creating new cadre positions, these requests were not implemented. The Quality Assurance Council is currently working to resubmit the proposal for the restructuring and capacity building of the Quality Assurance Council to the University Grants Commission and obtain the approval of the Department of Management Services for the necessary new cadre positions.

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 No. of Degree Programs (As at 31.12.2024)

	(Undergraduate Degree)	(PG Diploma)	(M.Sc/ M.A)	(M.Phil)	(PhD)	Total
Up to 30.09.2023	189	15	22	12	12	250
From 01.10.2023 to 31.12.2024	24	-	3	-	-	27
Total	213	15	25	12	12	277

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

For the period up to 31.12.2024, the degree awarding status has been granted for 277 degree programs, and from 01.01.2023 to 31.12.2024, the degree awarding status has been granted for 27 courses.

Institutes that had been granted degree awarding status and new applications

Degree Awarding Status had been received by 28 institutes by 31.12.2024.

As of 30.09.2023, there were 25 institutions and as of 31.12.2024, it has been increased to 28.

1. The Gateway College (Private) Limited
2. The Lyceum Campus (Private) Limited

has been accepted as new Degree Awarding Institutes.

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

The continuation of duties related to the project of providing interest-free loans for the purchase of laptops commenced according to the 2016 budget proposals.

The details of the amount of interest paid to banks for loans taken from 01.01.2023 to 31.12.2024 are given in Table No. 4.7.

Table 4.7 Interest paid to banks for the loans obtained.

Month	BoC (Rs.Mn)	People's Bank (Rs.Mn)
2023		
January	0.67	0.11
February	0.52	0.1
March	0.52	0.09
April	0.42	0.05
May	0.4	0.04
June	0.37	0.04
July	0.33	0.04
August	0.28	0.04
September	0.23	0.03
October	0.2	0.03
November	0.17	0.03
December	0.16	0.03
Total from 01.01.2023 to 31.12.2023	4.27	0.63
2024		
January	0.14	0.02
February	0.12	0.02
March	0.12	0.02
April	0.11	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	0.008
October	0.07	0.006
November	0.07	0.005
December	0.07	0.005
Total from 01.01.2024 to 31.12.2024	1.05	0.138

(Source – Ministry of Education - Higher Education -IT Division)

4.5. Workshops and Conferences

1. Workshop on “Enhancing the Quality and Sustainability of the Non-State Higher Education Sector”

A workshop on “Enhancing the Quality and Sustainability of the Non-State Higher Education Sector” was held on 29th December 2023 at the Galadari Hotel, Colombo 01, as per a concept of the State Minister of Higher Education, Dr. Suren Raghavan, and was funded by the AHEAD Mission.

Furthermore, this workshop brought together prominent individuals, educators, policymakers, and stakeholders to deliberate on the evolving landscape of Non-State Higher Education Institutions (NSHEIs).

The workshop focused on identifying strategies to enhance the sector's quality, efficiency, and sustainability. Its aim was to foster dialogue and generate ideas by addressing the sector's complexities, ensuring continuous improvement in the quality and sustainability of non-state higher education.

2. Erasmus+ Capacity Development Program in the Higher Education Sector (Erasmus+ CBHE Info Day Session – 2024)

ERASMUS+ is a programme managed by the European Union to support education, training, youth, and sport, aiming to strengthen long-term cooperation between the European Union and third-world countries around the globe. By joining the program, Sri Lankan universities and higher education institutions can receive grants for initiatives that promote internationalization, such as student and academic staff exchanges, capacity development, and joint degree study programs. Accordingly, a workshop was held on **3rd July 2024** with the participation of over **170 scholars** to promote this program among Sri Lankan universities and higher

education institutions and to raise awareness among both the public and private sectors in Sri Lanka.

3. Revision of the curricula for Fine Arts, Humanities, and Social Sciences (FAHSS) by the University Grants Commission, in collaboration with the Higher Education Division of the Ministry of Education and the Deans of the Faculties of Humanities, Social Sciences, Arts, and Fine Arts of the university system.

The University Grants Commission (UGC) of Sri Lanka, in collaboration with the Higher Education Division of the Ministry of Education, held a workshop on the revision of the Fine Arts, Humanities and Social Sciences curricula on 19 December 2023 at the Taj Samudra Hotel, Colombo with the participation of the Heads of Academic Departments of the faculties.

The workshop was mainly divided into the following clusters and discussions were held on the above issues as per the operational plan and follow-up work is being carried out with the sub-cluster committees under the three main clusters.

- Humanities cluster
- Social Sciences cluster
- Fine Arts cluster

According to the operational plan discussed at the above workshop, universities were informed to vest the right to include curricula for Information Technology, Internship, Critical Thinking, and English in their degree programs.

4. 5th International Symposium 2023-National Centre for Advanced Studies (NCAS)

The National Centre for Advanced Studies (NCAS) organized the 5th International Symposium on Social Sciences and Humanities (ISSSH) 2023 on 29 November 2023 at the Sri Lanka Foundation Institute, Colombo 07. The

theme of the symposium was 'Revisiting the Scholarly Contribution of the Late Professor Senaka Dias Bandaranaike'. Professor Lodewick J. Wagenaar, former Senior Curator of the Historical Museum of Amsterdam, participated as the keynote speaker at the 5th (IRSSH) 2023.

Accordingly, the discussions at this conference were held under the following sub-themes –

1. Tangible and Intangible Cultural Heritage: a retrospective of demanding identity
2. Religion and Society: a Philosophy, Myth and Reality beyond science
3. Freedom, Rights, and Civil Responsibilities vs Legislation and Social Justice.
4. Reconciliation, Politics, and Society.
5. Environment and Ecology: transmigration of healthy livelihood.
6. Sustainable Development and the role of SMEs.
7. Tourism: An Industry or and Art.
8. Role of Digital tools in teaching and learning: A far cry for Language learning.
9. Authentic Science and Technology
10. AI (Artificial Intelligence) and digital restoration.

5. 6th INTERNATIONAL SYMPOSIUM (IRSSH) 2024- NCAS- PROGRESS

The NCAS has scheduled the Annual Research Symposium: 6th International Research Symposium (IRSSH) 2024- was held on the 24th-25th October 2024 under the theme 'Advancing Humanities and Social Sciences Research for National Development.' The year 2024 is,

- 1) to acknowledge that sustainable national development cannot solely rely on technological innovation and economic growth alone, and its undeniable importance on a global scale, while respecting national and international relations,
- 2) to consider the exploration of digital technologies and methodologies that are

reshaping research practices in the humanities and social sciences, especially the big data platforms and computational modelling that are rapidly unveiling vast amounts of research, influencing authentic research and data analysis, sometimes significantly impacting their applicability. Under such major objectives, the research symposium covered the following themes;

- The impact of technology on socio-economic crises
- Industrialization, global warming and climate change
- Democracy and citizenship in the era of technology
- Political economy and sustainable transformative approaches
- Transforming Education: Navigating reforms in the Digital Age
- Rebuilding Resilience: Exploring the Impact of Technology on Post-Tsunami Societies, Cultures, and Heritage
- Social networking and human interactions explored through technology
- Digital Humanities and computational approaches on harnessing the performing and visual arts
- Machine learning and Machine translation for cross-cultural communication
- Impact of technology on industry, society, labour market, and human wellbeing
- Role of technology in restoring tangible and intangible cultural heritage
- Exploring Innovations: Integrating Technology in English Language Teaching and Linguistics.

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.

1. Under public investment received from the General Treasury,
 - National Center for Advanced Studies (NCAS)
 - University Grants Commission
2. 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 2023/2024 under the scholarship programs conducted by each institution.

Table 4.8 No. of Scholarships awarded in 2023

Institute	Doctoral and Master's Degree
• National Center for Advanced Studies (NCAS)	22
• UGC	6
• Ministry of Education - Higher Education	184
Total	212

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

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

The mission of the NCAS is to support and enhance the advanced Studies in Humanities and Social Sciences in terms of benefiting the society with novel, and innovative ideas to elevate the life status of the human kind. It also covers the local and global economies, policy development and improving quality of life with basic needs at easements to life. With that holistic view, the NCAS supports the Academics of the State Universities in Sri Lanka who are specially attached to the Faculties of Arts, Humanities, Social Sciences, Education, Law and Management to pursue their PhD Studies, MPhil leading to PhD in local or foreign Universities to promote their research capacities to benefit the Universities

and the country at major scale. The NCAS calls for applications from the state Universities bi-annually from eligible candidates, to select the qualified grantees under NCAS partial funding scheme, for which the funds are allocated from and out of the government allocations on an annual basis.

While 22 grant scholarships were awarded during the year 2023, NCAS awarded 07th grant scholarships till July 2024 to the academics of the state Universities after a thorough review of the applications received through the 1st round of applications. The applications for the 2nd round were invited till 30th August 2024 (it was delayed due to the trade union action of the non-academic and executive staff till mid-July 2024) and are currently under review. The estimated/ allocated total grant amount is 11.32 M, which was disbursed from and out of the recovered grants by recycling for the eligible candidates of the present year.

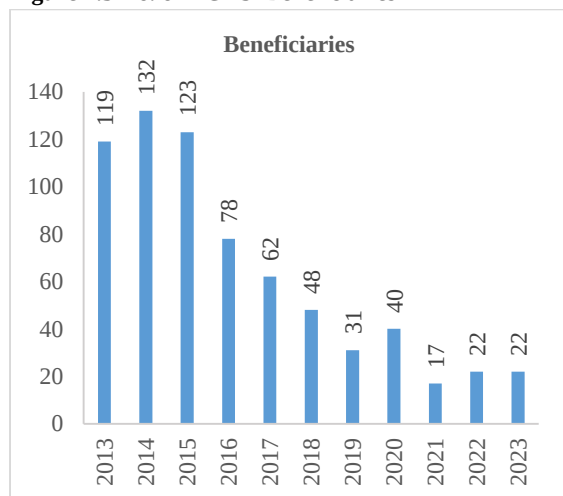
Further, the NCAS spent Rs.28 million, Rs.486 million, and Rs.113.58 million during the mentioned period to support the ongoing PhD grants for the 1st, 2nd and 3rd years' of studies of NCAS scholars who had previously been awarded funding to pursue their studies in local and overseas Universities. Grants were awarded to the academics in the fields of Humanities, Social Sciences, Management, Law, Education as per the mandate of the NCAS Ordinance 02/2005. NCAS is happy to declare that the following grant recipients completed their studies in the year 2023 alone, and resumed their duties in their respective Universities/ HEIs in addition to the 392 grantees who completed their degrees.

NCAS was also able to fully recover Rs. 1.5 million to 30.08.2024 from the grantees who did not complete their degrees, and there are pending dues from several other Universities as the respective academics have been sent on vacation of post/ resigned from the post. In summation, the NCAS is currently supporting 475 grant recipients with seven (07) grants

awarded in the year 2024 under the 1st round of applications.

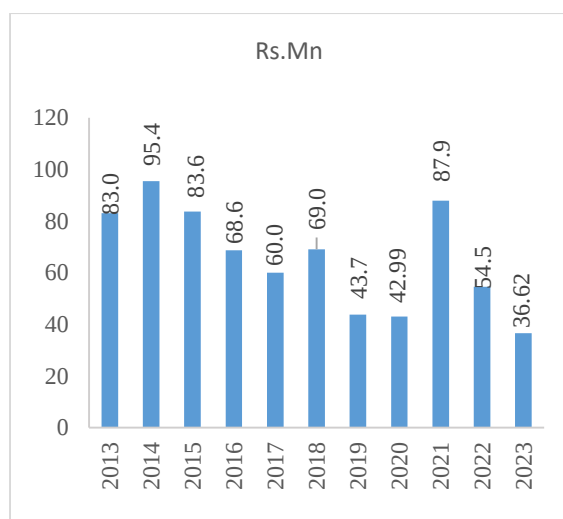
Figure 4.5 shows the number of allocations received since 2012 and Figure 4.6 shows the expenditure incurred.

Figure 4.5 No. of NCAS Beneficiaries



(Source - NCAS)

Figure 4.6 Incurred Expenditure



(Source - NCAS)

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

The NCAS persuasively supported the academics through the NCAS-QUT under the MOU between the Ministry of Higher Education (NCAS) and the Queensland University of Technology, Australia (QUT).

The scholarships were granted to qualified university academics by reviewing the applications by the QUT and the NCAS concurrently. As per the conditions of the said agreement, the selected academics are enrolled at QUT in designated doctoral programmes: whereas the QUT waives off the annual tuition fee of the candidate for 03 years whereas the NCAS will grant the living stipend of AUD 18,610 per year/ per candidate for 3 years to cover the living allowance and AUD 2,451 for overseas health cover as one-time payment. NCAS was proceeding with a maximum of six (06) scholarships under this MOU. The original agreement was extended for another five (05) Calendar years effective from September 2018 and ended by September 2023.

From the initiation of the scholarship, five (05) scholarships were awarded per cycle, and in 2022, a total number of eleven (11) applications were received by the closing date. However, as per the National Budget Circular 03/2022 dated 26.04.2022, public expenditures have been tightened and the foreign study tours and training conducted using local funds, and the NCAS was restricted for its financial disbursement of living allowance to the eligible grantees under the QUT. Considering this fact, the QUT considered the eleven applications to interview and review by them to directly provide the living stipend for the eligible candidates as full scholarship recipients during the period they pursue their studies at QUT. It was informed to the NCAS that two (02) applicants were eligible to be considered for the QUT full Scholarship-2022.

With regard to the scholarships in 2023, the NCAS expected to transfer the full scholarship to a split-site degree programs, due to the unpredictable inflation of the currency value AUD=LKR, the severe economic recession, and also considering the new residential fees informed by the QUT as HDR scholarship stipend to AUD32,192 per annum, against AUD 18,610 per year. Therefore, the

NCAS requested the QUT to consider for split-site programme, instead of full enrollment, and the decision is still under review.

4.6.2 Awarding of Provisions by the UGC

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.

The University Grants Commission awarded six scholarships in 2023 and two scholarships in 2024 under the Postgraduate Grants Scheme, and the University Grants Commission has released Rs. 5.5 million for the grantees currently receiving grants to pursue 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). The Griffith University will also award up to 12 International Postgraduate Research Scholarships per year.

Under the Joint Doctoral Degree Model, joint doctoral program supervision arrangements are also encouraged for candidates supported by the University Grants Commission from any of the following Sri Lankan universities, with the University of Colombo, the University of Kelaniya, the University of Peradeniya, the University of Sri Jayewardenepura as the preferred universities, subject to the final approval of all parties:

The University Grants Commission has invited applications for the University Grants Commission - Griffith University (GU) Australia Full/Joint Doctoral Scholarship Program - 2023. Additionally, the University Grants Commission has initiated the process of amending the Memorandum of Understanding with revised terms that align with the current situation.

UGC Sri Lanka- International University of Japan PhD/Master's Program

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.

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 members who meet the eligibility requirements of the UGC and the QUT to cover expenses while visiting the QUT for a period of one year and conducting research. This assistance includes living expenses allowance, Overseas Student Health Cover (OSHC) and other related expenses as per the requirement according to the UGC guidelines. The maximum grant limit is Rs.3.5 million per candidate for 03 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.

i. Joint PhD model

Joint PhD programs of the Queensland University of Technology and the UGC include the joint PhD model initiated with the University of Colombo (CMB), the University of Peradeniya (PDN) and the University of Sri Jayewardenepura (SJP).

Joint PhD students will be co-supervised by two faculty members from the Queensland

University of Technology, one faculty member from the Universities of Colombo, Peradeniya or Sri Jayewardenepura and a faculty member from the respective candidate's university, if applicable.

(ii) Spilt /External PhD model

For spilt PhD students, there are two academic supervisors at the Queensland University of Technology and a local supervisor at any university under the purview of the UGC.

In 2023, the UGC renewed the Memorandum of Understanding signed between the UGC and Queensland University of Technology for a further period of 5 years.

Scholarship Scheme of the University Grants Commission of Sri Lanka and Edith Cowan University (ECU), Australia.

In 2023, a Memorandum of Understanding was signed between the University Grants Commission and Edith Cowan University, Australia, to foster collaboration between the two institutions.

Edith Cowan University (ECU) is a public university in Australia that provides an excellent learning environment for educators and over 30,000 undergraduate and postgraduate students, including international students from 100 countries. Edith Cowan University offers a diverse range of courses through eight colleges: Arts and Humanities, Business and Law, Education, Engineering, Medicine and Health Sciences, Nursing and Midwifery, Science, and the Western Australian Academy of Performing Arts.

Edith Cowan University courses are developed with industry-related knowledge, and the teaching staff possess extensive industry experience and network connections. As a result, Edith Cowan University students have access to work-integrated learning

opportunities, fieldwork, practical experiences, and networking opportunities as part of their education.

The areas covered under the collaboration and the proposed activities to be implemented are as follows.

- o Awarding (joint/collaborative) PhD degrees with selected Sri Lankan universities.
- o Selecting qualified candidates for Edith Cowan University postgraduate degrees through research programmes recommended by the University Grants Commission and approved by Edith University.
- o Exploring opportunities to establish at least one fully funded Edith Cowan University PhD scholarship for highly talented Sri Lankan students.
- o Explore the possibility of exchange of academic staff, joint research activities and publications, participation in conferences and academic meetings, subject to funding from an external grant-making institution.
- o Explore the possibility of special short-term study programmes / administrative and management programmes, with the prior approval of each institution.
- o Explore the possibility of funded short and medium-term research visits for doctoral students and post-doctoral fellowships for academic staff, with the prior approval of each institution.

Research Training Collaboration (Joint Doctoral Program) between the University Grants Commission of Sri Lanka and the Royal Melbourne Institute of Technology (RMIT University), Australia – 2023

Royal Melbourne Institute of Technology (RMIT University), an Australian higher education institution ranked 140th in the world (QS World Rankings 2023), has partnered with the University Grants Commission of Sri Lanka to train junior faculty members from Sri Lankan universities through a joint doctoral program.

RMIT University was established in 2018 and has a highly successful joint doctoral program, with 32 candidates currently studying and 4 degrees completed. These joint doctoral programs are offered in collaboration with four Sri Lankan academic institutions.

- University of Peradeniya (PDN)
- University of Moratuwa (MRT)
- University of Ruhuna (RUH)
- University of Sri Jayewardenepura

(SJP)

The University Grants Commission (UGC) aims to enhance the research capacity of academics by offering PhD scholarships to increase the number of faculty members with PhD qualifications. The mutually beneficial partnership will enhance the global reach of the Royal Melbourne Institute of Technology and enhance the research culture of institutions in Sri Lanka. Accordingly, the Royal Melbourne Institute of Technology, Australia, and the University Grants Commission, Sri Lanka, entered into a Memorandum of Understanding (MoU) on 16 February 2023.

Table 4.9- The scholarship to be awarded by the Royal Melbourne Institute of Technology, Australia, and the scholarship to be awarded by the University Grants Commission, Sri Lanka

scholarship to be awarded by the Royal Melbourne Institute of Technology, Australia	scholarship to be awarded by the University Grants Commission, Sri Lanka
• Up to 10 RMIT PhD Scholarships will be awarded. • RMIT Tuition Fee Scholarship for up to 3.5 years - Approximate value AU\$80,000 • RMIT Stipend for up to 12 months in Melbourne Approximate value AU\$35,000	According to the MOU; Within the limits approved by the University Grants Commission for Australia, the University Grants Commission will provide candidates with a living allowance and, if the awardees are not granted a paid scholarship by RMIT while they are in Melbourne, will cover the cost of overseas student health cover for a maximum period of one (01) year during their studies at RMIT in Australia. Note: However, there is no financial obligation on the part of the University Grants Commission as RMIT will provide a living allowance for up to 12 months during the students' stay in Melbourne.

(Source -UGC)

4.6.3 Awarding of Provisions by the Ministry of Higher Education

The Ministry of Higher Education awards direct and indirect undergraduate and postgraduate scholarships creating higher education opportunities in foreign countries, and through that the target is to;

- Increase foreign higher education access opportunities
- improve global relations and education exchange opportunities
- Contribution to the national economy through educational mobility. In 2023, 79 postgraduate scholarships were awarded under the Ministry of Higher Education, and in 2024, postgraduate scholarships were awarded to 67 individuals from India, 24 individuals from China, 12 persons from Hungary, and 02 persons from the United Kingdom.

Scholarships awarded by foreign countries under Memoranda of Understanding

(MoUs) and bilateral agreements signed with the Ministry of Higher Education.

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.

The Democratic Socialist Republic of Sri Lanka and the Socialist Republic of Vietnam have entered into agreements for educational cooperation between the two countries over the years. The Agreement on Educational Cooperation, which was last signed for the period 2017 to 2020, is expected to be signed again for the period 2024 to 2026 with amendments, and accordingly, the Cabinet has granted approval for the Relevant Cabinet Memorandum on July 24, 2024. Similarly, as direct benefits of the proposed MoU, each side will exchange students with special talents to pursue studies in the universities of the other side, exchange five (5) scholarships annually for undergraduate or postgraduate studies in fields mutually agreed upon by both sides, exchange senior education delegations consisting of four or

five representatives for a maximum period of 7 days once every two years to exchange experiences and develop cooperation between the two countries, provide opportunities for joint research in areas proposed by the Ministry of Higher Education of Sri Lanka, Government of Sri Lanka, and provide opportunities for joint research in areas proposed by the Ministry of Education and Training of Vietnam, Government of Vietnam, and facilitate the exchange of students and scholars (lecturers, researchers, technical experts, and technologists) between universities/research centres and relevant institutions of both sides.

Furthermore, this agreement envisions the exchange of information and experiences related to development and innovation in the field of higher education, conducting joint research, promoting bilateral cooperation programs between universities and research institutions of both sides, exchanging **five (5)** scholarships annually for undergraduate or postgraduate studies in mutually agreed-upon fields, and encouraging the exchange of students and scholars between universities, research centres, and relevant institutions of the two countries.

I. Agreement between the Democratic Socialist Republic of Sri Lanka and the Government of Nepal on cooperation in the field of higher education.

Collaborations in the higher education sector are a crucial factor in enhancing the quality of education in this country. Such mutual collaborations offer a valuable opportunity to expand the knowledge and experience of academic staff, researchers, and students in the country's higher education sector. For this purpose, it is expected to sign an agreement with the Government of Nepal, which has a long history of engaging in cooperation with Sri Lanka, in the cultural,

educational and scientific fields. Accordingly, the following Cabinet Paper has been approved by the Cabinet on November 27, 2023.

The proposed MoU will also provide direct benefits to enhance cooperation between educational and professional institutions established in the two countries, further advancing the higher education sector in Sri Lanka. It will promote the participation of university lecturers, educators, researchers, and senior administrators in training programs and study tours conducted between the two countries. Additionally, it will offer opportunities to exchange curricula, and scientific and educational methodologies relevant to the higher education systems of both countries and to participate in higher education conferences and seminars organized by both sides.

II. Entering into MoUs / agreements with the aim of educational cooperation between Sri Lankan universities and foreign universities.

Under this, the following agreements have been approved by the Cabinet in the previous duration.

- Signing of a Memorandum of Understanding between the Eastern University of Sri Lanka and Yunnan University of China for higher education cooperation.
- Signing of a Memorandum of Understanding between the Open University of Sri Lanka and Shanghai Open University in China for Higher Education Cooperation and Signing of a Tri-Party Agreement between the Open University of Sri Lanka, Shanghai Open University and Bank of China Ltd on the Establishment of the Chinese Language Centre at the Open University of Sri Lanka
- Signing of a Consortium Agreement between the Universitat Autònoma de Barcelona in

Spain, and University of Jaffna, University of Peradeniya and Rajarata University in Sri Lanka for the Project of “Developing High Impact Sustainable Educational Programmes for Transfusion Medicine Professionals for Safe Blood Donation and Supply” (ERASMUS-EDU-2022-CBHE).

- Entering into a Memorandum of Understanding between the Sabaragamuwa University in Sri Lanka and the University of Salford in the United Kingdom relevant to the encouraging multidisciplinary research on disaster resilience and integrated management of natural resources.
- Entering into a tripartite agreement between the University of Jaffna in Sri Lanka and the National University of Singapore and Singapore Health Services Pvt. Ltd. to establish a Regional Collaborating Center with the aim of coordinating global health efforts.
- Entering into a Non-Disclosure Agreement and Memorandum of Understanding between the Southern Health NHS Trust of the United Kingdom and Northern Ireland and the University of Ruhuna of the Democratic Socialist Republic of Sri Lanka relevant to the MARIE project on the mental health effects of menopause on women globally.
- Memorandum of Understanding to be entered into between the Open University of Sri Lanka and the Tomorrow Technology Education Service Center (TTESC) regarding the designation and empowerment of Tomorrow Technology Education Service Center (TTESC) as the duly authorized representative for the purpose of endorsing and marketing the academic programs offered by the Open University of Sri Lanka to the students from China.
- Entering into a Memorandum of Understanding between the University of Sri Jayewardenepura in Sri Lanka and the Tomas

Bata University of the Czech Republic to develop cooperation between the two parties.

- Entering into an Agreement between the Rajarata University of Sri Lanka and the University of Naples Federico II, Italy on capacity building, research collaborations, innovations and use of aquaculture biosystems technology.
- Entering into a Partnership Agreement between the Rajarata University of Sri Lanka and the Michigan State University of the United States of America with the Objective of Capacity Building, Research Collaborations, and for the Development of Innovations and Downstream Applications relevant to Smart Agriculture.

4.6.4 Accelerating Higher Education Expansion and Development (AHEAD) Project.

This project was launched on June 1, 2018 to achieve the objectives of increasing enrollment in priority subjects for higher education, improving the quality of higher education, and promoting research, development, innovation, and commercialization for the country's economic development.

By the end of 31.12.2023, 198 PhD awards have been made by the AHEAD and 36 awardees have already completed the PhD and 129 individuals are currently pursuing studies. Twelve Master's Degree awards have been granted to SLIATE scholars, and 04 persons have completed the Master's Degree by now.

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

Commencing in 2018, the project will continue until the year 2023. The Science and Technology Human Resource Development Project provides financial assistance of **USD 80,000.00** per one lecturer for postgraduate and

doctoral studies for the implementation of quality and advanced technical education programs.

4.7 University World Ranking

A webometric ranking system is used to evaluate Sri Lanka's position within the international higher education sector. When considering the rankings of all the universities in Sri Lanka, fluctuations can be seen in the rank of each institute. When comparing with the year 2016, we can see that the top universities in terms of world ranking have further uplifted their rankings in the year 2024.

Accordingly, among 19 State universities in Sri Lanka (including the Buddhist and Pali University of Sri Lanka and the Bhiksu University), the University of Colombo (1,591),

the University of Peradeniya (2,016) and the University of Sri Jayewardenepura (2,190) have secured first, second and third places, respectively. Five institutes have upgraded their rankings compared to December 2023. Those are the University of Kelaniya, the University of Jaffna, the Sabaragamuwa University, Buddhist and Pali University and the Bhiksu University. 31,657 institutes worldwide are ranked under the 'Webometrics' Ranking System. Of these, 16,594 institutes are in the Asian region. 5,936 institutes are from the South Asian Region. Out of those, ten state universities in Sri Lanka are ranked in the first 5,000. Comparative information is given in 4.10.

Table 4.10 – Comparative Details

University	South Asian Ranking December 2023	South Asian Ranking December 2024	Asian Ranking December 2023	Asian Ranking December 2024	World Ranking December 2023	World Ranking December 2023
Colombo	46	52	473	413	1,487	1,591
Peradeniya	83	93	666	562	1,978	2,016
J'pura	92	114	693	624	2,043	2,190
Ruhuna	153	165	883	781	2,534	2,664
Moratuwa	158	199	893	862	2,553	2,899
Kelaniya	201	208	1,069	884	3,001	2,963
Rajarata	198	265	1,057	1,031	2,973	3,380
Jaffna	281	277	1,360	1,070	3,666	3,496
Sabaragamuwa	352	374	1,639	1,338	4,249	4,188
Wayamba	376	443	1,721	1,521	4,442	4,686
Eastern	444	523	2,040	1,774	5,206	5,416
Open	478	564	2,214	1,946	5,617	5,896
South Eastern	642	734	2,906	2,618	7,761	7,931
Uwa Wellassa	625	747	2,858	2,658	7,604	8,055
Visual and Performing Arts	1,890	1,891	7,087	6,634	16,475	16,752
Vavuniya	-	1,992	-	6,926	-	17,300
Buddhist & Pali	2,496	2,298	8,738	7,750	19,515	18,924
Bhiksu	3,454	3,059	10,738	9,307	23,186	21,970

(Source - Internet -webometrics university ranking)

Efficiency And Effectiveness

5.1 Overview

To enhance the efficiency and productivity of graduates and diploma holders produced by the higher education system, it is necessary to enhance the efficiency and productivity of the academic and non-academic staff working in the system, as well as to improve the quality of employees at all levels of the Ministry, which will lead to maintaining the output of higher education at the desired level.

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 Employments 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 2023 and 2024 are given in Table 5.1.

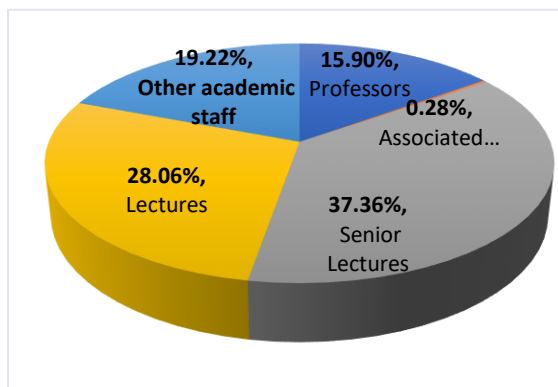
5.2.1 Academic Staff of the Higher Education Sector

The entire academic staff of the Higher Education Sector, which includes the employees on a permanent and temporary basis, in the year 2024 is 10,277. The total number of academic staff that is serving in the Sri Lanka Institute of Advanced Technological Education (SLIATE) is 265. **The Academic Staff at State Universities and Higher Education Institutes coming under UGC is given in Appendix C.**

Table 5.1 Current Staff of the Higher Education Sector

Institute	Academic (Permanent and temporary)		Non-Academic Permanent and temporary)	
	2023	2024	2023	2024
Universities/ Higher Education Institutes	10,328	9,891	12,754	11,747
UGC	10	4	217	216
Buddhist and Pali University and the Bhiksu University Sri Lanka	110	117	207	203
SLIATE	277	265	556	563
Ministry of Education (Higher Education Division)	–	–	210	197
Total	10,725	10,277	13,944	12,926

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-2024

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 265. It comprises 89 senior lecturers, 28 lecturers, 85 assistant lecturers and 63 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, Mannar, and Vavuniya branches.

The Academic Staff at SLIATE is given in the Appendix C1.

5.2.2 Approved Academic Staff, Vacancies and Appointments

In the year 2024, the total number of vacancies in the academic cadre is 2,179. The actual number of academic cadre was 7,400 at the end of the year 2023 and it is 7,333 by the year 2023. Nearly 48% of vacancies in the entire university system are covered by academic staff recruited temporarily. 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	9,332	2,048	6,946
UGC	4	0	4
Sri Lanka Buddhist and Pali University	80	23	57
Bhiksu University	66	5	61
SLIATE	368	103	265
Total	9,850	2,179	7,333

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 12,926. The non-academic staff at SLIATE is 563. 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 400.

The Non-academic staff in state universities and Higher Education Institutes coming under UGC are given in Appendix C2.

The non-academic staff in the SLIATE is given in Appendix C3.

5.2.4 Approved Non-academic staff, vacancies and appointments

The total number of non-academic employees in the year 2024 is 17,988. By the end of 2023, the actual cadre of non-academic staff was 13,944.

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	16,351	4,476	11,875
UGC	325	108	217
Sri Lanka Buddhist and Pali University	142	34	108
Bhiksu University	111	16	95
Higher Education Division	301	104	197
SLIATE	758	195	563
Total	17,988	4,933	13,055

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 of 31.12.2023, a total of 40 Development Officers from the permanent staff of the Higher Education Division were assigned to the University Grants Commission (UGC) and its affiliated institutions, including 08 universities. Among them, 36 officers were deployed to the universities under the UGC and the UGC itself, while 04 were placed at the Buddhist and Pali University of Sri Lanka and the Pali and Buddhist Postgraduate Institute under the Ministry. However, by 31.12.2024, this number had decreased to 31 due to several Development Officers leaving the Ministry for other job opportunities. Further details are provided below.

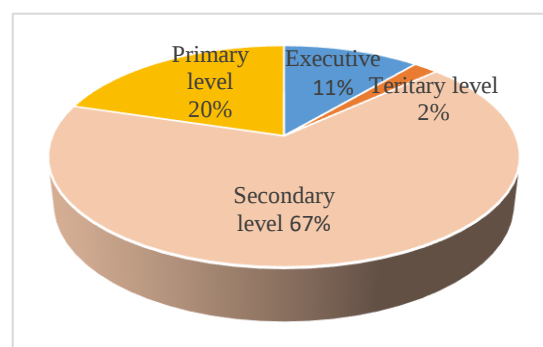
Table 5.4 Deployment of Development Officers from the permanent staff of the Higher Education Division to the UGC and 08 universities under its purview as of 31.12.2023

University / HEI	As at 31.12.2023	As at 31.12.2024
UGC	6	4
University of Sri Jayewardenepura	4	4
University of Ruhuna	4	4
University of Kelaniya	1	1
Sabaragamuwa University	12	9
Wayamba University	4	4
Gampaha Wickramarachchi University of Indigenous Medicine	4	1
Rajarata University	1	1
Buddhist and Pali University of Sri Lanka	3	3
PGIBPS	1	0
Total	40	31

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

The cadre of the Higher Education Division in the year 2023 was 210. Among them, 21 were executive officers, 3 were tertiary-level officers, 147 were secondary-level officers, and 39 were primary-level officers. There were 66 vacancies in 2023, increasing to 104 vacancies by the end of December 2024. The composition of the staff is illustrated in Figure 5.2.

Figure 5.2 - Cadre composition of the Higher Education Division -2024



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

5.3 Capacity Building in Nonacademic Staff

The Ministry and UGC have taken action to grant training opportunities at local and foreign training opportunities at recognized government and private institutes with a view of building the capacity of all academic and non-academic staff members of universities and the higher education sector.

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

To enhance the efficiency of ministry staff, the ministry has provided opportunities for many officials to participate in local training programs. 96 officers (Development Officers and Management Service Officers) have been given opportunities to participate in training programs to acquire official language proficiency as per Public Administration Circular 18/2020, and three officials have participated in three foreign training programs.

In addition, the Ministry and the University Grants Commission have taken steps to provide local and foreign training opportunities at recognized institutions in the government and private sectors to develop the capacity of academic and non-academic staff in the university and higher education sector.

5.4 Capacity building of academic and non-academic staff

Table 5.5 Local and foreign training opportunities provided by recognized institutions in the government and private sector

Serial No.	University	2023		2024 (January - October)	
		No. of scholarships	Amount	No. of scholarships	Amount
			(Rs.Mn)		(Rs.Mn)
1	UGC-RMIT Scholarship Scheme	6	No financial obligation to UGC		
2	UGC-Grant Scheme			2	3,600,000.00

Source: UGC

5.5 The main tasks performed by the staff of the Information and Communication Technology Division from 01.11.2023 to 31.12.2024 are shown below.

- This system facilitates the online approval of foreign leave for all academic and non-academic staff from 17 universities and 18 affiliated institutions governed by the University Grants Commission.
- An online management system for scholarships has been established, enabling applicants to apply for foreign scholarships online. Accordingly, interviews are conducted using Zoom technology.
- The Online Interest-Free Student Loan Management System of the Non-State University Division is maintained, and work related to incorporating new requirements is coordinated. Furthermore, over 4,500 students of the Ministry's Student Loan Sector are connected for interviews using Ms Teams technology.
- Furthermore, in as per the **2016 budget proposals**, work related to the project for providing interest-free loans for the purchase of laptop computers is being carried out systematically.
- The software required to enter the information of the Ministry's employees (HR management system) is being developed and updated. Additionally, the Ministry's fixed asset register is being maintained, and the computer equipment fixed asset register is being updated and maintained.
- Wi-Fi facilities have been expanded in the Uva Wellassa, Sabaragamuwa, Postgraduate Institute of Archaeology, and other institutions selected under the third phase of the 2020 Budget Proposal for state universities, with 100% of the activities completed, on average.
- **Table 5.6: Additions and updates to the Ministry's website information.**

No.	Division	Information	Amount (Sinhala)	Amount (English)	Amount (Tamil)
1	Development Division	Scholarships for local and foreign students, foreign training sessions for public officers and notifications	92	92	92
2	Additional Secretary (Development)	Changing of homepage of the website, adding new features and links to other websites	18	18	18
3	Hon. State Minister	Photographs and articles on laying of foundation stones, assumption of duties, openings, meetings at the ministry, public gatherings, etc.	85	85	85
4	ICT Division	Price lists on laptop computers, Student Loan Scheme	12	12	12
5	Procurement	Tender notices	52	52	52
6	Non-State Higher Education Division	Degree Program Lists Approved by the Higher Education Division	82	82	82
7	Administration	Vacancy notifications	12	12	12
8	Student Loan Division	Student Loan Project	30	30	30
9	STHRD Project	Tender notifications, vacancy notifications	10	10	10

Source: ICT Division

• Modernization of the Website of the Higher Education Division.

The website of the Higher Education Division has been developed and completed with the contribution of the Information and Communication Technology Agency (ICTA).

Table 5.7: Service provision to each division of the Ministry (from 01.11.2023 to 31.12.2024).

No.	Description of Supplying of Services	No. of issues reported and resolved (From 01.06.2023 - 30.06.2024)
1	Issue of accessing to the internet	90
2	Issues regarding E-Mails	35
3	Updating software	108
4	Installing new software	65
5	Minor hardware problems	285
6	Computer printing issues	345
7	Errors in computer printers	250
8	Issues relating to WI-FI	295
9	Networking issues	208
10	Virus issues	25
11	Share Folder issues	95
12	Issues created by N computers	08
13	Issues on the Vehicle Permit System	65

Source: ICT Division

Table 5.8: No. of computers/laptops of which the Operation System was reinstalled

(From 01.11.2023 to 31.12.2024)

No.	Division	No. of Computers
1	Development Division	08
2	Non-State Higher Education Division	-
3	Information Technology Division	5

4	Internal Audit Division	3
5	Accounts Division	10
6	Government Audit Division	3
7	Procurement Division	5
8	Administration Division	10

Source: ICT Division

Table 5.9 : Issuance of Vehicle Permits (From 01.11.2023 to 31.12.2024)

01.11.2023 to 31.12.2024			
01	Vehicle permit issuance in November		136
02	Vehicle permit issuance in December		45
03	Vehicle permit issuance in January		24
04	Vehicle permit issuance in February		107
05	Vehicle permit issuance in March		61
06	Vehicle permit issuance in April		72
07	Vehicle permit issuance in May		69
08	Vehicle permit issuance in June		08
09	Vehicle permit issuance in July		36
10	Vehicle permit issuance in August		57
11	Vehicle permit issuance in September		10
12	Vehicle permit issuance in October		134
13	Vehicle permit issuance in November		45
	Total		824

Source: ICT Division

5.6 Measures that have been taken and Proposals to improve the efficiency and effectiveness of the Development Division of the Higher Education Division

An online system for the approval of overseas leave for university academic and non-academic staff was launched in late 2019. Recognizing the need for periodic updates, the online system has been improved, with efforts made to enhance the quality of service provided. This system allows applicants to enter their information seven days before their foreign tour and obtain the necessary approvals.

Accordingly, 3,563 university officials' duty and personal leave were handled in 2024. In addition, tasks related to establishing the

University of Nursing, Sri Lanka and acquiring land for universities were carried out.

Proposals for improving efficiency and effectiveness

-Introduction of an efficient new computer system to replace the currently used system.

-Identification of training requirements for officials and provision of opportunities to meet those needs.

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 for improving efficiency and effectiveness of the Overseas Education Division of the Higher Education Division

- Development of human resources and infrastructure.
- Identification of the training requirements of officers and providing opportunities for the same.

5.8 The qualified opinion of the Auditor General regarding the financial statements of the Ministry of Education for the year ended 31 December 2023 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 2023 comprising the statement of financial position as at 31 December 2023 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 as of 31 December 2023, 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

A country's higher education system plays a crucial role in bridging university students with the evolving world, particularly in technology, while fostering the human capital required to meet both domestic and global economic demands in the coming decades of the 21st century. As we progress in addressing the challenges of succeeding not just as a nation but on a global scale, the collective support of all stakeholders is crucial in shaping future plans for the development of primary, secondary, and tertiary education systems. In this context, the Ministry of Education (Higher Education Division) plays a key role in enhancing the efficiency and productivity of the higher education sector, developing university infrastructure, improving graduate employability by enhancing the quality of education, and fostering research and innovation. Simultaneously, university infrastructure should be enhanced to support students' academic activities and align with the specific requirements of their courses.

6.2 Provisions for Development of Infrastructure

Large percentage of the total annual capital provisions allocated to the state university system is assigned for infrastructure development. Within the allocation for infrastructure development, basically, acquisition of fixed assets, maintenance and provisions allocated for construction projects are included. Expenditure for acquisition of fixed assets is the expenditure incurred for procurement of office furniture, library books, IT tools, sports equipment and laboratory equipment etc. Provisions allocated for maintenance works are utilized for necessary maintenance work of the existing buildings as well as machinery.

In 2024, 88% of the total capital allocation for the state higher education system has been designated for infrastructure development. This represents a 09% increase compared to the 79%

allocated for infrastructure development in 2023. By the end of the fourth quarter of 2024, the financial progress of the allocation for infrastructure development stands at 86%. The details of the allocation for infrastructure development and its progress are illustrated in Figure 6.1.

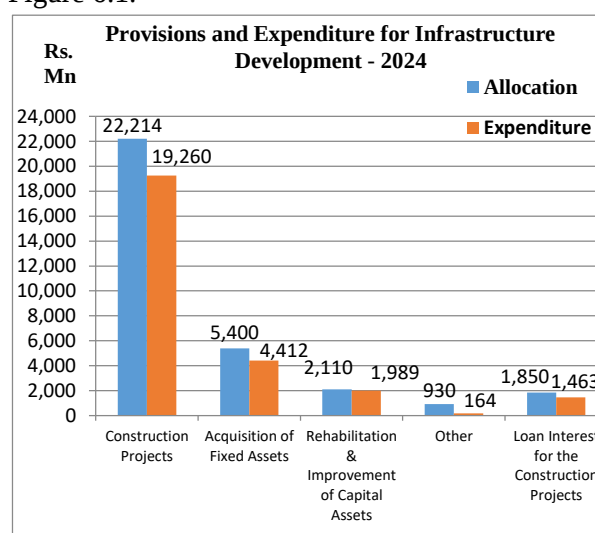


Figure 6.1: Provisions and expenditure for Infrastructure Development – 2024 (Source: University Reports as at 31.12.2024)

6.3 Construction Projects

In the year 2024, 75% of the allocation for infrastructure development, i.e. Rs. 22,214 million, has been allocated for construction projects. The number of those construction projects is 73, and within that composition there are 35 on-going construction projects, 08 construction completed projects in this year, 30 construction projects of which final bills are to be settled. The estimated cost of those projects is Rs. 92,205 million. In the year 2023, Rs. 17,240 million has been allocated for construction projects, and 86 projects were included under that.

When allocating provisions for projects, priority has been given to the projects which are in line with the government's major objective of increasing the number of students enrolled in Science, Medicine, Technology, and Engineering, and funds have been allocated for construction projects accordingly.

Out of the provision allocated for construction projects in the year 2024, Rs. 8,366 million has been financed from local funds and the remaining provision of Rs. 13,848 million has been financed from 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 of a twelve Storied 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 Budget proposal. As a new budget proposal, Rs.500 million was allocated in the year 2024 for the Project of Developing University of Peradeniya.

By the fourth quarter of the year 2024, the financial progress of the provisions allocated for the entire construction projects is 87%. Tables 6.1 shows the composition of construction projects. Table 6.2 and table 6.3 denote the provisions allocated for construction projects in 2024 under the UGC Head and the Head of Higher Education of the Ministry of Education.

Table 6.1: Composition of Construction Projects – 2024

	No. of Projects	Estimated Cost (Rs.Mn)	Contract Amount (Rs.Mn)	Cumulative Expenditure (Rs.Mn)	Provisions (2024) (Rs.Mn)	Expenditure (31.12.2024) (Rs.Mn)
Projects of which final bills are to be settled	30	18,798.93	21,704.23	17,100.95	1,764.61	1,763.45
Constructions completed projects in the year 2024	08	2,902.27	2,357.25	2,361.95	352.04	318.42
Ongoing projects 2024	34	69,489.91	54,542.01	50,050.74	19,896.85	16,962.99
New projects implemented in year 2024	01	1,014.00	-	200.00	200.00	200.00
Total	73	92,205.11	78,603.49	69,713.64	22,213.50	19,244.86

(Source -University Reports as at 31.12.2024)

Table 6.2: Receipt and Disbursement of Provisions for Construction Projects under UGC Head – 2023 and 2024

University/ Institute	30.09.2023				31.12.2024			
	No. of Projects	Provisions	Expenditure (Rs.Mn)	%	No. of Projects	Provisions (Rs.Mn)	Expenditure (Rs.Mn)	%
Peradeniya	13	258	230	89	07	180	180	100
Colombo	04	255	168	66	03	57	57	100
Jayewardenepura	02	400	400	100	03	697	697	100
Kelaniya	01	113	100	89	01	200	178	89
Moratuwa	07	231	81	35	07	320	270	84
Ruhuna	01	100	90	90	01	60	60	100
Jaffna	02	152	150	99	01	160	160	100
Eastern	01	36	-	-	01	70	70	100
Rajarata	03	185	170	92	05	295	185	63
Sabaragamuwa	05	190	93	49	03	285	285	100
South Eastern	02	107	86	80	02	126	99	79
Wayamba	11	93	61	66	04	122	103	84
Visual & Performing Arts	02	120	120	100	02	120	117	98
Uwa Wellassa	04	122	91	75	03	216	193	89
Open University	-	-	-	-	01	36	36	100
Vavuniya University	01	130	76	59	01	120	113	94
Trincomalee Campus	03	112	48	43	03	240	232	97
PGIBPS	01	100	87	87	01	22	22	100
Budget Proposal Projects (Including Technological Faculties)	09	975	636	15	10	565	565	100
New Budget Proposals (Construction of the Faculty of Medicine Uwa Wellassa University)	01	200	-	-	-	-	-	-
Total	73	3,879	2,687	69	59	3,891	3,622	93

(Source – University Reports on Construction Projects as at 30.09.2023 and 31.12.2024)

Table 6.3: Provisions for Construction Projects under Ministry Head – 2024

University/ Institute	No. of Projects	Provisions (Rs.Mn)	Expenditure (Rs.Mn)	%
Bhiksu	01	150	21	14
Buddhist & Pali	01	47	35	75
Projects implemented under foreign loans and grants	06	15,490	12,962	84
Budget Proposal Projects	06	2,636	2,620	99
<i>Provisions for Construction Projects</i>	<i>14</i>	<i>18,323</i>	<i>15,638</i>	<i>85</i>
Repayment of local loan installments taken for the Construction of Pre-Clinical Building Complex of the University of Colombo		1,850	1,463	79
Total	14	20,173	17,101	85

(Source – University reports on Construction Projects as at 31.12.2024)

6.3.1 - Construction works completed projects in the year 2024

Construction works of 08 construction projects that commenced in previous years have been completed by the fourth quarter of 2024. Due to recent unforeseen circumstances in the country, including the ongoing financial crisis, construction could not be completed as planned, and several projects planned for completion in 2024 could not be completed as scheduled.

The Ministry held progress review meetings with relevant stakeholders to address the challenges faced by contractors due to the country's unforeseen circumstances. As a result, agreements were made with various stakeholders to resolve many issues, leading to significant progress through the implementation of future activities.

The List of Projects of which constructions were completed in this year is given in Appendix D.

• Accelerating Higher Education Expansion and Development (AHEAD) Project

The total loan for this project, funded by the World Bank, was USD 100 million. The project commenced in 2019 and concluded on December 31, 2023, with a liability period extending until June 30, 2024. Rs. 762.58 million was allocated for the final payment of the project for the year 2024, and Rs. 762.38 million of this allocation has been spent as of 31.12.2024. Under the first outcome-based component of the project, Rs. 3,840.41 million has been allocated for civil works, while an additional Rs. 1,912.53 million has been set aside to increase the number of students enrolled in science, technology, engineering, and mathematics (STEM) departments at universities each year. Under that, provisions were allocated to the University of Sri Jayewardenepura, Wayamba University, University of Colombo, University of Peradeniya, University of Ruhuna, University of Jaffna and the SLIATE.

Few images of the construction projects implemented under the AHEAD Project are given below.



Figure 6.4: Department of Nano-Science Technology, Faculty of Technology, Wayamba University



Figure 6.4: SLIATE- ATI Mannar

6.3.2 - On-going Construction Projects

The number of projects that have commenced construction before 2024 is 34. A financial provision of Rs. 19,897 million has been allocated for these projects in 2024, with an estimated cost of Rs. 69,490 million. The financial progress of this allocation as of the fourth quarter of 2024 is Rs. 16,963 million.

The details of a few projects with an estimated cost of over Rs 1,000 million are given below. The list of ongoing projects is given in Appendix D1.

- **Construction of the Building Complex for the Faculty of Health Care Sciences – Eastern University of Sri Lanka**

The total estimated cost of the project is Rs. 5,480 million and Rs. 2,507 million has been allocated only for constructions. The project is being implemented under a loan from the Kuwait Fund for Arab Economic Development.

Upon completion of this project, the Faculty will be able to enroll 100 students annually for the Medical Degree, 70 for the Nursing Degree, 20 for the Pharmacological Degree and 20 for the Public Health Degree. It is planned to establish the following 03 Departments of Study under this Faculty.

- 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

- **Science and Technology Human Resource Development Project**

Science and Technology Human Resource Development (STHRD) project financed by Asian Development Bank will support the government of Sri Lanka to develop Applied Science and Technology faculties of the University of Kelaniya, Rajarata University of Sri Lanka, Sabaragamuwa University of Sri Lanka and University of Sri Jayewardenepura to nurture a new breed of technology-oriented graduates equipped with market-relevant skills and entrepreneurial spirit.

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 scheme, 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 this project is Rs. 26,400 million. (US \$ 165 million) out of which an amount of Rs. 23,200 million is under an Asian Development Bank loan and the balance is under local funds. This project was initiated in 2018 and is currently ongoing. Upon the

completion of these new faculties, it will be feasible to enroll 1,460 students for a single academic year starting in 2023. A significant portion of the project fund has been allocated to construction work. Table 6.4 illustrates the progress of the construction works.

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



Figure 6.3: Design and construction of buildings and infrastructure in the Faculty of Computer Technology, University of Kelaniya



Figure 6.4: Design and construction of buildings and infrastructure facilities 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) (31.12.2024)	Physical Progress %
Faculty of Technology, Kelaniya	4,079.60	4,651.13	4,440.39	100
Faculty of Technology, Sabaragamuwa	1,941.50	2,547.14	2,499.16	100
Faculty of Engineering, Sri Jayewardenepura	4,189.20	4,808.26	4,621.49	81
Faculty of Technology, Rajarata	2,933.70	5,502.73	5,286.78	100
Faculty of Technology, Moratuwa	844.00	597.30	344.97	70
Total	13,988.00	18,106.56	17,192.79	

* With price escalations

(Source -University reports 31.12.2024)

• **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 amount of Rs. 2,470.72 million has been allocated for the current financial year and the expenditure by 31.12.2024 is Rs. 1,791.16 million and the cumulative expenditure is Rs.5,560.48 million Rupees.

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

The following academic facilities and infrastructure development activities have been proposed, and construction work is currently underway at the Kuliyaipitiya and Makandura Premises, from the loan received by the Saudi Fund for Development.

01. Construction of the Proposed 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 6.8: Library Building, Wayamba University of Sri Lanka, Kuliapitiya Premisses



Figure 6.8: Multi-Purpose Building, Wayamba University of Sri Lanka, Makandura Premisses

- **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. 264.5 million has been allocated for the year 2024 for the project which covers an area of 8,199 square meters. The cumulative expenditure as at 31.12.2024 is Rs. 1,255.86 million. Due to the low progress in the construction work of the project, the first contract agreement was canceled 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 at 31.12.2024 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 6.9: 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. With the implementation of this project, it is expected to increase the facilities for obtaining postgraduate degrees in the field of medical education, to develop the necessary infrastructure, laboratories and physical resources for academic activities. Rs. 730 million has been allocated for construction for the year 2024.

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 6.10: 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 of which the final bills are to be settled in the year 2024 is given in Appendix D2.

6.4 Procurement Activities

This year, the Higher Education Division, on behalf of universities and higher education institutions, has awarded a Rs. 844 million contracts through the Ministry Procurement Committee to construct a building complex for the Faculty of Medicine at the University of Moratuwa under the Science and Technology Human Resource Development Project.

Additionally, the Higher Education Division has not initiated any procurement activities for universities and higher education institutes 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 2024, the government has allocated Rs.892.5 Mn from capital expenditure for research activities. Of this amount, Rs.676.34Mn has already been spent, with Rs.309Mn allocated to the University Grants Commission and Rs.583.5 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 12.31.2024

Institute	Allocation (Rs.Mn)	Expenditure (Rs.Mn)	(%)
UGC	309	164	53
Bhikshu	4.0	3.8	95
Foreign Projects	579.5	508.4	87
Total	892.5	676.34	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 12.31.2024

	Allocation (Rs.Mn)	Expenditure (Rs.Mn)	Progress (%)
UGC	3,126	2,518	80.5
Bhikshu	21.3	9.1	42.7
Buddhist & Pali	21.5	21.4	99.5
SLIATE	98.3	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.579.5Mn 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 12.31.2024

Project	Rs.Mn		
	Allocation	Expenditure	Progress %
Accelerating Higher Education Expansion and Development Project -AHEAD	14.50	14.46	99.7
Science & Technology Human Resources Development Project	445	439	98.6
Foreign aid for university research activities	120	55	45.8
Total	579.5	508.46	87.74

(Source: Accounts Report of the Ministry)

7.3.1. Strengthening Research, Development, Innovation, and Commercialization (RDIC) in the university system under the Accelerating Higher Education Expansion and Development (AHEAD) Operation funded by the World Bank – Results Area 3

The objective of this results area is to develop a culture of research, development, innovation, and commercialization (RDIC) in universities. RDIC activities are an extremely important next step in the development of higher education in the country.

To develop RDIC in the university system, Development-Oriented Research (DOR), Research and Innovation Commercialization (RIC), and Innovation Commercialization Enhancement (ICE) projects were awarded under the AHEAD operation.

A total of 40 RDIC projects were awarded competitively to universities under round 1 namely, 9 ICE, 13 RIC, and 18 DOR projects. A total of 49 RDIC projects were awarded to universities during round 2, namely 15 RIC and 34 DOR projects.

As stated above under seven competitive funding schemes and 2 rounds of funding 89 university research projects were funded from 2018 to 2023. The total financial allocation for results area 3 of AHEAD is 16% of the total cost of the operation. Online proposal submissions and evaluation systems were used for the first time by the Ministry of Education, Sri Lanka when awarding these research projects.

Strengthening RDIC at Universities

Summary of Round 1 & Round 2 Projects Awarded to Universities: A total of 79 projects. This is denoted in Figure 7.1.

Figure 7.1: Strengthening Research, Development, Innovation and Commercialization (RDIC) in Universiti

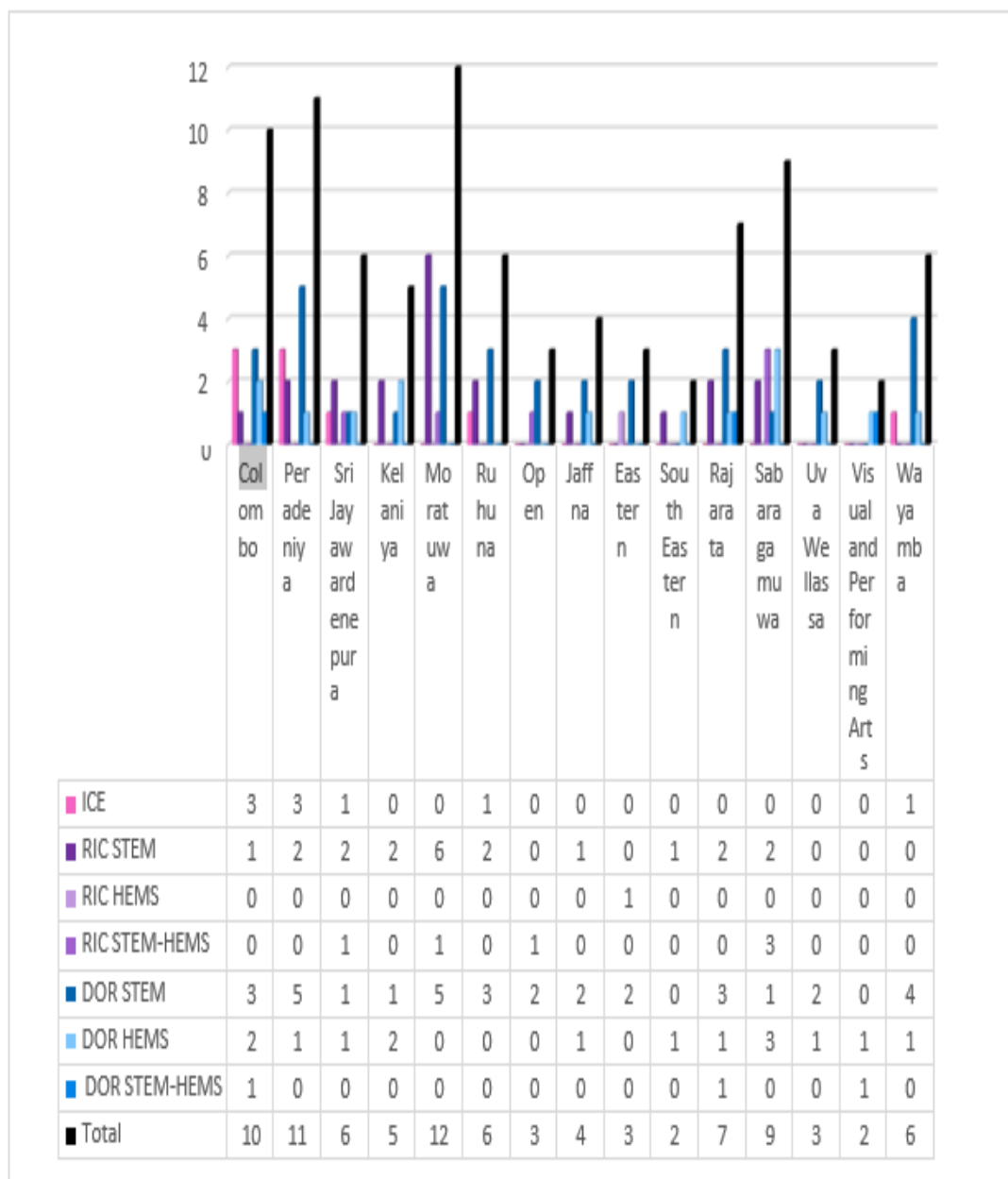


Table 7.4 Details of ICE/RIC/DR projects won by different universities

University	Number of ICE & RIC projects	Number of DOR projects	Total expenditure (LKR million)	Total number of projects achieved 80% of promised indicators
CMB	4	6	309.56	10
EUSL	1	2	60.32	1
MRT	7	5	402.83	10
OUSL	1	2	124.84	2
PDN	5	6	396.55	10
RUH	3	3	215.96	6
RUSL	2	5	246.55	7
SEUSL	1	1	46.88	2
SUSL	5	4	307.00	7
UoJ	1	3	124.09	4
UoK	2	3	136.56	4
UoSJ	4	2	194.19	6
UVPA	0	2	49.64	1
UWU	0	3	89.17	3
WUSL	1	5	206.03	6
Total	37	52	2910.17	79

Source: Accelerate Higher Education Development Expansion and Development (AHEAD) Project

The outputs and outcomes of all 79 projects were showcased to the Ministry of Finance, Ministry of Education, University Grants Commission, Universities, commercial partners, and other stakeholders on December 15th, 2023, where over 300 guests witnessed the RDIC contribution. The news item from this initiative can be accessed from the link below.

<https://youtu.be/zsClBe4Pmss?si=TKUVE65VSeHNXwU5>

Summary of Achievement from University ICE/RIC/DOR

Table 7.5 Summary of Achievement from University ICE/RIC/DOR

KPI	Total
Number of working papers published	56
Number of communications (abstract) accepted	854
Number of papers presented in national conferences/symposia	114
Number of papers presented in international conferences/symposia	279
Number of research publications published in peer-reviewed national journals	119
Number of research publications published in peer-reviewed internationally indexed journals	310
Number of research publications as books or monographs published by reputed national publishers	26
Number of research publications as books or monographs published by reputed international publishers	17
Number of national patents accepted (submitted)	112
Number of international accepted (submitted)	11
Number of industrial designs accepted (submitted)	37
Number of national copyright applications accepted (submitted) (e.g. software)	46
Number of international copyright applications accepted (submitted) (e.g. software)	19
Number of national trademarks accepted (submitted)	30
Number of international trademarks accepted (submitted)	9
Number of Patent Cooperation Treaty (PCT) accepted	17
Number of license agreements signed	62
Number of assignments of IP signed	7
Number of products in the market (including those with a possibility to come to the market)	109
Number of industry-university linkages (MOU or agreements) for research commercialization	125

(Source: Project to Accelerate Higher Education Expansion and Development (AHEAD))

Summary of individual projects and the details of the achieved indicators were published in: *AHEAD, (2023). Accelerating Invention and valorization of research in universities. AHEAD Operation, Ministry of Education. ISBN 978-955-28-0090-0 Social Sciences (submitted in 2023)*

Strengthening Research, Development, Innovation and Commercialization (RDIC) in Non-State Higher Education Institutes.

Table 7.6 Details of RIC/DOR projects won by 6 NSHEIs.

Non-state HEI	Number of RIC projects	Number of DOR projects	Total expenditure (LKR million)	Total number of projects achieved 80% of the promised indicators
CINEC	0	2	19.69	2
Horizon	0	1	9.97	1
KIU	0	1	9.52	1
Saegis	0	1	7.83	1
SANASA	0	1	9.30	1
SLIIT	1	5	61.47	6
Total	1	11	117.78	12

(Source: Accelerate Higher Education Development Expansion and Development (AHEAD) Project)

RIC / DOR at Non-State Higher Education Institutes

Table 7.7 Summary of Achievement from RIC/DOR by Non-State Higher Education Institutes

KPI	Total
Number of working papers published	12
Number of communications (abstract) accepted	102
Number of papers presented in national conferences/symposia	10
Number of papers presented in international conferences/symposia	48
Number of research publications published in peer-reviewed national journals	14
Number of research publications published in peer-reviewed internationally indexed journals	57
Number of research publications as books or monographs published by reputed national publishers	3

Number of research publications as books or monographs published by reputed international publishers	2
Number of national patents <i>accepted (submitted)</i>	3
Number of international <i>accepted (submitted)</i>	1
Number of industrial designs <i>accepted (submitted)</i>	3
Number of national copyright applications <i>accepted (submitted)</i> (e.g. software)	1
Number of international copyright applications <i>accepted (submitted)</i> (e.g. software)	3
Number of national trademarks <i>accepted (submitted)</i>	4
Number of international trademarks <i>accepted (submitted)</i>	7
Number of Patent Cooperation Treaty (PCT) accepted	0
Number of license agreements signed	1
Number of assignments of IP signed	0
Number of products in the market <i>(including those with a possibility to come to the market)</i>	3
Number of industry-university linkages (MOU or agreements) for research commercialization	3

Source: Accelerate Higher Education Development Expansion and Development (AHEAD) Project

Summary of individual projects and achieved indicators were published in:

AHEAD, (2023) Improving Research and Innovation at Non-State HEIs: A pilot study with 6 Non-State HEIs. AHEAD operation, Ministry of Education. ISBN 978-955-28-0089-

Postgraduate Training Through Research

The registration or completion of postgraduate degrees was not a performance indicator under AHEAD RA 3 projects. This was done deliberately as tying up the completion of a postgraduate program to

performance-based financing can lead to pressuring the examiners to award the degree even if the work is not satisfactory. However, AHEAD collected the information below to show the value of the investment

Table 7.8 Value of the investment

	Ph.D. registration	M.Phil. registration	M.Sc. registration
University ICE/RIC/DOR	39	103	15
NSHEI RIC/DOR	0	6	0

(Source: Accelerate Higher Education Development Expansion and Development (AHEAD) Project)

Under DOR projects, graduates registering for postgraduate programs were encouraged. As ICE/RIC projects are connected to commercialization, it was not mandatory to register for a postgraduate program since publishing a thesis could lead to providing confidential information to the public before protecting IP rights. Completion of a postgraduate program is a downstream benefit of AHEAD.

RA3.Program Development Objective for RA3 (DLI 6)

Program Development Objective (PDO 5) which is similar to the Disbursement Linked Indicator (DLI 6) is connected to the success of DOR, RIC, and ICE projects. All Disbursement Linked Results have been achieved and exceeded as shown below which was verified by a Third-Party Verification team.

Disbursement Linked Indicator Six (DLI 6) verification for 2022/23 which was conducted by the Sri Lanka Association for the Advancement of Education gave the following information.

It was also noted that out of 101 projects

- ❖ Total ICE/RIC DOR projects achieving more than 80% of the indicator target: 91
- ❖ 59 projects have achieved 100% or more of promised outcome indicators
- ❖ 32 projects have achieved 80-99% of promised outcome indicators
- ❖ 08 projects have achieved 50- 79% of promised outcome indicators
- ❖ 01 projects have achieved less than 0% of promised outcome indicators and
- ❖ One could not be verified.

The wealth of new knowledge created through these research projects is documented in 429 full papers published and 1,247 conference papers presented during the project period. The number of research publications as books or monographs published by reputed national publishers and international publishers are 26 and 17 respectively.

Transferring Benefits of University Research to Industry and Society

The systematic establishment of the University Business Linkage (UBL) Cells in all 15 universities was done by the AHEAD operation, by carefully following their development through a UBL scorecard. UBLs will support the commercial exploitation of research outcomes while managing the Intellectual Property (IP) created within the university. It is important to note that these UBLs will support the commercialization of research arising from AHEAD-funded research as well as non-AHEAD-funded research.

The development followed a scorecard where actions were divided into 4 phases as given below.

- Phase 1: Establishment of core UBL Cell
- Phase 2: Identification of the internal R&D strength and equip the UBL
- Phase 3: Operationalization of UBL cells with external parties
- Phase 4: Outcome of UBL cells

Development of University Business Linkage (UBL)

Various efforts have been made by Universities in Sri Lanka to transfer technology and knowledge created within universities for the benefit of society. However, there were no central offices in Sri Lankan universities to manage IP and to give the support required by the academics to make use of their research for public benefit.

The objective of this study is to identify the extent to which the establishment of University Business Linkage (UBL) cell in each university enhances the university- industry interaction and stimulate innovation. These UBLs will help to transfer the knowledge and technology developed by universities to the society/industry. The development followed 4 phases based on the scorecard developed by Accelerating Higher Education Expansion and Development (AHEAD) operation.

Achievements from UBL and Hel-SL Cells

AHEAD, (2023) Recognizing successful commercialization efforts of university research through UBLs. AHEAD operation, Ministry of Education ISBN 978-955-28-0087-0

- ❖ No. of research agreements/MOU with the private sector: 113
- ❖ No. of license agreements with the private sector: 84
- ❖ No. of products in the market: 48
- ❖ No. of local patents filed at NIPO: 228
- ❖ No. of other types of IP: 124
- ❖ No. of Patent Cooperation Treaty (PCT) filing: 22

Research and Innovation to International Stage

Several activities have been initiated under AHEAD RA3 to take Sri Lankan inventions to the international stage.

1. Search the available knowledge in the world to avoid repetition of research:
2. Generating invention evaluation reports and filing Patent Corporation Treaty (PCT) applications under WIPO: IP Consultancy awarded to F.J. & G. de Saram and Clarivate Analytics India Private Limited.
3. Providing Freedom to Operate (FTO) Search Reports: Consultancy awarded to Clarivate Analytics India Private Limited
4. Licensing Partner Scouting to find foreign licensees
Eight inventions from eight different universities were selected for this consultancy based on the ISR report or the invention evaluation report.
5. International exposure to UBLs: Arranged training with the World Intellectual Property Organization and US Department of Commerce, Commercial Law Development Program CLDP) without taking funds from AHEAD.

Table 7.9 Innovations and Universities which invented those

Technology	University
Addressable data communication	University of Kelaniya
Reconfigurable convolution neural network processor	University of Ruhuna
Intelligent camera	University of Moratuwa
Automated lightning protection and early warning system	University of Colombo
Cement Admixture for Corrosion Resistance	Eastern University, Sri Lanka
Portable Auto Emissions Monitor	University of Jaffna
Fiber Optic Sensors for land characteristic system	Uva Wellassa University
Container management system	CINEC Campus

(Source: Accelerate Higher Education Development Expansion and Development (AHEAD) Project)

Figure 7.2: Addressable data communication - University of Kelaniya



This system is highly customizable and not restricted to a particular application. Moreover, this system overcomes existing problems in IoT systems, such as discontinuation in communication during an internet or cloud server failure.

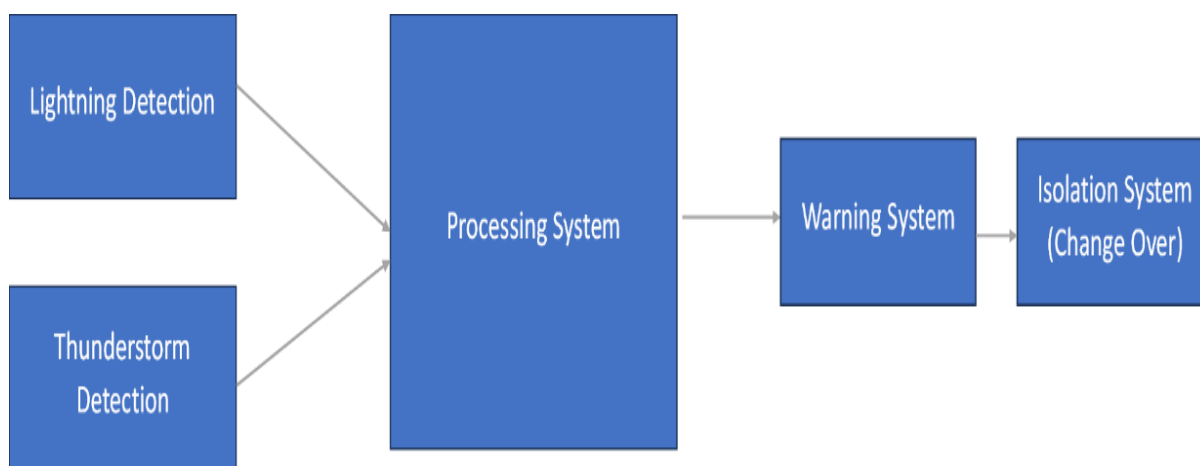
Figure 7.3: Reconfigurable convolution neural network processor - University of Ruhuna



In the past few decades, scientists discovered a method to develop Artificial Neural Networks (ANNs) that mimic the biological brain. Convolutional Neural Networks (CNNs) are regularly used for the categorization and machine vision tasks of these ANNs.

Figure 7.4: Intelligent camera - University of Moratuwa

During the last two decades, surveillance cameras (CCTV) have evolved from devices used primarily in high security zones to a commoditized product used by a wide spectrum of users for various monitoring purposes: large retail stores, roads, smart cities, and homes. But, without human operators the usefulness of CCTV is questionable in the absence of video analytic processing.



Schematic diagram of the system

7.3.2. 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

Table 7.10 Progress of the Awarding Research Proposal – STHRDP as at 31.12.2024

								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	42.22	4	332.71	0	-	374.93	64.95
Sabaragamuwa University of SL Round 2-3	-	-	4	75.84	2	389.87	465.71	239.99
University of Sri Jayewardene pura Round 1-3	5	47.31	8	428.23	1	169.90	645.44	121.09
Rajarata University of SL Round 1-3	2	245.41	3	206.39	2	385.89	837.69	107.19
Total	9	334.94	19	1,043.17	5	945.66	2,323.77	533.22

7.4 Patents obtained in the year 2023

State universities have filed 30 patents in 2023 for obtaining approval at a national level. The University of Kelaniya has filed 7 licenses, University of Sri Jayewardenepura has filed 6 licenses, The University of Moratuwa and University of Rajarata filed 03 licenses,

State universities have received national level approval for 10 national level patents and 04 international level approvals. The detailed report is given in **Appendix E**.

7.5. Research on Project Implemented on Budget Proposal 2024

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. 850 million, with Rs. 40 million allocated under the Ministry's funds as part of the 2024 budget proposal.

The procurement of all medical equipment has now been completed.

Project progress

- When the Ministry of Health faced challenges in conducting PCR tests, the University of Sri Jayewardenepura utilized this equipment to perform PCR and antibody tests during 2020 and 2021, offering a swift response to the pandemic. Notably, the first Sri Lankan COVID-19 patient was identified in a laboratory. Additionally, the university provided support and training to help establish several PCR laboratories within the Ministry of Health.

- Allergy testing services have been initiated and more than 5000 consultations have been conducted. (Including services)
- In Vitro Diagnostics: Performing advanced laboratory-based allergy tests.
- Skin Prick Tests: Performing on-site rapid allergy diagnostics.

Identifying various types of allergies on individuals.

Providing nationwide allergy diagnosis services using the equipment acquired through this grant, and identifying the cause of allergies in patients with severe allergies. (This is the only installation in South Asia.)

1. Anaphylaxis: Diagnosis of severe allergic reactions.
2. Food allergies: Testing for common and rare food allergies.
3. Respiratory allergies: Diagnosis of pollen, dust, and other inhalant allergens.
4. Occupational allergies: Diagnosis of work-related allergies.
5. Drug allergies: Testing for adverse reactions to medications

Using equipment provided through this project, the first complete genome sequencing of viruses in Sri Lanka has been conducted.

The equipment obtained through this project contributed to securing the following foreign research grants by supporting research activities conducted in Sri Lanka.

- Secured a US\$0.23 million grant from the Asian and American Center for Arbovirus Research and Enhanced Surveillance (A2CARES) NIIAD.
- Received a grant of Rs 10 million from the British High Commission for a collaborative project with the University of Oxford, UK, focusing on vaccine development and investigating immune responses to emerging and re-emerging viral infections.
- Grant of USD 300,000 (Rs. 60 million) from the World Health Organization for gene sequencing research.
 - The LUPIC project at SKK University, South Korea, has been allocated USD 333,333 per year.
 - Shortlisted for the final round of the Wellcome Trust Grant and submitted the application.
 - Entered into a consulting agreement with Imperial College, London, valued at £44,166.67GBP.

08

Way Forward 2025

The new government policy framework highlighted that, the social transformation is beyond the reformation of just one or two sectors – in essence, a renaissance. However, education is a primary responsibility of the government. The main principles identified are free education and equal access, relevance to human development and employment, acceptability for all responsible citizens accountable to the society, sustainability and innovation as well as lifelong learning.

In line with the above principles, the national university system is expected to be transformed into centers providing advanced theoretical and experimental education. Efforts will also be made to establish a parallel university system that provides international-level advanced professional education.

8.1 Ensuring the equity and the inclusiveness of the Higher Education access.

Universities and other Higher Education Institutes shall take steps to increase the intake of students while concerning demand-driven approaches to higher education. The UGC is the responsible arm for directing the State Universities under their purview.

8.1.1 Admission Policy Transformation

The introduction of new innovative transformation approaches for the current University admission policy should be taken into account.

Ministry of Education shall take steps to review the current University Admission process from the GCE (A/L) examinations up to the level of enrolment to the University. Based on that, an integrated approach should be introduced to reduce the lapsing time and to narrow down the gaps among all involved agencies such as the Department of Examination, University Grants Commission, State and Non – State

Universities etc. Proper digital platform can be introduced to maintain the Information Management.

Further, the government expects to offer 200 scholarships per year for high school graduates to pursue degrees at internationally ranked universities.

8.1.2 Infrastructure Facilities

Over the last decade, the ministry has taken various measures to increase access to higher education. These upgrading processes will also be carried out in a meaningful manner to achieve better results from the investment in higher education.

8.1.3 Distance Education

Recognizing the importance of open and distance education as crucial parts of tertiary education, the Open University Expansion components aim to provide opportunities for those unable to complete their tertiary education due to various circumstances. This includes individuals engaged in different professions who seek to fulfil their tertiary

education requirements. Open and distance education will be expanded to ensure access to higher education without barriers based on employment status or geographical factors. Therefore, the government is expecting to expand the facilities of the Open University of Sri Lanka.

8.2 Increase the quality of the Higher Education.

In terms of perspectives of the vision-based economic scenario, it is important to think, based on the Knowledge Economic driven approach. Here, it is inevitable to transform graduates as a key component in the knowledge economy.

University contribution to Research & Development should be a driving force for producing outstanding discoveries to move the economy forward. Modernizing and increasing the quality of universities, improving the contents of academic programs, and behavioural changes of both scholars and students can be considered major transformations to upgrade the quality of Higher Education.

Align with the policies of the government, the main targets to discuss that, to provide necessary provisions such as internet facilities in tertiary education institutes, facilitate lecture halls, laboratories, libraries, hostels and cafeterias according to proper standards in order to improve the quality of life of the students. Further, additional funds are to be allocated to Increasing Mahapola and other Bursaries in line with the cost of living.

8.3 Universalization of secondary and tertiary Education.

Secondary Education may be effective in the growth of Higher Education. Strong differences among Educational Institutions at the secondary level may be detrimental to the Tertiary Education's quality. In order to improve tertiary or Higher Education outcomes,

Education policy should not concentrate merely on higher Education alone but should be focused on the importance of primary and secondary education efficiently.

In line with the said policy, the government is supposed to establish special units in every tertiary education 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.

8.4 Appropriate Diversification of Higher Education.

Structural changes in the Higher Education sector should be needed with a view to better meeting the needs of society and of Assuring Employment. "Knowledge Society" is one of the most appropriate future scenarios of society when considering the challenges of Higher Education and the opportunities ahead.

8.5 Introduction of Quality Assurance and Accreditation mechanism covering all over the scope of Higher Education.

After carefully scrutinizing current global higher education scenarios and trends, it is evident that developing appropriate policy directives is crucial to strengthening quality assurance and accreditation mechanisms for both State Universities and Non-State Higher Education Institutions. As part of this effort, the introduction of a comprehensive Quality Assurance and Accreditation mechanism, covering the entire scope of higher education, is recommended.

This mechanism should be nationally established and implemented to evaluate the standards of both State Universities and Non-State Education Institutions, ensuring consistency and excellence across the sector.

Additionally, a Bill on Higher Education has already been drafted. Proceeding discussions with relevant stakeholders, this document can be finalized and implemented effectively to support these objectives.

8.6 The ratification of the Tokyo Convention and Global Convention on the Recognition of Qualifications concerning Higher Education and the establishment of a National Information Center (NIC)

The ratification of the Tokyo Convention and Global Convention on the recognition of Qualifications concerning Higher Education and the establishment of a National Information Center (NIC) will significantly benefit Sri Lanka in improving the recognition of qualifications in Higher Education.

- **Ratification of the Tokyo and Global Conventions:**

It would enable Sri Lanka to align with international standards for recognizing foreign qualifications. This facilitates the mobility of the Sri Lankan teacher-student community and job seekers internationally and regionally without hindrances.

- **Establishment of the National Information Center (NIC):**

The NIC would serve as a central body that is responsible for providing transparent and authoritative information on higher education qualifications, recognition procedures, and the status of institutions. This will ensure consistency and trust in the qualification recognition process while making Sri Lankan qualifications more globally accepted and comparable.

Collectively, these initiatives will foster the global integration of Sri Lanka's higher education sector, encouraging academic exchange,

student mobility, and the mutual recognition of qualifications, thereby elevating the quality and international reputation of Sri Lanka's higher education sector.

8.7 Advancing Digitization and Digital Literacy in Higher Education.

The digitization of the higher education system is essential to enhance accessibility, efficiency, and quality. Efforts should include the establishment of a robust Learning Management System (LMS), University Information Management System (UIMS), digital libraries, and virtual labs across all higher education institutions. Programs to improve digital literacy among students, faculty, and administrative staff should be implemented, ensuring they are equipped to use and integrate digital tools effectively. Furthermore, a national framework for online and hybrid education models should be developed to meet the evolving needs of learners in the digital era.

8.7.1 Establishment of a duly updated reliable and precise skill data and Labour Market Information System (LMIS)

The establishment of a duly updated reliable and precise skill data and Labour Market Information System (LMIS) is required for decision-making for bridging the gap between the labour market skill requirements (**Demand Side**) and the graduates turned out from the whole Higher Education sector (**supply side**) (based on the both Quality & Quantity). This system can also be affiliated with the above-mentioned NIC by Linking with Industry and Universities.

8.8 The introduction of Private-Public Partnership models for Higher Education

This approach can be an effective approach to promoting and expanding higher education opportunities in Sri Lanka.

Given the limited capacity of the public education system to accommodate students who meet the basic qualifications for higher education, there is a significant demand for private educational institutions, including universities and other private tertiary education providers.

Currently, the non-state higher education sector operates under a regulatory mechanism established by the Higher Education Division. However, a large number of institutions affiliated with foreign universities operate outside of this framework and remain unregulated. These institutions often lack oversight concerning the quality of their programs and fee structures.

Unlike state-regulated institutions, these unregulated entities primarily operate on a profit-making basis, with no standardized fee structure in place. This absence of regulation poses challenges to ensuring quality education and affordability for students in the sector. Therefore, it is essential to develop a comprehensive regulatory mechanism to oversee all private higher education institutions, including those affiliated with foreign universities, to maintain educational standards and protect student interests.

8.9 Research and Development Promotion.

Increasing the research and development endeavours by reviewing imagined industries and the entrepreneurship development of the country is inevitable. In this context, it is essential to establish new Cutting-edge Science, STEM Education, Technical and Technological courses and faculties to upgrade the employability skills of selected undergraduates that fit with the labour market demand.

Accordingly, the government provides Entrepreneurial initiatives within each university, which could be promoted through a separate administrative unit equipped with necessary and capable human resources.

Potential entrepreneurial upgrading activities by each unit could be recognized as follows.

- a) Consultancy services
- b) Training Services
- c) Research and Development Services
- d) Technology Transforming service (Automation/ MIS Development, Digital Marketing etc.)

8.10 Strategic internationalization for global university excellence.

To achieve global recognition and become a top-ranking university in the world, strategic internationalization efforts should be prioritized. These include fostering partnerships with globally renowned institutions, openings for cross-border education promoting increasing the enrollment of international students and opportunities for dual or joint degree programs. Establishing and supporting a dedicated International Relations Office (IRO) within universities will enhance global collaboration, promote faculty and student exchanges, and attract international funding. Participation in global rankings and accreditation processes will further boost the visibility and reputation of Sri Lanka's higher education sector.

Finally, the higher education upgrading scenario should be focused on finding ways and means for the country's economic growth, Population well-being, employment creation and national development.

Appendix A

Foreign Students (Undergraduate) Country wise 2023 - 2024

Country	2023			2024		
	No. of Students	No. of Students Scholarship	Income	No. of Students	No. of Students Scholarship	Income
Australia	4	1	8,245,969.30	3	1	11,699,641.74
Austria	5	0	253,128.02	0	0	0
Baharain	1	0	4,037,500.00	1	0	4,037,500.00
Bangaladesh	40	0	9,436,837.86	38	0	9,982,214.07
Belgium	4	0	0.00	0	0	0
Bhutan	102	0	133,482,301.56	115	0	163,112,680.39
Brunei	2	0	8,075,000.00	2	0	8,075,000.00
Canada	4	0	14,812,273.17	5	0	19,371,163.10
Cambodia	2	0	361,128.58	4	0	729,442.21
China	3	0	738,946.58	4	0	827,822.07
Dubai, UAE	3	0	12,112,500.00	3	0	0
Egypt				0	1	12,112,500.00
Germany	8	0	254,610.75	0	0	0
Hong Kong	1	0	270,947.08	0	0	0
India	3	2	8,212,907.00	5	2	15,616,484.35
Indonesia	0	0	0.00	0	0	0
Japan	12	0	2,312,851.20	0	0	0
Kenya	0	0	0.00	0	0	0
Kuwait	3	0	8,024,625.00	3	0	3,778,500.00
Korea	1	0	197,052.42	0	0	0
Maldives	0	0	0.00	1	0	368,060.00
Malaysia	11	0	2,128,718.65	2	0	501,491.52
Myanmar	32	0	3,379,347.15	47	0	4,405,922.77
Nepal	1	0	360,000.00	1	0	69,666.75
New Zealand	1	0	4,106,625.00	1	0	0
Nigeria	0	1	0.00	0	0	0
Norway	1	0	270,947.08	0	0	0
Oman	3	0	12,112,500.00	6	0	24,225,000.00
Philippines	2	0	3,000.00	0	0	0
Qatar	8	0	26,265,880.17	7	0	15,442,908.99
Romania				2	0	364,721.10
Russia	0	1	0.00	0	1	0
Saudi Arabia	19	1	71,814,558.67	21	1	80,735,934.58
Singapore	77	0	15,830,908.06	2	0	8,075,000.00
South Africa	0	1	0.00	0	1	0
South Korea	0	0	0.00	1	0	182,360.55
Sri Lanka	29	11	88,078,496.46	38	8	98,058,784.07

Swaziland	1	1	360,000.00	0	1	0
U.A.E.	15	0	58,145,375.00	14	0	56,060,625.00
U.K.	2	0	8,565,872.50	2	0	7,773,867.50
USA	2	0	4,013,571.17	1	0	3,687,500.00
Vietnam	9	1	2,364,629.04	10	1	2,028,761.14
Total	411	20	508,629,007.47	339	17	551,323,551.90

Foreign Students (Postgraduate) Country Wise 2023 - 2024

Country	2023			2024		
	No. of Students	No. of Students Scholarships	Income	No. of Students	No. of Students Scholarships	Income
Afghanistan	2	0	1,526,240.00	1	0	762,120.00
Australia	3	0	1,439,466.00	1	0	210,000.00
Bahrain	0	0	0.00	0	0	0.00
Bangladesh	5	2	578,921.04	6	1	911,504.88
Belgium	13	0	362,718.00			
Bhutan	0	0	0.00	0	1	0.00
Brunei	0	0	0.00	0	0	0.00
Canada	2	0	331,191.46	2	0	305,424.37
Canada/Kuwait	0	0	0.00	0	0	0.00
Cambodia	1	0	415,606.25	7	0	1,991,708.75
China	363	0	267,130,602.42	290	0	268,524,589.83
Congo	0	0	0.00	0	0	0.00
Germany	1	0	817,000.00	1	0	817,000.00
Gambia	0	1	0.00	1	0	337,500.00
Hong Kong	2	0	462,000.00	0	0	0.00
India	15	0	4,882,678.20	2	0	420,000.00
Indonesia	3	0	2,248,968.00	3	0	1,656,633.75
Japan	1	0	313,500.00			
Kenya	1	1	1,130,500.00	2	0	1,272,808.54
Kuwait	0	0	0.00	1	0	807,500.00
Korea	2	0	1,620,000.00	0	0	0.00
Maldives	12	0	33,425,147.36	1	0	1,615,000.00
Malawi	1	0	325,000.00			
Malaysia	5	0	1,247,153.69	10	0	41,457,541.00
Myanmar	243	0	50,094,389.78	1	0	325,000.00
Nepal	6	0	1,496,035.68	3	0	1,229,646.00
Netherland	2	0	150,626.00			
Nigeria	6	0	10,805,020.33	166	3	34,941,657.33
Oman	0	0	0.00	2	1	1,004,035.68
Pakistan	1	0	1,194,000.00	5	0	8,749,794.24
Philippines	2	0	1,064,612.00	0	0	0.00
Papua New Guinea	1	0	1,130,500.00	0	1	0.00
Qatar	1	0	1,650,000.00	1	0	210,000.00
Saudi Arabia	0	0	0.00	0	0	0.00
Singapore	11	0	1,644,292.65	0	0	0.00
South Africa	0	0	0.00	0	0	0.00
South Korea	2	0	2,636,120.00	3	0	630,000.00
Sri Lanka	0	0	0.00	0	0	0.00

Taiwan	4	0	198,000.00	2	0	1,309,120.00
U.S.A.	8	0	967,415.13	0	0	0.00
U.K.	1	0	66,000.00	0	0	0.00
Vietnam	70	0	11,896,101.42	1	0	210,000.00
Brazil				1	0	890,340.00
Philippines				1	0	825,836.02
France				40	0	7,041,988.60
Total	790	4	290,318,816.89	554	7	378,456,748.99

Appendix B

Student Enrolment in Higher Education

University/HEI	2022				2023			
	Internal		External		Internal		External	
	Male	Total	Male	Total	Male	Total	Male	Total
Colombo	3,766	11,672	255	362	4,095	13,867	358	598
Sripali cam	125	867				0		
Peradeniya	5,468	15,108	2,079	8,019	4,554	13,309	1,942	7,646
Sri Jayawardhanapura	5,359	15,247	31,167	116,554	6,088	16,142	9,350	41,008
Kelaniya	4,342	14,430	20,961	102,417	4,451	15,195	21,509	105,963
Gampaha Wickramaarachchi	221	937			274	1,138		
Moratuwa	4,826	8,151	1,347	2,303	5,064	8,748	2,570	4,384
Jaffna	4,411	13,122	7,550	21,102	3,726	11,353	755	2,149
Vavuniya	1,071	2,586		0	1,079	2,704		0
Ruhuna	4,985	13,029	322	2,923	4,947	13,455	63	843
Eastern	1,609	6,035	308	648	2,010	7,621	317	700
Trinco Cam	697	2,444						
South Eastern	2,217	7,498	6,424	11,947	1,883	6,481	6,693	12,981
Rajarata	3,030	9,436	1,850	4,577	2,434	7,839	1,503	4,224
Sabaragamuwa	2,926	8,177	81	245	2,642	7,566	114	338
Wayamba	2,259	5,930	355	721	2,290	6,244	346	790
Uwa Wellassa	1,979	4,844	170	404	1,878	4,681	227	559
Visual & Performing Arts	784	3,297	39	96	636	2,837	34	66
Uni Sub Total	50,075	142,810	72,908	272,318	48,051	139,180	45,781	182,249
Lateral Entry	75	120						
IOIM	232	1,271						
UCSC	608	1,041	2,830	5,687	662	1,085	3,076	6,085
SVIAS	211	1,258			214	1,288		
Agro	455	927			581	1,146		
IHRA	277	520			243	504		
Other Sub Total	1,858	5,137	2,830	5,687	1700	4023	3076	6085
UGC Sub Total	51,933	147,947	75,738	278,005	49,751	143,203	48,857	188,334
Foreign	98	217						
Open University			9,654	27,715			8,822	30,324
UGC Total	52,031	148,164	85,392	305,720			57,679	218,658
Buddhist & Pali University	577	577	3,080	3,080	443	443	122	643
Bhiksu University	463	463		0	573	573	138	797
Foreign	67	67	159	159		0		0
Total	53,138	149,271	88,631	308,959	50,767	144,219	57,939	220,098

Appendix B1

Student Intake for SLIATE Institute wise 2023/2024

No.	Institute	2023			2024		
		Male	Female	Total	Male	Female	Total
01.	Ampara	139	348	487	216	616	832
02.	Anuradhapura	75	268	343	93	293	386
03.	Badulla	87	335	422	99	350	449
04.	Bataloa	151	371	522	153	456	609
05.	Dehiwala	217	593	810	175	801	976
	Dambawela	0	0	0	33	191	224
06.	Galle	278	641	919	341	833	1,174
07.	Jaffna	291	292	583	212	414	626
08.	Kandy	122	739	861	205	900	1,105
09.	Kegalle	77	321	398	88	362	450
10.	Kurunegala	109	525	634	124	532	656
11.	Nawalapitiya	21	218	239	60	245	305
12.	Colombo	145	85	230	271	179	450
13.	Gampaha	109	238	347	114	367	481
14.	Rathnapura	45	178	223	48	233	281
15.	Sammanthurai	107	330	437	117	426	543
16.	Tangalle	71	319	390	36	196	232
17.	Mannar	21	102	123	32	94	126
18.	Trincomalee	110	245	355	135	303	438
19.	Vavuniya	38	163	201	63	217	280
	Total	2,213	6,311	8,524	2,615	8,008	10,623

Appendix B2**Student Intake For SLIATE – Course wise 2023/2024**

No.	Name of Programme	2023			2024		
		No. of Admission			No. of Admission		
		Male	Female	Total	Male	Female	Total
01.	HNDA (F/T)	440	1060	1500	380	1,448	1,828
02.	HNDA(P/T)	79	229	308	102	274	376
03.	HND in Eng (F/T)	93	1448	1541	113	1,673	1,786
04.	HND in Eng (P/T)	134	669	803	122	701	823
05.	HNDIT (F/T)	596	1329	1925	775	1,515	2,290
06.	HNDIT (P/T)	184	183	367	188	181	369
07.	HNDM	64	472	536	127	703	830
08.	HNDT Agri	43	99	142	88	291	379
09.	HNDTHM	94	288	382	156	511	667
10.	HNDBSE	10	9	19	31	41	72
11.	HNDE - Civil	106	73	179	123	92	215
12.	HNDE- Mech.	130	28	158	123	43	166
13.	HNDE - Ele.	107	54	161	168	115	283
14.	HNDQS	51	68	119	28	43	71
15.	HNDBA	44	160	204	45	229	274
16.	HNDBF	8	66	74	18	52	70
17.	HNDCSPT	0	0	0	0	0	0
18.	HNDFT	15	30	45	6	43	49
19.	HNDPM	6	23	29	22	53	75
	Total	2,204	6288	8,492	2,615	8,008	10,623

Appendix B3

The Details of Student Enrolment for the year 2023

	Name of the Degree Awarding Institute	Year 2023		
		Total No of Students Enrollment 2023	No of Student Intake in 2023	No of Student Graduated in 2023
01	Institute of Surveying and Mapping (ISM)	22	0	0
02	Sri Lanka Institute of Information Technology (SLIIT)	17,665	7,302	2,357
03	Sri Lanka Institute of Development Administration (SLIDA)	106	0	105
04	National Institute of Social Development (NISD)	1,205	183	36
05	Aquinas College of Higher Studies	634	134	163
06	National School of Business Management Limited (NSBM)	4,997	1,420	711
07	CINEC Campus (Private) Limited	2,725	639	527
08	Sri Lanka International Buddhist Academy (SIBA)	992	393	340
09	The Institute of Chartered Accountants of Sri Lanka (ICASL)	2,226	583	228
10	SANASA Campus Limited	209	51	30
11	Horizon College of Business & Technology	2,281	683	378
12	KIU Campus (Private) Limited	6,790	1,586	1,323
13	Nagananda International Institute for Buddhist Studies	349	217	0
14	S L T Campus (Private) Limited	5,091	1,805	311
15	Sri Lanka Institute of Nanotechnology (Private) Limited (SLINTEC)	0	0	0
16	Saegis Campus (Private) Limited	717	281	60
17	ESOFT Metro Campus (Private) Limited	217	49	0
18	Institute of Chemistry Ceylon	488	134	59
19	International College of Business Technology Ltd	82	42	0
20	Benedict XVI Catholic International Institute of Higher Education.	260	137	0
21	Royal Institute of Colombo (Pvt) Ltd	12	09	0
22	Business Management School (Pvt) Ltd	10	10	0
23	International Institute of Health sciences (Pvt) Ltd	Details unavailable		
24	Lanka Nippon Biztech Institute (Pvt) Ltd	105	64	0
	Total	47,183	15,722	6,628

Appendix B4

Foreign Students (Undergraduate) Course wise 2023

Course	2023			2024		
	No. of Students	Scholarship	Income	No. of Students	Scholarship	Income
Medicine	187	10	458,023,198.31	220	9	520,088,185.57
Arts	91	4	16,664,183.37	22	0	5,409,630.93
Buddhist Studies	118	0	9,759,547.83	87	3	9,721,130.60
Engineering	7	4	7,902,952.96	7	4	11,958,044.80
IT	3	0	11,856,000.00	0	0	0.00
Biological Science	0	0	0	1	0	368,060.00
Business Administration	1	0	360,000.00	0	0	0.00
Physical Science	0	1	0.00	0	0	0.00
Agriculture	1	0	360,000.00	0	0	0.00
Management	0	1	0.00	0	1	0.00
Law	2	0	0.00	0	0	0.00
Nursing	0	0	0.00	0	0	0.00
Total	410	20	504,925,882.47	339	17	551,323,551.90

Appendix B5

Foreign Students (Undergraduate) University wise 2024

Universities	2023			2024		
	No. of Students	Scholarship	Income	No. of Students	Scholarship	Income
Colombo	80	2	240,251,500.00	83	2	260,499,500.00
Colombo UCSC	1	0	1,980,000.00	1	0	1,840,500.00
Peradeniya	54	2	47,472,584.05	67	1	75,168,663.25
Sri Jayawardhanapura	10	7	39,109,361.06	13	5	40,600,000.00
Kelaniya	75	3	87,608,557.12	83	3	87,849,109.69
Moratuwa	4	2	0.00	5	2	13,606,934.80
Jaffna	6	0	17,146,500.00	6	0	23,006,250.00
Ruhuna	11	0	39,761,985.90	12	0	24,307,376.14
Open	8	0	3,000.00	2	0	512,030.00
Eastern	6	0	15,783,889.01	7	0	15,615,027.87
South Eastern	0	1	0.00	0	1	0.00
Wayamba	1	0	3,703,125.00	1	0	3,703,125.00
Vavuniya	0	0	0.00	0	0	0.00
Under MOHE						
Buddhist & Pali	155	0	15,808,505.33	59	0	4,615,035.15
Bhiksu	0	3	0.00	0	3	0.00
Total	411	20	508,629,007.47	339	17	551,323,551.90

Foreign Students(Postgraduate) Course wise

Course	2023			2024		
	No. of Students	Scholarship	Income	No. of Students	Scholarship	Income
Buddhist studies	433	0	974,586,590.90	259	3	57,691,018.31
Arts	70	2	22,535,282.96	68	0	41,321,513.00
IT	3	0	1,774,511.46	1	0	305,424.37
Engineering	1	0	606,0000.00	2	4	1,672,836,.02
Medicine	6	0	29,272,935.00	5	0	36,806,008.00
Management	89	2	109,701,621.12	158	0	203,431,500.00
Science	13	0	17,431,532.25	9	0	10,620,675.92
Agriculture	0	0	0.00	0	0	0.00
Applied Statistics	2	0	421,287.32	1	0	148,750.00
Education	52	0	35,039,600.00	29	0	4,676,500.00
Economics	121	0	88,880,444.40	4	0	1,8866,953.78
Nursing				14	0	13,778,569.59
Law				4	0	6,137,000.00
Total	790	4	403,249,805.41	554	7	378,456,748.99

Appendix B7

Foreign Students (Postgraduate) University-wise

Universities	2023			2024		
	No. of Students	Scholarship	Income	No. of Students	Scholarship	Income
Colombo	199	0	207,440,133.80	113	0	184,589,828.80
Peradeniya	1	0	1,478,385.00	1	0	1,380,375.00
Sri Jayawardhanapura	65	0	30,202,242.56	5	0	1,788,801.33
Kelaniya	33	0	7,967,827.19	11	0	2,775,525.85
Moratuwa	0	0	0.00	2	4	1,672,836.02
Open	15	0	945,844.00	17	0	14,828,523.37
Buddhist & Pali	12	0	1,826,626.80	2	0	432,517.50
Bhiksu	0	0	0.00	2	3	74,698.00
Medicine - PGIM	2	0	13,548,150.00	98	0	110,102,500.00
Agriculture - PGIA	1	0	551,371.12	0	0	0.00
Management - PIM						
Buddhist & Pali Studies - PGIBPS	329	0	71,362,500.00	264	0	54,174,000.00
Science - PGIS	29	0	11,842,946.00	29	0	248,346.00
Humanities & Social Science - PGIHS	75	2	21,078,693.49	7	0	2,013,900.00
University of Colombo School of Computing (UCSC)	1	0	1,314,120.00	0	0	0.00
Institute of Biochemistry, Molecular Biology & Biotechnology - IBMBB	3	0	6,005,965.45	3	0	4,374,897.12
Total	649	0	549,742,466.43	554	7	378,456,748.99

Appendix B8

New Postgraduate Degree Programs 2023/2024

	University	Name of the Course
01.	Rajarata University of Sri Lanka	Doctor of Philosophy in Agriculture

External Degree Programs 2023/ 2024

	University	Name of the Course
01.	Sabaragamuwa University of Sri Lanka	Bachelor of Arts (External)
02.	Wayamba University of Sri Lanka	Bachelor of Science in Food Business and Marketing (External Degree)
03.	University of Sri Jayewardenepura	Bachelor of Arts in Applied Police Studies (External Degree)

Updated Courses

	University	Name of the Course
01.	University of Colombo	Master of Cellular and Molecular Immunology degree program
02.	University of Colombo	Master of Bioinformatics Degree program
03.	University of Colombo	Master of Molecular Life Sciences degree program

Appendix B10

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

The Academic Staff at State Universities and Other Institutes. (2023)

	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	0	196	0	12	1	336	0	225	80	0	81	769
	Peradeniya	0	262	0	5	1	360	0	205	429	0	430	832
	Sri Jayawardhanapura	0	205	0	10	7	386	28	149	389	0	424	750
	Kelaniya	0	183	0	3	8	327	13	172	149	0	170	685
	Moratuwa	0	84	0	2		219	74	73	155	0	236	378
	Jaffna	0	71	0	1	0	264	6	187	338	0	344	523
	Ruhuna	0	119	0	8	0	278	0	184	55	0	55	589
	Eastern	0	34	0	0	3	151	6	113	142	0	151	298
	South Eastern	0	35	0	0	0	94	2	80	122	0	124	209
	Rajarata	6	44	0	1	1	150	48	92	20	0	75	287
	Sabaragamuwa	0	61	0	1	0	149	0	108	108	0	108	319
	Wayamba	0	40	0	2	2	126	0	79	148	0	150	247
	Uwa Wellassa	0	25	0	2	0	84	0	95	89	0	89	206
	Visual & Performing Arts	0	11	0	1	0	82	0	63	26	32	26	189
	Open University	0	33	0	1	0	211	0	115	225	0	225	360
	Gampaha Wickramaarachchi	0	3	0	0	1	28	0	47	34	0	35	78
	Vavuniya	0	6	0	0	0	37	0	28	37	0	37	71
	Other HE Institutions	0	25	0	0	8	96	4	85	122	1	134	207
	Sub Total	6	1437	0	49	15	3378	181	2100	2668	33	2894	6997
Higher Education Division	Buddhist & Pali University	0	14	0	1	0	24	0	10	8	0	8	49
	Bhiksu University	0	3	0	0	0	33	4	10	2	8	6	54
	Sub Total	0	17	0	1	0	57	4	20	10	8	14	103
	Total												

T - Temporary Staff

P - Permanent Staff

Appendix C1

SLIATE Academic staff

S/No	Name of the Institute	2023				2024		
		Senior Lectures	Lectures	Assistant Lecturers	Other Academic & Academic	Senior Lectures	Lectures/ Probation Lecturers	Other Academic & Academic Support Staff
1	Ampara	4	2	7	4	5	1	12
2	Anuradhapura	1	2	3	1	2	1	2
3	Badulla	5	1	2	–	6	0	3
4	Batticaloa	1	1	5	1	2	0	6
5	Colombo	2	8	9	13	4	5	10
6	Dehiwala	11	6	9	2	16	1	27
7	Galle	7	8	13	17	10	5	12
8	Gampaha	5	7	4	2	10	3	8
9	Jaffna	9	5	12	5	12	4	4
10	Kandy	5	6	6	4	8	3	12
11	Kegalle	–	4	4	1	2	1	1
12	Kurunegala	3	5	10	2	7	1	20
13	Nawalapitiya	–	–	2	–	0	0	6
14	Mannar	–	–	2	–	0	0	4
15	Rathnapura	1	–	2	1	1	0	4
16	Samanthurei	1	–	4	1	0	1	2
17	Tangalle	–	1	2	1	1	1	2
18	Trincomalee	1	2	3	1	2	1	3
19	Vavuniya	–	1	2	–	1	0	2
20	SLIATE	–	–	–	1	0	0	0
Total		56	59	101	57	89	28	140

There are temporally 08 academic and academic support staff.

The Nonacademic staff at State Universities and Other Institutes (2023)

	University	Library Staff		Academic Support Staff		Administrative Staff		Other Executive Staff (3)		Technical Grade Staff		Clerical & Allied Grade Staff		Primary Staff		Total	
		T	P	T	P	T	P	T	P	T	P	T	P	T	P	T	P
UGC	Colombo	-	19	-	42	0	41	0	5	0	157	6	431	0	394	6	1089
	Sripali	-	1	-	8	0	2	0	2	0	4	0	41	0	25	0	83
	Peradeniya	-	15	-	51	0	48	7	15	0	369	0	511	0	1115	7	2124
	Sri Jayewardenepura	-	12	4	40	3	31	1	8	9	157	19	350	43	406	79	1004
	Kelaniya	-	11	-	41	0	30	0	5	0	106	2	290	2	314	4	797
	Moratuwa	-	7	-	40	0	27	0	7	0	134	0	217	7	252	7	684
	Jaffna	-	11	-	46	0	31	0	4	0	148	0	285	0	302	0	827
	Ruhuna	-	12	-	60	0	29	0	10	0	90	0	329	0	365	0	895
	Eastern	-	5	-	16	0	21	0	4	0	42	0	120	0	160	0	368
	Trincomalee	-	2	-	8	1	6	0		4	2	0	37	3	25	8	80
	South Eastern	-	5	3	22	0	19	3	5	2	31	0	149	0	212	8	443
	Rajarata	-	6	-	19	0	14	0	9	0	57	0	153	0	202	0	460
	Sabaragamuwa	-	6	-	19	0	21	2	6	3	32	0	156	1	206	6	446
	Wayamba	-	4	-	12	0	29	0	6	0	57	0	156	0	180	0	444
	Uwa Wellassa	-	3	-	6	3	14	0	3	1	23	0	73	0	53	4	175
	Visual & Performing Arts	-	3	130	33	0	22	0	1	0	16	0	113	0	71	130	259
	Open University	3	7		13	1	24	2	39	3	92	5	309	16	190	30	674
	Gampaha Wickramarachchi	-	2	0	5	3	14	1	2	0	16	0	66	0	42	4	147
	Vavuniya	-	1	6	10	0	7	0	2	1	4	0	42	1	28	8	94
	Postgraduate Institutes	1	6	3	14	2	26	1	1	0	8	22	138	3	56	32	249
	Other Institutes	-	6	10	23	1	32	0	2	2	40	13	157	5	145	31	405
	UGC	-	0	0	6	0	36	0	0	0	2	0	138	0	34	0	216
	Sub Total	4	144	19	534	14	524	17	76	25	1587	67	4261	81	4777	364	11963
Higher Education Division	Buddhist & Pali University	-	-	-	-	-	9	-	-	-	2	0	47	0	50	0	108
	Bhiksu University	-	6	-	-	-	13	-	-	-	2	-	40	-	34	-	97
	Sub Total	-	6	-	-	-	22	-	-	-	4	-	87	-	84	0	203
	Total	4	150	19	534	14	546	17	76	25	1591	67	4348	81	4861	364	12166

Appendix C 3

SLIATE Nonacademic staff

Serial No.	Category	2024	
		Temporally	Permanent
1	Administrative & Executive Grade Staff	-	249
2	Library Staff	-	24
3	Academic Support Staff	8	55
4	Clerical & Allied Grade Staff	0	145
5	Technical Grade Staff	0	9
6	Primary Staff (Skill/Semi Skill Grades)	0	73
	Total	8	555

Details of Patents in –
2023 Higher Education

Appendix E

University	Faculty	No. of Patents field		No. of Patents received		Transferred	Sold/ Licensed	Remarks
		National	International	National	International			
CMB	Science	2			2			<u>Filed(National):</u> 1. Miniature Fluorescent Detection System “lab-in-a-box” for Genetically Engineered Microorganisms Biosensors towards Environmental Monitoring Including Heavy Metal Detection in Water Samples 2. Miniature Fluorescent Detection System Lab-in-a-box genetically engineered microorganisms biosensors towards environmental monitoring including heavy metal detection. <u>Received(International):</u> 1. Nonenzymatic Electrochemical Sensors - In Usa 2. Composition For Dye Removal From An Aqueous System And Methods Of Preparation Thereof
								<u>Received(National):</u> 1. Smart Distribution Transformer for Efficient Utilization of Solar Power-LTL Holdings Private Limited
PDN	Faculty of Engineering			1				<u>Received(National):</u> 1. Smart Distribution Transformer for Efficient Utilization of Solar Power-LTL Holdings Private Limited
	Faculty of Science	1						<u>Filed(National):</u> 1. Development of novel larvicidal agent from combine plant extracts encapsulated chitosan nanoparticlesto control larvae of Dengue vector mosquitoes.

	Faculty of Veterinary Medicine & Animal Science	1		1			<u>Filed(National):</u> Combination of Turmaric with coffee, curry leaves or poison nut extracts and wound healing properties of thereof - Drug invention- Dr. W. S. S. Gunathilaka, Dr. D. R. Uduwela, Dr. J. M. S. J. Menike, Professor Anura Wickramasinghe, Professor R. R. M. K. K. Wijesundera, Professor Faseeha Noordeen <u>Received(National):</u> Combination of Turmaric with coffee, curry leaves or poison nut extracts and wound healing properties of thereof - Pending- Dr. W. S. S. Gunathilaka, Dr. D. R. Uduwela, Dr. J. M. S. J. Menike, Professor Anura Wickramasinghe, Professor R. R. M. K. K. Wijesundera, Professor Faseeha Noordeen
KLN	Science	7		3		5	<u>Filed(National):</u> 1. Smart Battery-Less Identification Card with Location Tracking and Attendance Monitoring Capabilities 2. Automated Stand-alone Wireless Water Quality Monitoring and Rainwater Harvesting System 3. Low-cost retrofittable energized electric fence with breakage location detection 4. A Smart portable multi-functional component tester 5. An Automated System and Method for Monitoring Near Real-Time Audience Measurement based on Media Consumers Engagement via Infrared (IR) Remote Controller 6. Internet Independent Wireless Real-Time Water Quality Monitoring Unit (Industrial Design) 7. Safety Electrical Switch (Industrial Design)

							<u>Received(National):</u> 1. A composition for use of enhance the intestinal absorption of phenolic antioxidants 2. Vacuum manifold for column-based solid phase extraction 3. A Method for Eradicating Insect Pests in Books and Other Paper Materials Stored in Libraries <u>Sold/Licenced(National):</u> 1. Addressable Data Communication System for Industry Automation and IIoT Based on Controller Area Network (CAN) Protocol 2. Artificial intelligence based smart liquid petroleum gas level indicator (Industrial Design) 3. Auto removing regulator for liquefied petroleum gas Cylinders and Electricity CUT-Off system at Gas Leakages 4. System & Method for addressable data communication, processing, control, and visualization based on RF wireless communication with or without an Internet connection 5. Neutral connection-free liquid-petroleum-gas/propane sensitive safety electrical switch
SJP	Applied Sciences	6	2		2	1	<u>Filed(National):</u> 1. An anti-microbial functional layer and the process of making thereof - YMPN Yapa, I Munaweera, MM Weerasekara, RLP Weerasinghe 2. Active food packaging membrane for shelf-life enhancement and the method of preparation SMHC Sethunga, I Munaweera, KKDS Ranaweera, KDPP Gunathilake
							3. A portable filter with incorporated amine functionalized silica nanoparticles in

							electrospun cellulose - SH Kumarage, I Munaweera, Chanaka 4. A filtering system for removal of contaminants in water - M.S. Vithanage, H.D.C.L. Oshadi, R.M.A.U. Rajapaksha 5. The patent for the low-cost water filtration system was prepared with adsorption and photocatalytic degradation using activated carbon and rutile soil 6. A thermally conductive praphite incorporated rubber composite and its preparation method thereof <u>Received (National):</u> 1. Method of making silver-iron titanate nanoparticles and uses thereof - I Munaweera, NAK Laknatah, Nilwala Kottegoda 2. A thermally conductive praphite incorporated rubber composite and its preparation method thereof <u>Transferred:</u> 1. Patent for the development of aerogel for oil removal 2. A thermally conductive praphite incorporated rubber composite and its preparation method thereof <u>Sold:</u> 1. A thermally conductive praphite incorporated rubber composite and its preparation method thereof
MRT	Engineering	3					<u>Filed(National):</u> 1. Material Classification by Identifying the Surface Texture using Sensorless Sensing and Machine Learning Techniques. 2. Emergency Gas Regulator Ejector System 3. Internal curing Concrete aggregate

RUH	Allied Health Sciences			2	1		<u>Received(National):</u> 1. A method to detect low grade proteinuria using sulfosalicylic acid - University of Ruhuna, AGRG Jinadasa, LAMS Srimantha, Dr. ID Siriwardane, Dr. KB Gunawardane, Prof. KGAP Attanayake 2. A herbal composition for the treatment of kidney disease and method thereof - K.G. A.P. Attanayake, A.M.S.S. Amarasiri, K.A.P.W. Jayatilake, L.K.B. Mudduwa<u>Received(International):</u> 1. A herbal composition for the treatment of kidney disease and method thereof - University of Ruhuna, Prof. K.G. A.P. Attanayake, Dr. A.M.S.S. Amarasiri, K.A.P.W. Jayatilake, Prof. L.K.B. Mudduwa
EUSL	Science	1					<u>Filed(National):</u> 1. Exploration of local and nano material for concrete technology -Dr. M. Koneshwaran
SEUSL	Technology	1			1	1	<u>Filed(National):</u> 1. Repelling Gel Formulation Comprising Mint Oil and Citronellol, and Methods of Preparation Thereof for Management of Red Palm Weevils (No. 22187) <u>Sold/ Licensed(National):</u> 1. Repelling Gel Formulation Comprising Mint Oil and Citronellol, and Methods of Preparation Thereof for Management of Red Palm Weevils (No. 22187) <u>Received(International):</u> 1. Repelling gel formulation comprising mint oil and citronellal, and methods of preparation thereof for management of farm weevils - Crop Production Division, Coconut Research Institute, Lunuwila, Sri Lanka <u>Transferred:</u> 1. Repelling gel formulation comprising mint oil and citronellal, and methods of preparation thereof for management of farm weevils

OUSL	Faculty of Engineering Technology		2				<u>Filed(International):</u> 1. Textile Fabric Elastomer Composite - https://patents.google.com/patent/US20230257932A1/en - MAS Innovations Pvt Ltd 2. A composite material, a method of making same and a garment comprising the composite material - MAS Innovations Pvt Ltd https://patents.google.com/patent/WO2023158371A1/en?q=PCT%2fSG2023%2f050066 - MAS Innovations Pvt Ltd
RUSL	Applied Sciences	3					<u>Filed(National):</u> 1. An effective method of enhancing organoleptic properties and reducing oxidation parameters of omega-3 fish oil-fortified yoghurt. 2. Natural plant based synergistic antioxidant combinations to stabilize omega-3 fish oil. - Shanuke, D.S., Edirisinghe, E.M.R.K.B., Hettiarachi, S., Senevirathne, S.A., Marapana, R.A.U.J. 3. An effective method for microencapsulation of omega-3 fish oil using a combination of novel wall materials
	Technology		1				<u>Filed(International):</u> 1. Pedicure Herbal Food Cream - Adhitya Auruvedha (Pvt) Ltd, Anuradhapura

SUSL	Agricultural Science	1	1	1				<u>Filed(National):</u> 1. Method of preparing Heen-bovitiya (Osbeckia octandra) incorporated fish feed for gold fish (Carassius auratus), National Intellectual Property Office, Sri Lanka - Walpita, C.N., Priyadarshana, M.K.C., Lakshan, W.A.S., & Damayanthi, P.M.S. <u>Received(National):</u> 1. Method of preparing Heen-bovitiya (Osbeckia octandra) incorporated fish feed for gold fish (Carassius auratus), National Intellectual Property Office, Sri Lanka - Walpita, C.N., Priyadarshana, M.K.C., Lakshan, W.A.S., & Damayanthi, P.M.S. <u>Filed(International):</u> 1. Ceylon cinnamon leaf tea
WUSL	Livestock, Fisheries & Nutrition	2						<u>Filed(National):</u> 1. A kind of low cost method of fish skin originated collagen extraction - Prof. MDST De Croos Dr. ST Gonapinuwala 2. A simplified method of extracting cuitosan from whiteleg shrimp, blue swimming crab and giant freshwater prawn shell waste - Prof. MDST De Croos, Dr. ST Gonapinuwala
Vavuniya	Applied Science	1						<u>Filed(National):</u> 1. Vertically Hanging "I" - Shaped Electric Fence - Dr.S.Wijeyamohan
IBMBB		1						<u>Filed(National):</u> 1. Methods to synthesis of chloromangiferamide and its molecular derivatives and anticancer medicinal preparation thereof.
Total		30	4	10	4	3	7	

Note: R & D Data has not yet been received from the University of Jaffna, Uwa Wellassa University



அறிவக, ூ஑க் அறிவக ஑த வாக்ரீய அறிவக அலாகாங்கு
கல்வி, ஁யர் கல்வி மற்றும் தாழ்ற் கல்வி அமைச்சு
Ministry of Education, Higher Education and Vocational Education

2024 வர்ஷய் துதிக் க 2025 வர்ஷய் ஁஁ர் ததத் த

2024 வருடத்திற்கான முன்னேற்றம்
மற்றும் 2025 வருடத்திற்கான
எதிர்கால பயணப் பாதை

The Progress of 2024 and the Way Forward 2025

வெலு III - வாக்ரீய அறிவக

இதழ் III - தாழ்ரில் கல்வி

Volume III - Vocational Education

Ministry of Education, Higher Education and Vocational Education

The Progress 2024 and The Way Forward 2025

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 its allied institutes of the Ministry of Education, Higher Education and Vocational Education which implement with the objective of producing skilled workforce to fulfill the national development goals, has achieved the expected performance to produce most qualified skilled technocrats cater to the job market requirements, even confront the economic challenges prevailed as at the end of the year under review 2024 through directing existing physical infrastructure facilities and human resources with optimum productivity effectively and assessing courses appropriately.

Covid 19 pandemic as well as economic crisis prevailed in past years adversely and negatively impacted to the industrial sector and constricted the job market opportunities even to the trained workers. Comparable to that, the absences of foreign exchange in the country divert the track of the vocational training sector towards foreign employment market.

Foreign employment for national economy was a pivotal fact which focuses the attention to generate foreign exchange. Even in the event of preparing annual budget, the special concern was focused to this and the attention of the government also be enhanced towards vocational training which produce required work force in respect of this. At the end of the year 2024, out of the Foreign employees total number 313,160, nearly 37% were transformed as professionals and skilled technocrats. Remained 63% totaling 163,898 left the country as untrained or minimum skilled personnel. Even in such context, the annual foreign exchange earnings were reported as US\$ 5,961.6 Mn and the opportunity will create to earn more foreign exchange through refer them for the employments in advanced salary steps by converting them as skilled acquisitive personnel.

In this phenomenon, the vocational training institutes achieved to implement vivid special training programs in vocational education sector through focusing the concerns to training sectors which aimed the global employment market, coalition with all the public and private sectors institutions and signing the Memorandum of Understandings (MOU). As such, it has commenced number of courses in ICT, Construction, Aluminum Fabrication, Welding, Health, Food & Beverages sectors.

Obtaining an employment with satisfied salary is not the ultimate and sole objective of the vocational education. The key objective of this, is generating a citizen to build up as an entrepreneur and also to be a partner of the national economy and acquire the possibility to offer job opportunities to the skilled workers and confirmed the self-economy. In view of this, Rs.69.42 Mn was provided for the 82 loan beneficiaries in the year 2024 under SEPI loan scheme to facilitate initial funds for stimulate the skilled workers for their work.

Moreover, “Nipunatha Sisu Diriya” program was launched to provide a relief to the vocational training students who suffer economic embarrassing and for that, the expenditure incurred was Rs.533.33 Mn during the year under review. This program was expanded to all the vocational education institutes including OCUSL, UNIVOTEC and University Colleges. In order to enhance the smart recognition on the security of the professionally skilled workers and also to promote attitudes on occupational dignity, Rs.71 Mn has invested to offer 13,700 “Overall kits” for the students.

The total number of the students who engage in the vocational education sector in the country is 225,165 as at 31.12.2024. Out of them 105,258 were trained in the vocational training institutes of the Vocational Education Division of the Ministry of Education, Higher Education and Vocational Education. The number of curricula is 468 which maintain the training course by those institutions. Tertiary & Vocational Education Commission has issued 115,849 NVQ certificates during the year under review.

In order to facilitate each family unit, “A Thriving Nation A Beautiful life”, the prime objective of the year 2025 is to refer untrained youth community to the vocational education sector through concerning special focus to less income families and to produce high salary employee for each family. In view of this, plans are being prepared to handle the physical infrastructure facilities which currently exist in the institutions under this Division with optimum productivity, assessing the courses formally and to do reforms to produce quality skilled workers mostly eligible for the job market requirements.

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
- Increase the National Vocational Qualification level from current 7 to 10 and amend the Sri Lanka Qualification Framework accordingly
- Amend vocational training curricula to incorporate subjects such as Entrepreneurship, Information Technology, English and other languages into vocational education courses
- Expand 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 2025

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, 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

Ministry has decided to develop the infrastructure facilities in vocational training centers in order to increase the student intake for the courses which have high 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 2024 a provision of Rs. 50.0 Mn has been allocated for 07 continuous projects under Vocational Training Authority of Sri Lanka (VTA), National Apprentice & Industrial Training Authority (NAITA) and Ocean University of Sri Lanka (OCUSL). Financial Progress as at 31.12.2024 is Rs. 19.03 Mn. and the total physical progress is approximately 90%.

2.1.2. “Tec Udana” Program

In order to attract youth generation to the vocational training, actions have been taken to develop the Technical Colleges and Colleges of Technology (CoTs) according to a unique architectural system under “Tec Udana Program.” 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. 225 Mn. has been allocated for this programme in the year 2024 and Financial progress is Rs. 159.0 Mn.

2.1.3. Skills Sector Development Program

The Skills Sector Development Program (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 damages occurred through direct sun light and raining and also to ensure the protection of the students training in the ground floors. Although it was planned to complete these buildings in few stages from 2023 to 2025, as per the decision taken by National Operation Room (NOR), necessary actions are being formulated to build only retention roofs for these 11 buildings. In 2024, Rs. 145.0 Mn is allocated for four buildings at VTA and two buildings at NAITA. Physical Progress is respectively 90% and 65%. Financial progress is Rs. 89.69 Mn. as at the end of review year.

2.1.4. Research on identification of the Gaps between the market demand and the actual output of TVET sector in Sri Lanka

The TVET sector of Sri Lanka has encountered a significant issue due to the gap between the labor market demand for skilled personnel and actual output from the sector. Thereby, a comprehensive research has been proposed to focus on the training network island wide. The courses conducted, the relevancy of the course contents to the job market, the training mechanism, dropouts, training distribution, island wide accessibility for vocational training, quality of training delivery, the management system and employability of passed out trainees will be analyzed through this research. This research on “Identification of the Gap between the Market Demand and the Actual Output of TVET Sector in Sri Lanka” will be executed by an external consultant/ consultancy team / firm. Currently the procurement process is in progress as per the Consultant Procurement Guidelines.

2.1.5. Achievements of the Vocational Education and Training Sector

- To further expand the “Nipunatha Sisu Saviya” Bursary Scheme, a new circular (Circular No: 01/2024, Dated: 04/04/2024) has been issued. This scheme provides financial support to trainees from low-income families who are pursuing vocational training courses up to National Vocational Qualifications (NVQ) level 4. As per the new circular, trainees enrolled in courses up to NVQ level 7 are now eligible to receive bursary funds. Consequently, a total of Rs 533.33Mn. has been allocated as bursary finance to support these trainees from January to 31st December 2024 under the “Nipunatha Sisu Saviya” Bursary Scheme
- Under the program for providing “Overall Kits” to trainees in vocational training workshops, 13,700 kits were distributed to various vocational training institutes. These institutes include Ocean University of Sri Lanka, Vocational Training Authority of Sri Lanka, National Apprentices & Industrial Training Authority, Department of Technical Training & Education, Ceylon German Technical Training Institute, University of Vocational Technology, and its affiliated University Colleges
- A Skills Competition and an Exhibition were held on 14th and 15th July 2024 at the German Technical Training Institute in Ratmalana to mark “World Youth Skills Day - 2024”. Financial gifts and awards were presented to the first, second, and third place winners in the categories of “Best Entrepreneur,” “Best Enterprise Plan” and “New Innovation Competition”
- Rs. 69.42 Mn. in loan finances were issued to 82 beneficiaries during the year 2024 under the SEPI Loan Scheme
- The “Skills Force” guidance program, initiated by the Ministry of Education in collaboration with “Derana” media, aimed to refer youth who have completed their school education to vocational education. The program has successfully taken place in 14 districts through 14 events, engaging 25,485 students. Of these, 12,485 students took the “Career Key Test” and received career guidance. Additionally, 872 NVQ certificates were issued under the RPL system
- Under the patronage of the German Federal Republic and the Swiss Development Cooperation, €8.24 Mn. was granted for the GIZ - Vocational Training in Sri Lanka - Phase II for 2023-2026. The project includes
 - Leadership Development programs for managerial level officers in the vocational training sector
 - Dialogue Forums to introduce the Greenery Concept
 - Workshops to introduce Management Tools
 - English labs for CGTTI and training workshops
 - Programs for 556 marginalized individuals
 - 11 job-oriented programs for marginalized groups
 - 8 vocational training programs for environmental sustainability
- With the support of Australian government aid, the second phase of the S4IG Program, which commenced with AUD 12 million, aims to promote tourism sector values and support vulnerable communities with special needs. This is done in partnership with VTA, NAITA, and TVEC. The program includes
 - District Skill Planning workshops for selected districts
 - Skills development programs for individuals with Down syndrome
 - TOT programs for 15 trainers in the Hospitality sector
 - TOT programs for ICT trainers to apply Reasonable Adjustments
 - Multitasked Up Skilling Program for Trincomalee, Baticaloa, and Polonnaruwa districts
 - Online certificate courses in Hospitality for 300 applicants
 - Enterprise development programs for Surf instructors who have qualified for NVQ 2 in Surf
 - Capacity development programs for chefs in selected guest houses in Polonnaruwa, Anuradhapura, and Matale.

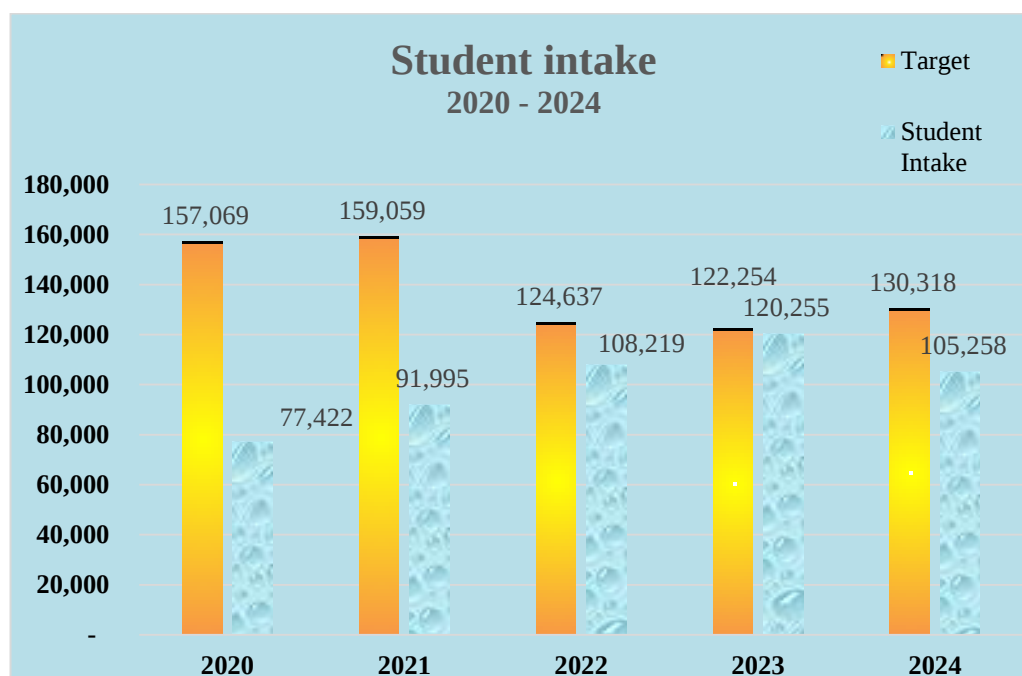
- The Human Resources Development Korea (HRDK) provided KRW 2.15 billion for enhancing the National Vocational Training Center - Niyagama and its capacity development. The agreement, signed on 12th May 2023, includes training for experts and instructors, and equipment facilitation. Capacity development programs and renovations have been completed and handed over to the Vocational Training Authority
- In response to Sri Lanka's request to strengthen K-TEC facilities, a Memorandum of Understanding was signed with Korea for US \$1.5 million via EXIM Bank of Korea. The agreement includes purchasing equipment for CNC, Welding, Electric, Electronic, Automobile, and Robotic Technology. An advance payment of US \$429.79 has been made to contractors
- Initiated by KOICA, the "TVET Career Platform" aims to facilitate career guidance through digital technology for trainees with high-level professional skills. In February 2024, steps were taken to develop the "Career Platform", renovate the server room, and procure infrastructure. The TVEC server room and equipment are planned to be handed over by the end of January 2025, with the Career Platform system launching in February. Additionally, laptops were provided to 70 TVEC and TVET institutions, and a training session for 200 Career Guidance officers was conducted. Policy workshops and development workshops have been completed
- The YOULEAD program, concluded on 31st May 2024, commenced on 2nd June 2017. It created 70,000 new and better employment opportunities, provided career guidance to over 135,000 individuals, developed or improved 85 curricula, and trained more than 3,500 professionals. Over 21,000 enterprises received assistance, and 24,000 individuals underwent entrepreneurship skills training, with awards given to 80 enterprises
- The Cabinet of Ministers approved the "Project for obtaining concessionary loan facilities for developing academic and research capacity" (EDCF) for Ocean University of Sri Lanka on 16th January 2023. The project, under Korean aid facilities, includes constructing a well-equipped university premise. Actions are being taken to restructure the loans, and future work will commence immediately after these activities are completed
- The Skill Sector Development Division and the Industry Sector Skills Councils successfully conducted Skills EXPO exhibition for the second time in the year 2024 with the aim of showcasing the skill talents and the opportunities available in the industry. This was a national level conference and exhibition, which successfully brought together national and international stakeholders related to skills, talents and employment opportunities on one platform. The Skills Expo Exhibition was held with the participation of Government Officials, Representatives from Industry Sector, School Students, International Organizations and the General public
- 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 300 schools from across the country. The programme was successfully completed by awarding certificate to 7,500 students who successfully completed the programme
- Progress of Skill Development Officers from January to 31st December for the year 2024

No	Career Guidance Program	Number of programs conducted	Number of beneficiaries
01.	For G.C.E (O/L) Students	1,905	40,892
02.	For G.C.E (A/L) Students	3,907	50,379
03.	Awareness Programmes for parents	2,438	51,618
04.	Number of programs expected to educate government officials (principals, teachers, welfare officers etc.)	2,504	32,453
05.	For school leavers	2,017	43,221
06.	Referral to RPL	-	8,059
07.	Awareness held by other institutions	4	180
08.	Obtaining services by telephone	-	530
09.	Visit the office and get the services	-	344
Total		12,775	227,676

- Career guidance services were provided to beneficiaries of island wide and total 910 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.
- With objective of expanding of access to career guidance and counseling the hot line number 1966 has been introduced.

2.2. Enrollment of Students

	Target	Student Intake	%
2020	157,069	77,422	49
2021	159,059	91,995	58
2022	124,637	108,219	87
2023	122,254	120,255	98
2024	130,318	105,258	81

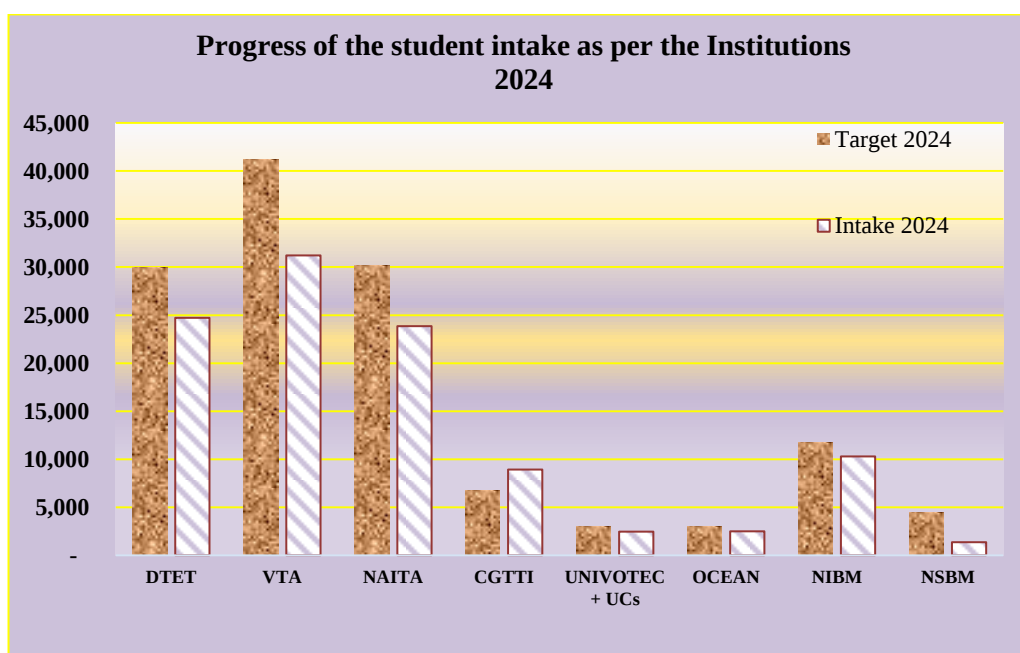


Institute Wise Enrollment of Students

Institution	Target 2024	Intake 2024	%
DTET	30,000	24,706	82
VTA	41,180	31,213	76
NAITA	30,165	23,845	79
CGTTI	6,778	8,910	131
UNIVOTEC + UCs	2,975	2,467	83
OCEAN	3,020	2,483	82
NIBM	11,750	10,291	88
NSBM	4,450	1,343 (As at 31.03.2024)	30
Total	130,318	105,258	81

Reduction in Student Intake compared to the Targets for the year under review

- * A large No. of courses could not be started due to the absence of Instructors in the Vocational Training Institutes
- * More in-demand courses with low employment opportunities conducted by visiting lectures, have been Discontinued
Ex : Short-term language courses and ICT NVQ Level 4 courses conducted by DTET are restricted
- * Financial Constraints in covering course fees
- * Resignation of experienced instructors currently employed, due to various reasons



2.3. Financial Progress *

2.3.1. Financial Allocation & Expenditure

Rs. Mn

Year	Recurrent		Capital		Total	
	Allocated Amount	Expenditure	Allocated Amount	Expenditure	Allocated Amount	Expenditure
2022	5,978	5,426	2,624	1,709	8,602	7,135
2023	6,740	5,540	3,708	2,509	10,448	8,049
2024	7,072	6,172	4,103	2,143	11,175	8,315

2.3.2. Capital Allocation and Expenditure

Rs. Mn

	2022			2023			2024 (2024.12.31)		
	Allocated Amount	Expenditure	%	Allocated Amount	Expenditure	%	Allocated Amount	Expenditure	%
National Budget Program	7,860	6,450	82%	9,145	6,864	75%	8,636	7,296	84%
Budget Proposal Program	38	4	10%	-	-	-	-	-	-
Foreign loans/ funds Program	704	681	97%	1,304	1,186	91%	2,539	1,018	40%
Total	8,602	7,135	83%	10,448	8,049	77%	11,175	8,315	74%

2.3.3. Institution Wise Allocation of Provision - Vocational Education Division

	Institution	Recurrent			Capitel		
		2024 (Rs.Mn.)			2024 (Rs.Mn.)		
		Allocated Amount	Expenditure	%	Allocated Amount	Expenditure	%
01.	Skills Development, Vocational Education Division	808	756	93%	20	10	49%
02.	Nipunatha Sisu Diriya Welfare Programmes	700	533	76%	-	-	0%
03.	DTET	2,691.35	2,603.03	97%	190	126.27	66%
04.	TVEC	233	210	90%	21	14	68%
05.	VT A	1,939	1,620	84%	120	117	97%
06.	NAITA	1,390	1,320	95%	100	25	25%
07.	CGTTI	457	426	93%	160	143	89%
08.	UNIVOTEC	993	798	80%	286	172	60%
09.	OCUSL	551	509	92%	80	74	92%
Development Activites							
10.	Improvement of Vocational Training Activities	-	-	-	100	97	97%
11.	Vocational Training in Sri Lanka - GIZ	-	-	-	622	616	99%
12.	Self Employment Promotion Initiative (SEPI) Programme	-	-	-	70	69	99%
13.	You Lead (USAID) Programm	-	-	-	215	214	99%
14.	Skills for Inclusive Economic Growth (S4IG)	-	-	-	146	145	99%
15.	Modernization of 7 Colleges of Technology / Technical Colleges)	-	-	-	225	159	71%
16.	Capacity Building Project for the Courses in Construction Sector in Technical Colleges / Colleges of Technology Program-KOICA grants	-	-	-	47	44	94%
17.	Development of Vocational & Technological Training	-	-	-	200	102	51%
18.	Strengthening Vocational Training Center in Niyagama (GOSL/Korea)	-	-	-	569	107	19%
19.	TVET Career Platform Project (GOSL / KOICA)	-	-	-	648	31	5%
20.	Establishment of Colombo VT Center & Gampaha Tec College	-	-	-	475	2	0%
Total		9,763.35	8,775.03	89.88%	4,293	2,269.27	52.86%

* The Progress of the Vocational Education Division as of 31.12.2024 has been complied based on the initial Treasury printout issued on 10.01.2025. (Please note that this may be subject to change based on the final printout.)

2.4. Targets for Year 2025

- Provide guidance to identify the job opportunities which have high demand in Foreign employment sector through Foreign Employment Bureau and plan programs in training institutions to produce qualified skilled workers for it
- Provide vocational training to 1,900 students through expanding vocational training opportunities for the students those who do not acquire the University education under Technological subject stream in A/L
- Provide technical assistance for the vocational training sector in the Vocational training institutes under GIZ-VTSL-Phase II (CGTTI, SLGTI) and other public institutions and implement capacity development programs for the officers in managerial and decisions making levels. Furthermore, job oriented vocational training programs were provided to the special need individuals and vulnerable persons in the society while Vocational Training Programs (VET) like Food Nourishment, Renewable energy, Wastage Management were implemented aiming environmental sustainability. Provide technical assistance to prepare subject syllabuses in vocational training courses
- Provide 38,000 safety tool kits for the students in vocational training institutes
- Provide Rs. 750 Mn. provisions to vocational training institutes to pay Rs. 4,000/- monthly, as bursary funds for 27,000 students who train in the vocational training institutes up to NVQ level 7 under “Nipunatha Sisu Saviya” Bursary Scheme
- Issue Rs. 420 Mn loan provisions under SEPI Loan Scheme
- Implement future activities of the “TVET Career Platform Project in Sri Lanka”, aiming Career guidance for vocational trainees who follow courses in NVQ level 5, 6 and 7 (US \$ 6 Mn)
- Accomplish actions relevant to establish NIFMAT proposed to be established allied to OCUSL
- The approval of the Cabinet of Ministers has been granted for the construction of well-equipped university premise proposed to be established for the OUSL under Korean loan grants and already referred to the Department of External Resources for future actions. Accordingly, it is planned to commence the work of the Project subsequent to receive the loans
- Hold island wide Skills Competition comparable to the World Youth Day on 15th July 2025
- Implementing career guidance programs at the District level
- Organizing the Skills Expo - 2025 exhibition
- Implementation of activities related to education reforms
- Conducting the “Skills Vista” career guidance program for students completing G.C.E. (A/L) examinations in 2024
- 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 2024

No.	Activities	Targets	Achievements
01.	Prepare the National Development Plan (NDP) for the TVET sector.	To obtain approval from H.E the President	Gazette Notification for NDP has been submitted to the President's Office through the Ministry. Draft report has been published in the website of the TVEC
02.	Prepare Vocational Education Training Plan (VET Plan) for Western Province	To be completed in December	The final report has been published in the website of the TVEC
03.	Prepare and publish LMI Bulletin, December 2023	To be completed in September 100%	Published. (100%)
04.	Conduct research in the TVET sector	To be completed in December	Out of the five (05) research studies approved in 2023, four (04) final reports have been published. Approval has been granted for three (3) research studies in the year 2024.
05.	Prepare and endorse National Competency Standards (NCS) and Curriculum	New NCS and curriculum - 50 Revision NCS - 30	26 new NCS and curriculum developed 22 NCS and curriculum revised
06.	Issue National Vocational Qualification (NVQ) certificate	100,000	115,849 NVQ certificates were issued.
07.	Monitor NVQ Assessment in order to ensure consistency of NVQ assessment.	200	405

No.	Activities	Targets	Achievements
08.	Registration of training institutes	New registration of training centers- 350 Renewal of registration training centers - 500	519 training institutes have been evaluated for new registration and 280 have been registered 688 training institutes have been evaluated for renewal of registration, of which 601 renewed their registration
09.	Accreditation of training courses	New accreditation -225 Renewal accreditation - 600	777 new courses have been evaluated for new accreditation and 728 courses have been accredited 729 courses have been evaluated for renewal of accreditation, of which 741 courses (including courses evaluated at the end of last year) have been accredited
10.	Conduct knowledge assessment for NVQ level 04	Conduct two (02) Knowledge Assessment for 15 courses	Conducted one (01) island-wide knowledge assessments for 15 occupations. In addition conducted online knowledge assessment for 1500 students.
11.	Issue Skills passports for NVQ holders	To be issued 500 skills passport.	839 skills passport were issued

3.3.1. Other Achievements

- Conducted Skill Expo exhibition in association with Industry Sector Skills Councils (ISSCs)
- In addition to the seven (07) Skills Councils currently in operation, the initial work required to establish the Industry Skills Council for the Renewable Energy Sector has been commenced
- Conducted of Knowledge Assessment through online mode for candidates who have applied for NVQs through RPL route
- System training programs were started for registered training institutes all over the island and programs. have been completed in Ratnapura, Nuwara Eliya, Hambantota, Monaragala, Jaffna and Badulla.

3.4. Targets for the year 2025

- Coordinate and supervise all activities related to the National Development Plan after it is published in the gazette
- Conduct and coordinate ten research studies related to TVET sector
- Preparation of the annual labour market related publication (LMI Bulletin) for the year 2024 for labor demand and supply
- Development and endorsement of National Competency Standards (NCS) and curricula for 50 occupations in demand in the labour market and revision and endorsement of National Competency Standards (NCS) and curricula for 30 developed occupations
- Digitalization of ten curricula
- Registration of 450 new training institutes and renewal of registration of 600 training institutes whose registration to be expired
- Accreditation of 700 new courses and renewal of accreditation of 700 courses whose accreditation to be Expired
- Supervise 150 randomly selected training centers to ensure the quality of training delivery
- Supervise 300 randomly selected assessments to protect the consistency of NVQ assessments
- Issuing of 110,000 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
- Implementation of Knowledge Assessment through online system all over the island
- Registration of career guidance centers and training of career guidance officers to regulate career guidance activities
- Equivalence of non-NVQ courses to NVQ levels
- Preparation and completion of greening policy and action plan for TVET sector in Sri Lanka
- Liaise with industry, professional bodies and foreign institutes for obtaining inputs for TVET development

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 programme
- 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 2024

- In the year 2024, 25,129 students have been recruited and trained for 129 courses under 18 industry sectors.
- In the year 2024, as courses aimed in the job market, 992 students in welding field, 1203 students in Pastry, Bakery & Cookery and Quick Service Restaurant (QSR) courses, 1773 students for courses in Agriculture field, 716 students in Aluminum Fabrication field, 2497 students in Electrical field, 1154 students in Refrigeration and Air Conditioning field, 485 students in Machinist course, 5141 students in Automobile field, 151 students in Health Care Services courses and 674 students in Industrial plumbing and Plumbing courses have been recruited. In this case, especially, even though Technical Education and Training Department has not been previously involved in hotel sector; since there is a large student demand; courses have been commenced and it has able to train large number of students recruited in that field.
- Under the 13-year continuing education program, Colleges of Technology and Technical Colleges have provided the training facilities to the 718 students.

- In 2024, 1215 certificates have been issued for Recognition of Prior Learning (RPL) assessment for 13 fields such as Welding, Plumbing, Aluminum Fabrication, Automobile Technology, Electrical, Carpentry, Masonry, ICT, Refrigeration and Air Conditioning, Management and Health services by Colleges of Technology and Technical Colleges. In addition, Colleges have provided the workshop facilities for the assessment of prior learning (RPL) conducted by the National Apprenticeship and Industrial Training Authority (NAITA).
- A total of 23,700 certificates have been issued including NVQ 3,4 level 13,428 certificates, NVQ 5,6 level 2854 certificates and **Department Certificates** 7426 certificates through 39 Colleges in 2024.
- As a Cooperate Social Responsibility (CSR) Project of Gamma Pizza Kraft Lanka (Pvt) Ltd jointly with Sevalanka Foundation and the Department have signed an MoU and in accordance with the Memorandum of Understanding (MoU) the Infrastructure has been developed to established training unit. The training course has been started for Quick Service Restaurant (QSR) NVQ 4 course in Anuradhapura, Kandy and Kurunegala Colleges of Technology and Kuliyapitiya, Nuwera-Eliya, Matara and Kalutara Technical Colleges. For this project, the with Pizza Kraft Lanka (Pvt) Ltd has spent approximately Rs. 7.00 million per each college. Up to now, about 283 students have been recruited for training and 53 students have already been employed as the first group in the Quick Service Restaurant chain.
- According to the Memorandum of Understanding (MoU) with the Alumax Private company and the Department, the training materials for the aluminum fabrication course provided free of charge for the Colleges of Technology - Galle, and Kandy and the Technical Colleges - Matale, Nuwara-Eliya, Bandarawela, Ratmalana, Kalutara, Balapitiya and so far, 716 students have been receiving training.
- Under the budget proposals, the Tech-Udana program aim to increase the training capacity of Technical Colleges and Colleges of Technology and make them as attractive training centers with labour contribution of Sri Lanka Navy Maradana and Matara Colleges have been renovating and 30% of works in five storied Kulasinghe building at CoT, Maradana has completed and final stage renovation works in progress in Matara technical College. A provision of 25 million rupees has been allocated in the year 2024 for these modernization works.
- According to the Memorandum of Understanding (MoU) signed between the Korea International Cooperation Agency (KOICA) and **Department** under the capacity building project in the construction courses, remaining funds allocated for remodeling works in workshops has approved by KOICA to use for balance work of Kulasinghe building to improve sanitary facilities and class rooms for industrial plumbing course in other beneficiary colleges. Class room works in CoT, Rathnapura, TC Matara & Ratmalana and renovation works in fourth floor of Kulasinghe building in CoT, Maradana has completed. Rs. 39.93 Mn has spent for these renovation works.
- The upgraded Industrial plumbing workshops and manual Drafting & CAD drafting technology Labs have been using for training purposes and these are fully facilitated by modern equipment, computers and software, training materials and furniture provided by KOICA with value of Rs. Mn 300 under the capacity building project in the construction sector. Currently, new courses have been started in the beneficiary colleges and 137 students are undergoing training in design courses and 87 in industrial plumbing technology courses.
- Under the Capacity Building Project in the Construction sector, a 35-day residential training for trainers' program by Korean Experts was conducted for 20 Plumbing Instructors and Demonstrators and 20 Computer Aided Design (CAD) Instructors using the remodeled workshops and laboratories at College of Technology, Maradana. Study manuals prepared by Korean professors are printed and distributed for teacher and student use. South Korean professors conducted post-evaluations for instructors.
- Under the Capacity Building Project in the Construction sector, the preparation of a guide book for on-the-job training and adaptation to the work environment and industrial ethics after completion of vocational training is being carried out through a committee with resource persons from the industry sectors and officials from the TVET education sector. This guide is expected to be published through electronic media as an e-book.

- According to the Memorandum of Understanding (MoU) with the Art of Living Foundation and the Department, workshops related to Electrical courses in Colleges of Technology - Maradana, Rathnapura, Jaffna, and Technical College-Batticaloa have been modernized and training equipment provided. Equipment and training materials worth about 13 million rupees were provided free of charge.
- The automobile workshops upgraded under Korean aid in Colleges of Technology - Maradana, and Kandy, Technical Colleges - Kegalle, Bandarawela and Sammanthurai have been improved by repairing of existing equipment and purchasing of new equipment by the grant of US\$ 75,500 under the Post Management of the automobile workshops
- Under the German aided GIZ VTSL project, five capacity development programs for managers have been conducted and 10 officers have participated from the department. Further, with the support of German Chamber of Construction (HWK), two capacity development programs have been arranged for plumbing technology and construction techniques, and 5 instructors in construction field have participated representing the department.
- To support the educational activities through KOICA and JICA volunteers, four volunteers are assigned to teach Information Technology and Korean Language to the colleges of Maradana, Galle, Rathnapura, and Matara.
- Under Annual Budget provisions, installation of solar panel systems for Colleges of Technology; Maradana, Anuradhapura, and Ampara have been completed and incurred Rs. Mn 30.5. This will reduce the monthly electricity cost significantly.
- Under the annual budget provisions of Department, Rs. 32.8 million has been spent to renovation and improvements of identified infrastructures in Technical Colleges and Colleges of Technology. 11 projects in Technical Colleges and 5 projects in Colleges of Technology were completed and construction materials purchased for other identified works.
- With the aim of awareness & educating the youth on vocational education and training, a national program “*Derana Skill Force*” conducted in collaboration with Derana Media Network, was carried out in 13 colleges including Colleges of Technology & Technical Colleges-Maradana, Gampaha, Embilipitiya, Galle, Kurunegala, Nuwara-Eliya, Kalutara, Monaragala, Kegalle, Rathmalana, Matara, Anuradhapura and Polonnaruwa and nearly 18,000 students have been registered.
- With parallel to the World Youth Skills Day, 2024, the competition was held at the Ratmalana German Training Institute to select the best entrepreneur and inventors in TVET Institutes. The trainees representing the Department of Technical Education and Training, won the Gold medal for Innovation category for Technical College, Anamaduwa, first and second places in Best Entrepreneur category for Rathmalana Technical College and Best Business Plan for CoT, Rathnapura in the competition.

4.4. Student Intake

No.	Training Areas	2023		2024	
		Target	Intake	Target	Intake as on 2024.12.31
01.	Agriculture, Plantation and Livestock	1,610	1,942	2,300	1,773
02.	Vehicle repair and maintenance	4,460	4,676	3,710	5,141
03.	Construction of buildings	6,080	4,599	4,665	3,792
04.	Electrical, Electronics and Telecommunications	2,270	2,440	3,540	2,503
05.	Financial Banking and management	1,490	1,312	2,340	1,082
06.	Food technology	370	211	235	154
07.	Gems and Jewelry	60	52	120	49
08.	Hotel and Tourism	60	554	570	1203
09.	Information Communication and Multimedia Technology	3,480	3,329	4,700	3,650
10.	Languages	1,110	1,524	1,500	1,314
11.	Leather goods and footwear	120	51	60	42
12.	Mechatronics Technology	260	237	260	217
13.	Medicine and Health Sciences			240	151
14.	Metals and Light Engineering	1,025	1,434	1,300	1,742
15.	Office Management	885	707	840	587
16.	Refrigeration and air conditioning	630	709	650	873
17.	Textiles and Garments	330	328	180	342
18.	Timber industry	120	131	250	91
19.	Special courses identified based on industry needs	-	-	2540	423
Total		24,360	24,236	30,000	25,129

4.5. Targets in the year 2025

- For the year 2025, it is targeted to recruit 27,000 students for 119 courses under 18 fields in Colleges of Technology and Technical Colleges. Under this, NVQ 3 / 4 courses 81, NVQ 5 / 6 courses 36 and other certificate courses are planned to be started
- For providing vocational education opportunities to the people of different education levels, expand the trade courses which are in high demand in each regions and suit the current job market, 18 courses including automobile repair and maintenance, building construction, electrical, electronic and telecommunications, apparel sector, information communication and multimedia, and wood industry technologies and 14 courses related to fields in food technology, hotels and tourism, medicine and health care, and office management are planned to be started as new courses.
- It is planned to provide practical training opportunities in the workshops and laboratories of Colleges of Technology and Technical Colleges covering 1000 school students studying Technical subject in their Advanced level.
- In order to provide quality infrastructure facilities for students and teachers, essential renovations and improvements of student and teacher dormitories, student sanitary facilities, classroom buildings, workshop buildings, administrative buildings of selected Technical Colleges and Colleges of Technology are planned to be implemented under the 2025 budget allocation. Under that, it is aimed to develop the infrastructure facilities at Colleges of Technology; Anuradhapura, Badulla, Galle, Jaffna, Kandy, Kurunegala and Rathnapura and 17 selected Technical Colleges.

- It is planned to install the solar panels on the roofs in collaboration with the private sector without spending money in the public sector in order to reduce the cost of electricity consumption in Colleges of Technology and **Technical colleges** by maximizing the use of resources. It is expected to generate around 10-15 MW electricity.
- Under the Nipunatha Sisusaviya Scholarship Program, it is planned to offer Rs. Mn 312 scholarships to 12500 students at the rate of Rs.4000.00 per month for low-income students who are trained in selected vocational courses.
- A total of 27,500 certificates including 15,000 NVQ 5/6 and NVQ 3/4 certificates, 10,000 departmental certificates and 2500 RPL certificates are planned to be issued for students completing training in the year 2025.
- It is planned to sign MoUs with Public Utilities Commission, Maharaja Group and Ozon unit in Ministry of Environment to issue RPL certificates to workers in the fields of electricity, masonry, plumbing, Ref & Air, carpentry, surveying etc. Also, With the aim of promoting courses in the field (Maritime and Logistic), according to the memorandum of understanding signed with the Southern Maritime Training Institute (SMTI), it has planned to give the opportunity to study maritime training courses for students in College of Technology, Maradana.
- Under Korean aid, the improved laboratories and workshops for Manual Drafting, CAD courses in the field of Construction Technology, and Industrial Plumbing courses have been planned to be expanded by the beneficiary colleges of Maradana, Rathnapura and Matara, Ratmalana to train more students in full-time and part-time courses.
- It is planned to start the new course in the identified colleges; Batticaloa, Kalutara, Gampaha, Anuradhapura by Training the Teachers in the field of Electrical for the NVQ 5 course in Renewable Energy Technology and Solar Photovoltaic Technician through the support of GIZ project under German aid. Also, it is planned to commenced Hospitality Management courses at CoT, Kandy and Maradana under GIZ funds.
- With the aim of expanding courses related to hotel and hospitality services, it is planned to start Quick Service Restaurant, NVQ 4 course in 4 new colleges (Batticaloa, Badulla, Dambulla, and Rathnapura) with assistance of Pizza Hut CSR project.
- The project report prepared for the expansion of pastry, bakery and cookery and other courses in the hotel sector and the initiation of new courses has been approved by the National Planning Department and submitted to the KOICA Institute through the Department of External Resources. Under this, the infrastructure of 12 colleges is expected to be developed to start the courses.

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 42,000 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 2024

- Despite of emerging challenges to retain the academic staff and the 3/1 of experienced non – academic staff who engaged in the service to facilitate training activities, VTASL formulated strategies to provide maximum service contribution to fulfill the demand of the youth who wish to follow job oriented courses in order to refer for the employment in overseas.

Accordingly,

- Four (4) steps are being implemented to intake apprentices within a year through island wide network of training centers and out of it, VTASL achieved to intake 31,213 apprentices as 24,780 and 6,433 respectively for the full time courses and part time courses. It is 75% from the expected target.
- Actions have been taken to offer 28,258 National Vocational Qualification (NVQ) certificates and 3571 of non - NVQ certificates by assessing the apprentices who intake for training under vivid sectors. It is 44% out of the total vocational training providers in the public sector.

- VTASL has succeeded to earn Rs. 578 Mn income up to now, exceeding the expected target of Rs. 300 Mn. during the year 2024.
- Adhering to the observations given by the Public sector expenditure reviewing, VTASL has taken actions to enter for MOUs (Memorandum of Understanding) with the vivid institutions of the public and private sectors and actions have been taken to do various developments for the vocational training programs through it.

Institution which entered for the agreement	Objective / Role
Ministry of Industries -Vidatha Unit	Trained 357 trainees through 19 programs to produce skilled workers in the sectors of plumbing, electrical and beauty culture.
Insight Interior EDMUN (IIEEM)	Trained 15 apprentices in the Interior Designing Diploma course as the first step.
ANI ARTS Academics Lanka	Taken actions to develop the skills of 365 less income trainees in National Vocational Training center - Thalalla, to mark as a social hospitality program.
S Net Chamber (Pvt) Ltd	Renovation, development and management of the “Seascape Hotel Complex” in - Ahangama
National Youth Corps	Intake students in National Youth Corp (NYC) for the courses.
South Asia Gateway Terminals (Pvt) Ltd	Trained 17 trainees to develop maintenance technician skills for the ships in Containers Operational Terminal in harbor.
Oracle Academy Developer	Adopted the World recognized Oracle Academy subject curriculum to ICT course in level 5 and Level 4 and software courses were developed to implement it and offered certificates through Oracle.
NEXTGEN	Actions have been taken to commence construction and security courses in vocational training center -Aththidiya to provide skills for foreign employments in Construction sector.
Scope Global (Pvt) Ltd	In order to develop the talents of the students who need special requirements, actions have been taken to strengthen the further education for them in schools system via Veniwekola center, which belongs to the Ministry of Education.
Euro Cosmetics	Provided training material in high quality continuously which required for the Beauty - culture courses.
St. Anthonys Industries group	Produced 1000 skilled craftsmen in plumber and carpentry sectors.
Idea Industries	Improved the technical skills of the apprentices in Aluminium Fabrication and Handicrafts sectors.
Padukka Divisional Secretariat Division	Starting ICT courses for children who have dropped out of school in the Padukka Divisional Secretariat Division.
MOSVOLD Martinos	Implementing a scholarship program for students who in lower income

- Stepping into a further direction of the vocational training sector, VTASL commenced ICT Technician course for Autism Spectrum children who need special requirements and Food & Beverages Associate course for Down Syndrome children in National Training Center - Narahenpita. The trainees in the Food & Beverages course are currently engaged in the further training at Mount Lavinia Hotel. Moreover, Graphic Designer course also been conducted successfully over more than 10 years up to now aiming the children who are unable to talk. (Dumb)

- STEAM CLUB have been set up in 12 selected schools in the Colombo district and launched skills promotion programs in same day for selected 12 schools jointly with 12 institutions for sponsorship by initiating its pilot program on 02.04.2024.
- Selected less income female recipients below the age 25 years in all the Divisional Secretary Divisions of the District of Colombo and provided awareness on vocational potentials for 130 female youth through commencing short term courses of cookery, bakery, beautician, elder care and dress making. Certificates were awarded to the youth who completed the course.
- Promotional activities had been accomplished on vocational training with joining to the exhibitions in district level such as EDEX Expo -2024, Career Fair, Skill Force and “ Jayagamu Sri Lanka” X – BAN 2024.
- Actions had been taken to refer 877 employees in Academic staff and 636 employees in Non-academic staff to the local Training and 12 employees for overseas training under the patronage of various industrial institutions, aiming the skills development of academic and non - academic staff.
- In view of providing training to the children with special needs through island wide centers, VTASL conducted skills development training programs for 37 instructors in the fields of Food & Beverage Associate and ICT Technician along with the resource contribution of Professors in Psychological Health.
- Under the financial aid of EXIM Bank of South Korea and Human Resources Development Program of Korea (HRD), 1.5 \$ Mn and 1.61 dollars Mn respectively worth modern training equipment and related facilities had been received to the National Vocational Training centers in Orugodawaththa and Niyagama. As Short term pilot training programs CNC, Welding, Automobile and Electrician were commenced for the employees those who employed in overseas from National Vocational Training Institute - Niyagama and returned to Sri Lanka.
- Initial actions had been taken to provide equipment of 404 Mn. worth from Japan under the aid of Japan International Corporation System (JICS) for the garments industry courses implemented in 6 training centers in the districts of Jaffna, Kilinochchi, Mannar and Vavunia.
- Under the grants of GIZ
 - Provide Rs. 10.5 Mn. grants to develop the equipment and infrastructure facilities required to commence Elder Care course in Vocational Training Center - Akuressa in Matara.
 - Taken initial actions to introduce equipment for environmental evaluations required to introduce Green concept for selected 5 vocational training centers.
- The Bronze Award for the Best Annual Report and Accounts in the Public Sector for the year 2023 was awarded by the Association of Public Finance Accountants of Sri Lanka (APFASL).
- Six job fairs have been conducted in collaboration with 157 organizations with the aim of reducing unemployment youth.

5.4. Recruitments of Trainees

No	Training sectors	2023		2024	
		Target	Intake	Target	Intake up to 31.12.2024
01.	Agriculture & Livestock	75	70	60	96
02.	Automobile Repairing & Maintenance	3,175	2,993	3,100	2,396
03.	Buildings & Constructions	3,865	3,030	3,415	2,564
04.	Electrical, Electronic & Telecommunication	4,170	3,803	4,365	2,559
05.	Food Technology	1,130	1,804	1,240	1,582
06.	Gem & Jewelry	150	94	90	82
07.	Health & Social Affairs	180	73	520	102
08.	Hotel & Tourism	2,965	4,066	4015	3,644
09.	Computer & Information Technology	10,770	9,600	10,510	7,659
10.	Leather & Footwear	60	48	30	23
11.	Metal & Light Engineering	1,435	1,648	1,340	1,031
12.	Office Management	155	146	155	121
13.	Personality and Community Development	5,545	6,645	6,695	5,523
14.	Printing & Packages	90	55	90	55
15.	Refrigerator & Air Conditioning	710	624	670	512
16.	Textile & Garments	3,850	3,531	3,685	2,443
17.	Wood Associated	1,290	846	1,140	781
18.	Others	75	155	60	40
Total		39,670	39,232	41,180	31,213

5.5. Targets of the year 2025

- Provide training opportunities for 35,000 apprentices introducing courses appropriate to develop productivity and efficiency in the technological and vocational sector and the requirements of the global labor market
- Introducing courses and income earning sources to meet the development priorities and market requirements, accomplish targets to earn Rs. 500 Mn income during the year 2025
- Estimate Rs. 375 Mn to develop capacity development of the training centers and to enhance infrastructure facilities
- Offer 25,000 National Vocational Qualification (NVQ) certificates and 10000 Non - NVQ certificates through conducting assessments for each apprentice who inclusive for vocational training
- Offer 6,000 certificates for the individuals who acquired knowledge in a vocation and no NVQ certificates through Prior Learning Recognition (RPL)
- In order to equalize vocational training and industry requirements, implement 09 industry forums to improve the industry liaisons and hold 20 job fairs island widely through it
- To be signed agreements with public & private sector institutions in various sectors and take actions to promote the vocational training and to introduce Skills gap filling programs

Agreed Institution	Objective / Role
Certis Lanka Home Nursing and Swift Care (Pvt) Ltd	Train 500 individuals to provide skills required for a home nurse under NVQ level 3
Certis lanka security solutions	Train 1000 individuals to provide skills required for security officer under NVQ level 3
Department of Probation and Child Care	Conduct courses such as Wood Technician, Electrician, Pastry and Bakery, Tailor, Hair Stylist, Beautician in Vishaka Training center - Keppetipola and develop the skills

- Plan to commence following activities under GIZ Project funds

Solar PV System course	Kalutara - Bulathsinhala
Caregiver course	Gampaha -Veyangoda Jaffna - Kaithady
Graphic Designing	Colombo - Narahenpita



Installation of TVEC Quality Management Systems



Award of NVQ Certificates for Career Guidance Practitioners-TVEC



The Building and student toilet system of Matara Technical College modernized under the contribution of the Navy by the Tech Udana Program-DTET



Modernized industrial plumbing technology workshops and computer-aided design laboratories and classrooms-DTET



Winners of the tournament held in conjunction with world Youth



Skills Expo Exhibition Hall-VTA



The program introduced the Oracle Academy encyclopedia-VTA



Siging of agreement with National Youth Corps (NYC) - VTA

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 2024

- The National Apprenticeship and Technical Training Authority (NAITA) in collaboration with the Embassy of Sri Lanka in Israel and the Tertiary and Vocational Education Commission (TVEC), conducted written and aptitude tests for NVQ 3 and NVQ 4 levels in Israel to test the skills in the nursing sector. This was the first occasion the programme was conducted in a foreign country outside Sri Lanka and was the first pilot project conducted by NAITA and TVEC.
- The Memorandum of Understanding (MoU) was signed on 15.05.2024 for the Basic Skills for Hospitality Sector course to be held in collaboration with the International Labor Organization (ILO), Federation of Sri Lanka Chambers of Industry and Commerce (FCCISL) by the National Apprenticeship and Industrial Training Authority (NAITA) with the aim of imparting competency in the hotel sector to applicants who wish to go abroad.

- A Certificate awarding ceremony was held at the Kanimadala Auditorium of the authority to consecrate more than 250 professionals in the profession of cake decorating as NVQ certified skilled artisans who obtained NVQ level 4 under the RPL system of the National Apprenticeship and Vocational Training Authority.
- The Nuwara Eliya District Office of the National Apprenticeship and Industrial Training Authority (NAITA) and the Kelani Valley Plantations PLC owned by Haleys Estates held a successful preliminary programme to recruit apprentices for the “Field Officer (Tea)” NVQ L 04 course for the estates located in Hatton region.
- The awareness Programme for obtaining NVQ certificates under the RPL system for domestic and foreign job seeking professionals was conducted for two days at Salgadu Stadium in Anuradhapura.
- A special discussion was held between the National Apprenticeship and Industrial Training Authority and the British High Commission with the aim of improving the international language training and skills education of apprentices trained under the National Apprenticeship and Industrial Training Authority.
- Under the Programme of conducting the system of recruiting apprentices to our authority according to a formal method by informing the Grama Niladhari Officers through the Divisional Secretariat and registering the applicants for training, and simultaneously with the aim of developing the personality development, leadership training and teamwork of the apprentices who train under us and creating a more skilled workforce, a five-day personality development Programme was implemented with the full participation of the Sri Lanka Army, and the inaugural Programme of the orientation Programme for apprenticeship training was conducted at the Motor Engineering Training Institute in Orugodawatta.
- The inauguration ceremony of the Programme to provide loans under concessionary interest under the full contribution of the Bank of Ceylon to young entrepreneurs who have completed the courses of our authority to start a new business or improve their business, was held at the NAITA Kanimadala Auditorium.
- A Vocational Training Job Fair based on the “World Youth Skills Day” organized by the German Technical Training Institute of Sri Lanka was held whole day on the 14th and 15th of July 2024 at the German Technical Training Institute of Sri Lanka premises, and a stall of the National Apprenticeship and Technical Training Authority was installed there by us.
- Under the “Program to prepare young people who have completed school education for local and foreign jobs by enrolling them in industrial vocational training”, the youths who have completed their education in the Poojapitiya Divisional Secretary’s Division were recruited for vocational training.
- The National Apprenticeship and Industrial Training Authority recently conducted a management skills development Programme for our District Managers at Godagama Rich Hotel. We discussed in detail the new training Programmes and expected goals to be achieved in 2024 and special lecture was held on the management skills and goals.
- A memorandum of understanding was signed at the assembly hall of the Western Province Chief Secretariat to establish the Imbulgoda Vocational Training Center in Gampaha and to commence vocational training courses jointly with the National Apprenticeship and Industrial Training Authority and the Western Province Chief Secretary’s Office.
- The MoU between NAITA and Jaykay Marketing Services (Pvt) Limited was extended. Under this, the main objective is to continue the training Programme for trainers with quality and skill at Supermarket Assistant and Service Assistant NVQ 4 level during a period of one year.
- The National Apprenticeship and Industrial Training Authority (NAITA) which provides guidance to the youth, remitted an amount of Rs.400 Mn out of the income to the Ministry of Finance.

- The distribution of certificates to the first and second batch of apprentices from the Nuwara Eliya District who successfully completed the Basic Hospitality Services Multi-Functional Worker Course jointly implemented by the Nuwara Eliya District Office of the National Apprenticeship and Technical Training Authority (NUTAR), the Federation of Chambers of Commerce and Industry of Sri Lanka (FCCISL), the International Labour Organization (ILO) and the Government of Japan was held in a ceremonial manner at the Green Hills Hotel premises in Nuwara Eliya yesterday.

6.4. Student Intake

No.	Fields of Training	2023		2024	
		Targets	Enrolments up to 2023.12.31	Targets	Enrolments up to 2024.12.31
01.	Agriculture and Animal Husbandry	566	981	769	435
02.	Art & Media (Visual & Performance Arts)	46	20	53	44
03.	Repair & Maintenance of Motor Vehicles	4,201	5,585	5,917	5184
04.	Buildings & Constructions	2,224	798	1,843	561
05.	Electrical, Electronics & Telecommunication	1,482	1,463	1,813	897
06.	Finance & Bank Management	265	166	307	124
07.	Fisheries & Aquatic Resources	25	53	57	10
08.	Food Technology	5	95	17	181
09.	Gems & Jewellery	60	79	78	92
10.	Hotels & Tourism	1,865	3,113	2,409	2,770
11.	Human Resource Management	0	0	0	0
12.	Information Communication & Multimedia Technology	3,155	1,820	3,470	1,581
13.	Languages	780	695	2,190	445
14.	Leather & Shoes	290	92	165	72
15.	Marine & Navel	29	12	90	10
16.	Medical & Health Science	1,866	2,760	1,842	1,830
17.	Metals & Light Engineering	1,331	1,159	1,358	633
18.	Office Management	1,285	937	1,032	809
19.	Other	4,205	4,491	2,683	4,145
20.	Personal & Community Development	99	2	150	142
21.	Printing & Packaging	359	479	535	343
22.	Refrigeration & Air Conditioning	568	451	380	459
23.	Rubber & Plastic	37	14	112	12
24.	Textile & Apparels	3,290	3,079	2,381	2,896
25.	Wood Related	567	212	514	163
26.	Mechatronics Technology Sector				7
Total		28,600	28,556	30,165	23,845

* Recruitments under On-the-Job Training (As at 2024.12.31) - 6,948

* Recruitments under Special Industrial Training (As at 2024.12.31) - 12,944

* NVQ - Pre-Learning (As at 2024.12.31) - 9,883

6.5. Targets of the year 2025

- Enrolment of 3,890 Apprentices under Centre Based Training
- Enrolment of 22,125 apprentices under Industry-Based Apprenticeship Training
- Enrolment of 3,320 apprentices in National Institutions
- Enrolment of 10,000 apprentices under On-the-Job Training
- Enrolment of 14,000 apprentices under Special Industrial Training
- Conducting 10,000 assessments under NVQ - Pre-Learning Post-Assessment System
- Conducting 2,500 evaluations under the National Trade Test System
- For the 2024 National Competency Standards and Curriculum Development, it was proposed to work in several selected areas including, Air Craft Maintenance Technician, Refinery Non-destructive Testing Technician, Project Management, Local Governors, Nail Technician, Public Sector Management, Business Administration and Public Administration, Sawing Machine Technology, Choreographer and Sport Masseur
- Also, it has been proposed to implement the courses conducted by Katunayake Institute of Engineering Technology, a national educational institution of our institution, as degree courses.

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 2024

- Upgraded the 10 full-time courses from NVQ level 4 to NVQ level 5
- Started the Renewable Energy Technology course to address contemporary challenges and opportunities in the field of sustainable energy
- Increased the annual number of apprentices enrollment in full-time courses from 600 to 650.
- Doubled the annual enrolment of female apprentices in full-time courses.
- The Diploma and the certificate awarding ceremony was held at BMICH on 14th June 2024. And 657 certificates were awarded for the students at the ceremony.
- Accredited NVQ level 3 standard for 07 part-time courses that previously did not award NVQ certificates.
- Started night part time courses keeping in response to the increasing demand.
- Initiated 03 new diploma courses and one of them in Anamaduwa Regional Centre.
- Implemented student management system for part time courses.
- Revamped the website of the institute.
- Provided a digital identity card for the trainees.
- Steps have been taken to run the renewable energy technology course affiliated with Kilinochchi SLGTI Institute and Moratuwa CGTTI Institute.
- As a step to develop cooperation with Metzingen School in Germany, two engineers from that school visited our institute and conducted training sessions.
- Converted full-time course enrollment to online mode.
- Opened the student hostel constructed in Atthidiya for students.
- The examination was held on 29th September 2024 to recruit trainees for CGTTI under national apprenticeship scheme. 4520 students sat for the examination.
- Instructor N.T. Bandara from CGTTI participated in the Second Belt and Road International Skills Competition, held in Chongqing, China, from June 24 to 26, and won the 4th place in this prestigious international event

7.4. Student Intake

- **CGTTI Moratuwa & Regional Centers**

No	Sector	2023		2024	
		Target	Intake	Target	Intake up to 2024.12.31
01.	Automobile Repair & Maintenance	2,645	3,462	2,635	3,896
02.	Building and Construction	120	117	120	86
03.	Electrical, Electronics and Telecommunication	330	396	330	457
04.	Mechatronics Technology	315	341	315	361
05.	Metal and Light Engineering	2,640	3,012	2,700	3,118
06.	Refrigeration and Air Conditioning	220	356	220	438
07.	Other	60	84	110	92
Total		6,330	7,768	6,430	8,448

- **SLGTI Kilinochchi**

No	Sector	2023		2024	
		Target	Intake	Target	Intake up to 2024.12.31
01.	Automobile Mechanic Level-04	24	33	24	166
02.	Automotive Technology Level-05	24	34	24	41
03.	Construction Technology Level-05	24	34	24	13
04.	Electrician Level-04	24	17	24	18
05.	Mechatronics Technology Level-05	24	23	24	31
06.	Baker & Laboratory Assistant Level-04	24	10	24	15
07.	Food Technology Level-05	24	15	24	14
08.	ICT Level-05	24	37	24	60
09.	Computer Hardware and Network Technician & ICTT	24	22	24	30
10.	Machinist Level-04	24	11	24	15
11.	Construction Site Supervisor Level-04	-	-	24	4
Total		240	236	264	407

7.5. Targets of the year 2025

- Planned to accredit NVQ Level-4 for two non NVQ part-time courses and upgrade two part-time courses from NVQ-3 to NVQ-4.
- Increase the student capacity of Anamaduwa Regional centre.
- Increase the student capacity of Renewable Energy Technology course.
- Provide higher education for the academic staff.
- Provide training equipment and training for the staff in order to upgrade the quality of the training according to the local and foreign industry.
- Upgrade the infrastructure facilities of the institute and the regional centres according to a master plan.
- Establish participatory agreements with public and private sector institutions to improve the quality of courses (Ansel Lanka (pvt) Ltd, SLSEA)

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**

Degree Programme		2023		2024	
		Target	Intake	Target	Intake as at 31.12.2024
01.	Bachelor of Technology in Manufacturing Technology	90	80	100	77
02.	Bachelor of Technology in Building Services Technology	90	94	150	103
03.	Bachelor of Technology in Mechatronics Technology	90	103	150	117
04.	Bachelor of Technology in Construction Technology & Resource Management	90	97	150	117
05.	Bachelor of Technology in Food Process Technology	90	85	100	95
06.	Bachelor of Technology in Quantity Surveying	90	97	120	106
07.	Bachelor of Technology in Industrial Management Technology	90	77	100	76
08.	Bachelor of Technology in Film and Television Production Technology	40	14	40	33
09.	Bachelor of Technology in Media Art Production Technology	40	37	40	49
10.	Bachelor of Hotel Management	40	29	40	28
11.	Bachelor of Technology in Network Technology	80	69	80	63
12.	Bachelor of Technology in Multimedia & Web Technology	80	60	80	74
13.	Bachelor of Technology in Software Technology	80	79	80	86
14.	Bachelor of Education in Technology	80	84	NA	NA
15.	Bachelor of Education in English Language Teaching	80	98	100	81
Total		1,150	1,103	1,330	1,105

** Enrollment of students for 2023/24 Batch was done in 2024

- Enrollment of Students for Certificate Courses**

Training Programme		2023		2024	
		Target	Intake	Target	Intake as at 31.12.2024
01.	Training of Assessors (ToA)	100	83	275	229
02.	Training of Trainers (ToT)	100	75	125	148
03.	Assessor Refresher Programme	-	-	120	115

8.1.4. Other Achievements

- 663 students who have successfully completed academic activities were conferred the degree at the Annual Convocation which was held on 16th October 2024.
- The first Training of Trainer programme of EPLUS Exams of English Language Testing System conducted at the University on 23-24th March 2024 and certificates awarding Ceremony was held on 30th of June 2024.
- Agreement for establishment of Training Hub for Technical and Vocational Education was signed in 19th July 2024 which will provide a centralized platform for developing and delivering high-quality training programs tailored to the needs of industry sectors and the broader labor market. Four programmes (3 days) conducted on Soft Skills development Training for TVET Inspectors under the project during 2024.
- The “Brain into Business: Youth Entrepreneurship Skill Development Programme” was held on 26th -28th July 2024 at the University organized by the National Enterprise Development Authority (NEDA) in

collaboration with University of Vocational Technology which was aimed to empower young entrepreneurs.

- Obtained cabinet approval to upgrade National Diploma in Engineering Sciences (NDES) to degree level with the collaboration of Institute of Engineering Technology Katunayake.
- FoodEx'24 exhibition and Awarding Ceremony, organized by the Department of Agriculture and Food Technology together with the Food Technology Association was successfully held on 11th & 12th July 2024 at the university premises with the theme of “Advancements in Food Industry through Innovation & Sustainability”.
- Six (6) National curriculum (NVQ 5&6 NCS & curriculum) has been developed/revised and will be submitted to the TVEC before end of the year.
- The 3rd Student Research Session (SRS) was conducted on 7th November 2024 at the university mini auditorium with the theme of “Techno Social Compliance for Social Calibration”.
- International Research Symposium (IRS 2024) was conducted successfully on 12th December 2024 at the University Mini Auditorium with the theme of “Vocational Technology Education for a Sustainable Greener Economy”.

8.1.5. Targets of the year 2025

No	Type of the Programme	Target enrollment for 2025
01.	Undergraduate Degree programmes	
	• Existing Programmes	1,330
	• Introducing new degree programme in the field of Cosmetology by Faculty of Industrial Technology for NVQ 5/6 holders	40
02.	Postgraduate programmes	
	• Master of Education Management by Faculty of Education	30
	• Master programme in the field of Environmental Science & Technology by Faculty of Engineering Technology	30
03.	Joint Degree Programmes	
	• Upgrading National Diploma in Engineering Sciences (NDES) to degree level with the collaboration of Institute of Engineering Technology Katunayake	500
04.	Diploma & certificate courses	
	• Diploma Programmes	100
	• ToT & ToA programmes	560

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 2024

- Enrollment of Students for Diploma Programmes

No.	Sector	Anuradhapura		Batangala		Jaffna		Kuliyapitiya		Matara		Ratmalana	
		2022/23		2022/23		2022/23		2022/23		2022/23		2022/23	
		Target	Intake	Target	Intake	Target	Intake	Target	Intake	Target	Intake	Target	Intake
01.	Fisheries & Aquaculture	30	36	-	-	-	-	-	-	-	-	-	-
02.	Building & Construction	60	58	60	69	60	60	160	144	60	60	-	-
03.	Electrical, Electronic & Telecommunication	60	63	-	-	-	-	-	-	-	-	60	62
04.	Hotel & tourism Management	60	56	60	68	30	28	40	41	60	61	30	25
05.	Personal & Community Development	-	-	-	-	30	32	-	-	-	-	-	-
06.	Agriculture Plantation & livestock	30	32	30	23	30	24	40	36	-	-	-	-
07.	Food Technology	-	-	-	-	30	34	-	-	30	35	30	38
08.	Mechatronics Technology	-	-	-	-	30	25	-	-	-	-	-	-
09.	Refrigeration & Air Conditioning	-	-	-	-	-	-	30	17	30	14	-	-
10.	Automobile Repair & Maintenance	-	-	-	-	-	-	40	43	30	34	-	-
11.	Art Design & Media (Visual & Performing)	-	-	-	-	-	-	-	-	-	-	60	54
12.	Information Communication & Multimedia	-	-	-	-	30	33	-	-	-	-	-	-
13.	Textile & Garments	-	-	-	-	-	-	-	-	-	-	30	33
14.	Other	-	-	30	36	30	28	30	28	60	56	90	102
Total		240	245	180	196	270	264	340	309	270	260	300	314

Student Intake Target vs Actual for the year 2024

No	Sector	Anuradhapura		Batangala		Jaffna		Kuliyapitiya		Matara		Ratmalana	
		2024		2024		2024		2024		2024		2024	
		Target	Intake	Target	Intake	Target	Intake	Target	Intake	Target	Intake	Target	Intake
01.	Fisheries & Aquaculture	30	33	-	-	-	-	-	-	-	-	-	-
02.	Building & Construction	60	39	60	48	60	47	160	99	70	45	-	-
03.	Electrical, Electronic & Telecommunication	60	56	-	-	-	-	-	-	-	-	60	60
04.	Hotel & tourism Management	60	53	60	68	30	31	40	29	70	53	30	33
05.	Personal & Community Development	-	-	-	-	30	28	-	-	-	-	-	-
06.	Agriculture Plantation & livestock	30	27	30	08	30	6	40	16	-	-	-	-
07.	Food Technology	-	-	-	-	30	29	-	-	35	36	30	37
08.	Mechatronics Technology	-	-	-	-	30	30	-	-	-	-	-	-
09.	Refrigeration & Air Conditioning	-	-	-	-	-	-	30	20	35	20	-	-
10.	Automobile Repair & Maintenance	-	-	-	-	-	-	40	45	35	35	-	-
11.	Art Design & Media (Visual & Performing)	-	-	-	-	-	-	-	-	-	-	60	50
12.	Information Communication & Multimedia	-	-	-	-	30	29	-	-	-	-	-	-
13.	Textile & Garments	-	-	-	-	-	-	-	-	-	-	30	28
14.	Other			30	30	30	11	30	20	70	48	90	100
Total		240	208	180	154	270	211	340	229	315	237	300	308

8.2.4. Other Achievements

- A total of 951 students have been qualified to award Higher national & National Diploma at the Diploma Awarding Ceremony will be held on 16th October 2024
- Students of University Colleges took part in several local and regional exhibitions such as World Skill Day Exhibition 2024, Culinary Art Food Expo 2024, TechXphere, Future Mind Exhibition and Pro Food Pro Pack Exhibition in 2024 to expand their exposure and enhance community awareness of the University Colleges.
- Many CSR programs were conducted to enhance awareness and contribution towards the community. Some examples are as follows,
 - Univeristy College of Jaffna - community outreach programmes including blood donation campaign, free medical camp, book donation for the Jaffna Prison, workshop for Engineering Technology teachers and awareness programme for farmers with the help of local communities and NGOs
 - Univerity College Anuradapura, Batangala, Mathara, Rathmalana & Kuliyapitiya – Several Awareness programs have been conducted.

8.2.5. Targets for the year 2025

- To develop new NVQ Level 07 degree programs & other suitable self-financing programs in collaboration with the University of Vocational Technology in 2025.
- 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 counselling programs, aiming to maximize the promotion of University Colleges within the region.
- Expand our network with industries to enhance opportunities for student job training (OJT) and career placements
- Plan to implement a career Guidance Unit & an Alumni Association to strengthen and expand our network with alumni, gather insights for program enhancement, and explore career opportunities for recent graduates.
- 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 research conducted



Conducting written and aptitude tests for NVQ 3 and NVQ 4 levels in Israel to test the skills of the nursing workforce by the National Apprenticeship and Technical Training Authority (NAITA) in collaboration with the Embassy of Sri Lanka in Israel and the Tertiary and Vocational Education Commission (TVEC)



The Programme of providing loans to the NAITA certified young entrepreneurs to start a new business or to improve their business with the full contribution of the Bank of Ceylon at a concessional interest rate



Diploma and the certificate awarding ceremony at BMICH-CGTTI



Training in the CGTTI workshops



Instructor Mr. N.T.D. Bandara won the 4th Place Second Belt and Road International Skills Competition held in China



Best Innovation Awards at the Industry Expo International Exhibition - Innovation Arena 2024



International Skills Competition held in Chongqing, China during 26-24th June 2024

09. The Ocean University of Sri-Lanka (OCUSL)

9.1. Introduction

The Ocean University of Sri Lanka (OCUL) 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 2024

9.3.1. International Relations - Memoranda of Understanding (MOU)

- Signing of the Memorandum of Understanding on 12.06.2024 between the University of Notre Dame, USA, and the Oceanic University of Sri Lanka for a five-year period (2024-2028) to implement a research project on oceanic and atmospheric sciences in the Bay of Bengal. The project aims to support academic development, research, and skill enhancement for undergraduate and postgraduate students. The University of Notre Dame and the University of Washington will provide major financial support, contributing USD 60,000 out of the estimated total of USD 62,000 for the project.
- The South China Sea Institute of Oceanography, under the Chinese Academy of Sciences, has developed a Memorandum of Understanding (MOU) with the Ocean University for Collaborative Studies and Research Affairs, this proposal has been approved by the Department of National

Planning and the Ministry of Foreign Affairs and waiting for further work to sign the Memorandum of Understanding.

- The University plans to enter into an agreement for academic and research collaboration with Sun Yat-Sen University in China.

9.3.2. Higher Education Sector

- The 5th General Convocation of the Ocean University of Sri Lanka was held on 20th November 2024 at the Bandaranayake Memorial International Conference Hall (BMICH). 239 number of Graduands become graduates in the Graduation ceremony.
- With the aim of expanding vocational training opportunities for students entering vocational education, the “Nipunatha Sisu Diriya Bursary Scheme” is being implemented to empower unemployed youth with vocational skills and direct them towards vocational education, and the implementation of “Nipunatha Sisu Diriya Bursary Scheme” from 2024 for 160 students of Higher Education Division of Ocean University of Sri Lanka.
- Establishment of Aquaculture and Anatomy Laboratory on July 18, 2024, with the aim of providing laboratory facilities for practical training of B.Tech in Aquaculture and Seafood Technology programme.
- A workshop to standardize the syllabus of the university's Marine Engineering degree program was conducted on June 22, 2024, with the participation of all stakeholders, aimed at obtaining membership in the Institution of Engineers, Sri Lanka. For the workshop, universities representing the maritime sector of the university system, including the University of Moratuwa, Kothalawala Defense University, Open University, University of Peradeniya, University of Kelaniya, and CINEC University, contributed. The sector was also represented by Colombo Dockyard, Master Divers, the Sri Lanka Navy, the Sri Lanka Electricity Board, and John Keells Pvt Ltd.
- The first female cadet officer of the university's B.Sc. in Marine Engineering degree program, marked a significant milestone in the history of Ocean University of Sri Lanka and the field of Marine Engineering.
- Ocean University's first foreign student participation academic knowledge exchange program was held from July 24th to 30th, 2024, in collaboration with the Department of Coastal and Marine Resource Management Studies of Korea Maritime Ocean University.
- The Department of Fisheries and Marine Studies of the Faculty of Fisheries and Ocean Sciences provided the necessary technical knowledge to the fishing community and consumers for producing dried seafood safely and with high quality using solar drying methods and offered technical support for the production of solar drying equipment.
- The Fisheries and Maritime Studies Division of the Faculty of Fisheries and Ocean Sciences has implemented a Sea Grass Cultivation Expansion Program to protect the marine ecosystem, involving tourist hotels along the southern coast.
- Introduction of sustainable fish and crop cultivation tools through Aquaponics Technology by the Department of Fisheries and Marine Studies of the Faculty of Fisheries and Ocean Sciences and making aware of the community.
- The Department of Ocean Sciences has organized a program under the theme "Catalyzing Action for Our Ocean & Climate" to celebrate World Oceans Day on June 7, 2024, and educated the students and staff on ocean conservation and opportunities in the maritime sector, and necessary actions to be taken for coastal line conservation.
- Conducting of curriculum development of B.Sc. in Marine Biotechnology programme.

9.3.3. Vocational Technology Division

- The 3rd Diploma Awarding Ceremony was held on 20th November 2024 at the Bandaranayake Memorial International Conference Hall (BMICH) for 410 students who were completed NVQ Level – 5 of the Regional centers under the Vocational Technology Division of the Ocean University of Sri Lanka.
- 387 National Vocational Qualification Certificates (NVQ) have been issued for the courses conducted by the Regional Centers, and 563 certificates have been issued including Non NVQ.
- Implementation of a bursary system for students of the Vocational Technology Division with the coordination of “ Nipunatha Sisu Diriya”, which is implemented by the line ministry.
- Establishment of a Career Guidance Unit for the student community in the Vocational Technology Division.
- National Vocational Qualification (NVQ) Certificates at Level 04 for Scuba Divers and Fishing Vessel Operators under the Recognition of Prior Learning (RPL) system 53 certificates issued by the Regional Centres (Galle and Jaffna) during the year.

9.4. Student Intake

- **Higher Education Section – Internal and External Degree Programme**

No.	Sector	2023		2024	
	Degree Programme	Target	Intake	Target	2024.12.31 Intake
01.	B.Sc. in Marine Engineering Degree Programme	50	63	65	-
02.	B.Sc. in Maritime Transportation Management & Logistics	80	53	65	-
03.	B.Sc. in Coastal and Marine Resources Management	50	54	55	-
04.	B.Sc. in Fisheries & Marine Science	60	53	55	-
05.	B.Sc. in Oceanography	30	35	30	-
06.	B.Sc. in Aquaculture and Seafood Technology	80	70	70	-
Sub Total		350	328	340	
07.	Open and Distance Learning	200	141	150 (2024/2025)	97
				200 (2025/2026)	116
08.	Postgraduate Degree	22	16	20	10
Total		572	485	710	223

- Vocational Technology Division**

No.	Sector	NVQ Level/ Non NVQ Level	2023		2024	
	Course		Target	Intake	Target	2024.12.31 Intake
01.	Fisheries and Aquaculture	NVQ	655	400	609	305
		Non NVQ	681	566	669	372
02.	Marine and Nautical Science	NVQ	355	298	636	448
		Non NVQ	85	216	90	165
03.	Information Technology and Communication	NVQ	144	75	110	33
04.	Mobile Training	Non NVQ	415	132	416	613
05.	RPL					53
Total			2,335	1,687	2,530	1,989

9.5. Targets in the year 2025

- Providing of study opportunities in the degree programmes currently available only for local students who have passed the G.C.E Advanced Level, also for the students of international schools of country and foreign students
- Establishment of a university faculty for international students
- Commencement of two new degree program - B.Sc. in Maritime Affairs and B.Sc. in Marine Biotechnology
- Commencement of NVQ courses in Boat and Ship Building.
- As the Cabinet approval has been received for constructing university premises with facilities under the proposed Korean aid, arrangements are being made for the next steps
- Introducing of new degree programs by the Center for Open and Distance Learning - collaborative degree programme (B.Sc. in Maritime Transportation and Logistics Management) as an External Degree with Jaffna University – Part Time Basis
- Commencement of curriculum development for MSc. in Marine Biotechnology Degree in collaboration with Korea Maritime and Ocean University
- Physical commencement of Center of Excellence (Indian Ocean Rim Association - IORA) to impart knowledge and training on the ocean environment

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 56 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 2024

- NIBM won the title of Sri Lanka's Most Respected Entities by Sector for 2024.
- Participated in the Sri Lanka Skills Expo 2024 as the Platinum Sponsor at Nelum Pokuna.
- Successfully held Workshop on Import and Export Procedures at Kurunegala Regional Campus.
- Successfully organized Robotics and Lego 2024 Competition.
- The NIBM- Beyond Books (OBL EXPO) 2024 emerged as a dynamic platform on the 7th, 8th, and 9th of March at the Havelock City Mall, serving as a testament to our commitment to fostering practical skills among students. This exhibition stood as a showcase of the remarkable outcomes achieved by our learners, emphasizing the importance of equipping students with the necessary skills to address industry challenges and contribute to future developments.
- The National Innovation Centre, the dynamic creative hub of NIBM, showcased its flair for innovation with a captivating Fashion Show at the NIBM | Beyond Books (OBL EXPO) 2024.
- NIBM proudly unveiled its fully digitized courses alongside the introduction of the innovative Online Blended Learning (OBL) platform integrated with the Flipped Classroom Model. The privilege of hosting such a distinguished figure underscored NIBM's dedication to transforming education through technology and innovative teaching methods.
- OBL expo – Robotics Competition & Exhibition was organized successfully.
- OBL expo – Multimedia Exhibition was concluded successfully.
- Conducted several workshops by SOCE in relation to Game development, Microsoft Assure, Software Quality Engineering, 3D Game Development, and Project Development
- Successfully conducted several workshops by SOB in relation to event management and HRM.
- Successfully conducted Navigating Future School programme for several schools in Kandy and outstations.
- SOB, Kandy Regional Campus organized a Career Fairs
- Fund-raising musical event 'Sancrama" organized by the SOB- Kandy
- Successfully launched the book club by SOL -Kandy

10.4. Student Intake

No.	Training Field	2023		2024	
		Target	Intake	Target	Intake up to 2024.12.31
01.	Agriculture Plantation & Livestock	125	30	210	56
02.	Art Design & Media (Visual & Performing)	445	415	445	409
03.	Building & Construction	250	178	250	144
04.	Finance Banking & Management	2,555	2,754	2,675	2,657
05.	Hotel Management	0	0	102	39
06.	Human Resources Management	770	363	645	344
07.	Information Communication & Multimedia	4,350	5539	4,590	4,268
08.	Languages	1,970	1,472	1,563	1,210
09.	Medical & Health Science	360	298	360	125
10.	Office Management	0	0	90	101
11.	Other	675	650	820	938
Total		11,500	11,699	11,750	10,291

10.5. Targets of the year 2025

- Secured significant academic recognition in Asia and Europe
- Providing necessary international exposure for learners
- Provided necessary international for majority of employees
- NIBM head office and all regional campuses possess all the required facilities and infrastructure to effectively implement their operations
- NIBM to fully Collaborate with the industry leaders for curriculum development
- Collaborated with the industry leaders for employment opportunity creation for learners, and industrial development
- NIBM to revamp all its study programmes focusing on career ready competencies in all learners graduating from NIBM
- The majority of full-time learners enrolling at NIBM to receive part-time employment opportunities at NIBM or partnered organizations or to startup new business ventures
- NIBM will be occupied by a workforce well trained and qualified to do their jobs and will offer an excellent workplace productivity level
- NIBM offers all high-quality qualifications at the right price concentrating future learners seeking better higher education.
- All academic and non-academic processes at NIBM to be digitalized or managed on digital platforms by 2028.
- NIBM to establish a fully-fledged research and development facility by 2028.

11. National School of Business Management (NSBM Green University)

11.1. Introduction

National School of Business Management (NSBM Green University) was established on 7th October 2011 under the Companies Act No. 07 of 2007. NSBM became a degree awarding body under an Extraordinary Gazette Notification, constituted under the Universities Act No. 16 of 1978. The grand opening of NSBM Green University was held on 26th October 2016.

Located on a 40-acre land in Homagama - Pitipana, NSBM Green University is a government-owned self-financed university established under the Ministry of Education. NSBM offers a range of undergraduate and postgraduate degree programmes in the fields of Business, Computing, Engineering, Science, Law and Design.

Vision

To be Sri Lanka's best performing Graduate School and to be recognized internationally

Mission

To develop globally competitive and responsible graduates that businesses demand, working in synergy with all our stakeholders and contributing to our society

11.2. Functions

- Produce employable graduates to meet the demand locally and internationally
- Achieve national and international supremacy in innovation, discovery, and creativity
- Link with industry and global knowledge centres
- Develop an environment conducive to the achievement of the nation's intellectual, cultural, and social aspirations.
- Continually improve institutional corporate growth.

11.3. Students Intake

No	Discipline	2023		2024	
		Target	Intake	Target	Intake Up to 31.03.2024
01.	Art Design & Media (Visual & Performing)	2,200	145	4450	25
02.	Electrical, Electronic & Telecommunication		54		29
03.	Financial Banking & Management		1,134		413
04.	Hotel & Tourism		245		93
05.	Information Communication & Multimedia		1,536		626
06.	Mechatronic Technology		31		43
06.	Medical & Health Science		316		105
07.	Building and Construction		17		9
	Total	2,200	3,478	4,450	1,343

According to the decisions taken at the Cabinet meeting held on 27th May 2024, it has been approved to convert National School of Business Management (NSBM) into a Company Limited by Guarantee. Based on this decision, the information for this instate is included only for the first quarter of 2024.

12. Skills Development Fund Ltd (SDFL)

12.1. 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

12.2. 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

12.3. 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

12.4. Achievements in the Year 2024

No	Training Sector	2023		2024	
		Amount of targeted programs	Number of programs conducted	Amount of targeted programs	Number of programs conducted Up to 2024.12.31
01.	Open Programmes	243	80	172	102
02.	Customized Programmes	60	63	51	96
03.	Academic training courses	09	02	16	05
04.	Public Private Partnership Programmes	06	06	04	04
Total		318	151	243	207

12.5. Programmes and Targets for the Year 2025

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.

No	Training Sector	2025
		No. of targeted programs
01.	Open Programmes	313
02.	Customized Programmes	120
03.	Academic training courses	38
04.	Consultancy Services	30
05.	Public Private Partnership Programmes	04

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.)
- Provide training for developing soft skills and IT skills to the students who have faced G.C.E. ordinary level and advance level.
- Provide training programmes to bridge the skills gap of the employees of public and private sector.
- Conduct access programs for the selected employments.



First Female Cadet Officer of B.Sc. in Marine Engineering degree program of the university's - OCUSL



Introducing Aquaponic Technology - OCUSL



Workshop for Logistics Students - NIBM



SUSTAINOVATION 24 first ever inter-university competition in the area of sustainability- organized by SOB Unit -NIBM



Workshop on “Office Procedures & Ethics for new management service officers/ Development officers Recruitment for Government & Government Affiliated Institutions”- SDFL



OBT “Training”- SDFL