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கல்வி, உயர்கல்வி தொழிற் கல்வி அமைச்சு
Ministry of Education, Higher Education and Vocational Education

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වේරීම I - සාමාන්‍ය අධ්‍යාපනය
இதழ் I - பொதுக் கல்வி
Volume I - General Education

வெல்லை வேலுநிலை

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| Volume I | - | General Education |
| Volume II | - | Higher Education |
| Volume III | - | Vocational Education |



Annual Performance Report - 2025

**Ministry of Education, Higher Education and
Vocational Education
Vote No - 126**

- General Education Sector -

Prepared to be submitted to the Parliament in terms of para 12.2 of the Public Finance Circular No 02/2020.

June 2026

Monitoring and Performance Review Branch
Planning and Performance Review Division
Ministry of Education, Higher Education and Vocational Education.
Isurupaya,
Battaramulla..

**Main Divisions, Designations and Officials of the Ministry of Education, Higher Education
and Vocational Education**
(as at 31.12.2025)

Minister of Education, Higher Education and Vocational Education

Hon Dr Harini Amarasuriya

Deputy Minister of Education and Higher Education
Hon Madhura Senevirathne

Deputy Minister of Vocational Education
Hon Nalin Hewage

Secretary

Mr Nalaka Kaluwewe

Main Divisions & Officials of School Education Sector

Additional Secretary (Administration)	- Mr K. A. W. L. W. Gunarathne
Additional Secretary (Non-academic & Combined Services)	- Mrs R. B. Gankewala
Additional Secretary (Disciplinary & Investigation)	- Mrs C. Samanthi Weerasinghe
Additional Secretary (Establishments)	- Mr. A. J. S. S. Edirisuriya
Additional Secretary (Procurement & Constructions)	- Mrs S. D. Liyanage
Additional Secretary (Admin-Piriven Education Division)	- Mr K. C. Niroshan
Additional Secretary (Education Services & Establishments)	- Mr K. K. P. Ariyasinghe
Additional Secretary (Policy Planning & Performance Review)	- Mrs Sujatha Kulendrakumar
Additional Secretary (School Activities)	- Mrs P. R. Kariyawasam
Additional Secretary (IT & Digital Education) .D,C.	- Mrs U. T. Dikkumbura
Additional Secretary (Education Quality Development)	- Mrs. A. H. M. G. D. S. Samarakoon
Additional Secretary (Co-curricular & Primary Education Development)	- Mrs U. T. Dikkumbura
Additional Secretary (Pirivena Education Development)	- Mr Nalaka Perera
Additional Secretary (Education Reforms)	- Mrs M. A. V. S. Edirisuriya
Additional Secretary (Engineering)	- Eng. Mr A. K. A. Jabbar
Director General (Planning)	- Mrs R. N. Dodampe Gamage
Chief Financial Officer I	- Mrs A. S. D. Aluthge
Chief Financial Officer II	- Mrs R. P. P. Abeykoon
Chief Internal Auditor	- Mrs T. C. P. Fernando

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Chapter 01 Institutional Profile

1.1 Introduction

The primary objective of education, defined as an essential public service under the national policy framework of "A Prosperous Country, a Beautiful Life", is to build a reliable future for future generations by fostering knowledge, attitudes, skills and competencies, as well as encouraging entrepreneurship. The anticipated new paradigm in education is a fundamental shift from a standardized, content-centered approach to personalized, skills-based learning designed to prepare students for the rapidly changing challenges of the future. We also face the challenge of creating new learning models, such as flexible learning schedules, project-based and interdisciplinary learning environments, and teachers transforming into facilitators and instructors in education's response to the modern world defined by technological acceleration, global interconnectedness, and the need to build a productive economy and adapt to an uncertain future. The Ministry of Education, Higher Education and Vocational Education is tasked with leading the Sri Lankan education sector to build global citizenship with an emphasis on innovative technological applications, critical thinking, digital literacy, science and technology, social emotional skills, and entrepreneurial creativity.

Achieving the 2030 Sustainable Development Goals is the main task of the Ministry of Education, Higher Education and Vocational Education under the policy framework of "A Prosperous Country, a Beautiful Life". To that end, the implementation of educational reforms has already begun to improve the quality of education. Strengthening the learning-teaching process, empowering human resources equipped with knowledge and professionalism, promoting new curricula and learning materials necessary to produce global citizens, strengthening the link between education and the job market through introducing the vocational education stream, developing safe, modern and high-tech eco-friendly infrastructure for an attractive learning environment, ensuring equal access to education by effectively implementing welfare programmes, strengthening the evaluation and assessment process to raise students' learning achievement levels and educational performance levels as well as providing the necessary facilities to improve the quality of Pirivena education can be identified as its main objectives.

This report is being prepared to follow up on the work done by the Ministry of Education and all its affiliated institutions and departments, including the National Institute of Education, the Sri Lanka Examinations Department, the Department of Educational Publications, the Higher Education Division, the Vocational Education Division, etc. in the year 2025 and present their performance. According to the Gazette notification dated 2022.07.22, the functions of the Ministry of Education, Higher Education and Vocational Education and details of its affiliated institutions are given in paragraphs 1.3 and 1.5.

This performance report is a unique publication that reflects the current status, future trajectory and direction of the Sri Lankan education sector.

1.2 Vision, Mission, Scope and Objectives of the Institution

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

Scope

The mandate of the Ministries of Education, Higher Education, and Vocational Education includes formulating and implementing policies and programs related to general, higher, and vocational education based on national policies; ensuring the delivery of efficient and citizen-friendly public services; and reforming systems to eliminate waste and corruption. It also involves establishing a national education system from early childhood to higher education, ensuring unimpeded access to education for all children including those with special needs, promoting vocational and technical education, expanding distance learning opportunities through the integration of information technology, supporting research and innovation, supervising national schools, regulating private and international schools, managing state universities, and enhancing the quality of education. Furthermore, it includes modernizing vocational education to create a workforce suited to the job market, promoting Buddhist and Pali studies, and ensuring that Sri Lanka's education system aligns with global standards.

Objectives of the Institution

Under the policy framework presented by the current government, education holds a prominent place in the country's development process.

Accordingly, the Ministry of Education, Higher Education, and Vocational Education are actively working towards achieving the following key objectives:

- Free education and equitable access
- Relevance to human development and employability
- Universal acceptance and inclusivity
- Citizenship with social responsibility
- Sustainability and innovation
- Lifelong learning

1.3 Main Functions and Tasks

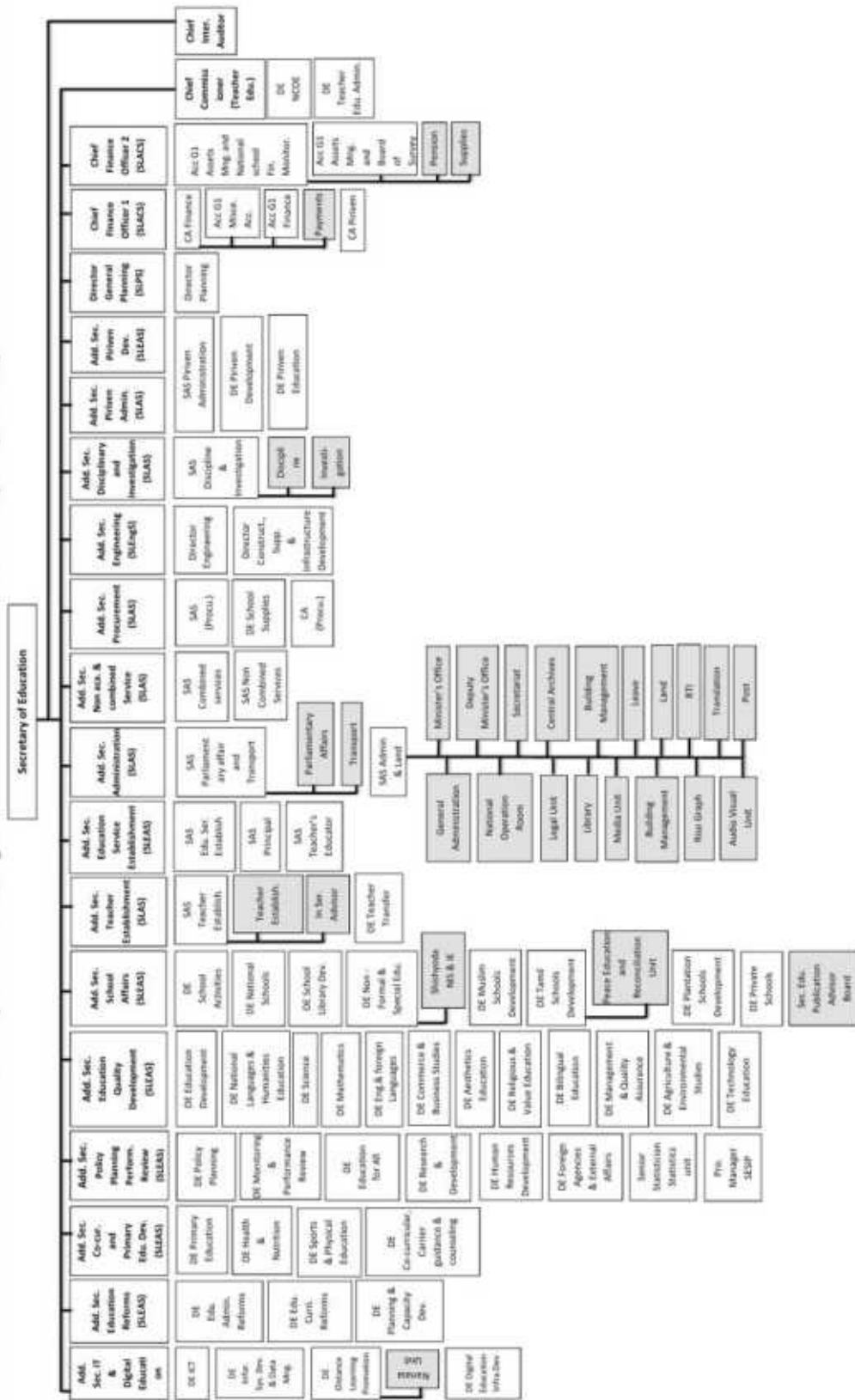
- ♦ Based on national policies implemented by the government, the Ministries of Education, Higher Education, and Vocational Education are responsible for formulating, implementing, reviewing, and evaluating subject-related policies, strategies, programs, and projects within their respective departments, statutory institutions, and state bodies.
- ♦ Delivering public services under the Ministry's purview in an efficient and citizen-friendly manner.
- ♦ Reforming all systems and procedures using modern management methods and technology to ensure the Ministry's responsibilities are fulfilled without loss or corruption

- ♦ Developing and implementing sectoral policies related to educational development to ensure strong coordination among early childhood, primary, secondary, and tertiary education sectors.
- ♦ Designing a national education system that empowers Sri Lankan children and youth to confidently and successfully face global challenges.
- ♦ Providing policy guidance for developing a clear educational roadmap from preschool through to higher education.
- ♦ Formulating and implementing a national policy for preschool education.
- ♦ Ensuring every child has the right to access education.
- ♦ Promoting extracurricular activities in schools to prepare students to become productive citizens who make a meaningful contribution to the national economy and actively fulfill social responsibilities.
- ♦ Providing necessary human and physical resources for national schools.
- ♦ Regulating international and private schools in line with the national education policy.
- ♦ Taking necessary policy actions to maintain educational quality, student discipline, and moral standards.
- ♦ Taking steps to ensure access to educational opportunities for students with special needs.
- ♦ Taking necessary measures to improve national and official language education.
- ♦ Promoting Buddhist and Pali studies, and ensuring that Pirivena (monastic) education fulfills the objectives of religious education.
- ♦ Managing the staffing and administration of the Sri Lanka Education Administrative Service, Principal Service, Teacher Service, and other education-related services.
- ♦ Promotion and development of school libraries
- ♦ Implementation and coordination of programs to provide school textbooks, official uniforms, and other student needs and facilities
- ♦ Improvement of sanitation in all schools, creation of child-friendly classrooms, and development of all physical infrastructure including teacher accommodations and rest areas
- ♦ Promotion and development of the use of modern technological facilities in teaching and learning processes
- ♦ Formulation and implementation of strategies to increase the attractiveness of vocational education
- ♦ Creating opportunities to obtain vocational education regardless of educational qualifications
- ♦ Modernizing technical and technological education to create a workforce suitable for the local and international job market
- ♦ Formulate policies and provide facilities to expand vocational education opportunities for students who do not qualify for university education after leaving school

- ♦ Take steps to promote apprenticeship training opportunities
- ♦ Convert eligible vocational training institutions into institutions offering Bachelor of Technology degrees
- ♦ Increase the existing National Vocational Qualification (NVQ) levels from Level 7 to Level 10 and revise the Sri Lanka Qualifications Framework (SLQF) accordingly
- ♦ Expanding vocational training opportunities through mobile technical education services
- ♦ Preparing students to work in various industrial fields through the introduction of vocational education streams from grades 10 to 13
- ♦ Integration of nursing schools into a National Nursing University
- ♦ Providing facilities to research institutes to collaborate with international research institutions
- ♦ Establishing an efficient mechanism to utilize innovation and research outcomes
- ♦ Taking necessary steps to expand scientific, technical, social, and economic research and development activities
- ♦ Mobilizing and motivating the public to engage in new discoveries
- ♦ Management and development of state universities under the University Grants Commission
- ♦ Eliminating delays in university admissions
- ♦ Provision of necessary infrastructure for tertiary education institutions
- ♦ Provision of financial and physical resources required to strengthen postgraduate education and research
- ♦ Affiliation and promotion of collaboration with international academic institutions and other organizations aimed at improving the quality of higher education in Sri Lanka
- ♦ Identification and implementation of appropriate criteria to broaden access pathways to higher education
- ♦ Revision of curricula within the overall education reform policy to produce graduates targeting both local and international job markets
- ♦ Facilitation of research and innovation within university education
- ♦ Implementation of scholarship programs enabling qualified Sri Lankan students to gain admission to international universities
- ♦ Regulation and accreditation of private and international universities and higher education institutions operating in Sri Lanka
- ♦ Enhancement of Buddhist and Pali education and provision of necessary facilities for higher education activities of Buddhist monks
- ♦ Introduction of education reforms covering the entire education sector to meet global demands
- ♦ Expansion of distance education opportunities through the integration of information technology
- ♦ Training and capacity development of teachers to produce qualified educators ensuring effective teaching and learning processes
- ♦ Activities related to all other subjects assigned to institutions under the Ministry of Education, Higher Education, and Vocational Education
- ♦ Supervision of all institutions under the Ministry of Education, Higher Education, and Vocational Education

1.4 Organizational Structure of the Ministry of Education (Approved as at 31.12.2025)

Organizational Structure of the General Education Division Ministry of Education, Higher Education and Vocational Education (as at 31.12.2025)



1.5 Departments and Institutions Affiliated to the Ministry

1. Department of Examinations
2. Department of Educational Publications
3. National College of Education
4. Teacher Training Colleges
5. Sri Lanka National Commission for UNESCO
6. National Library and Documentation Services Board
7. Department of Government Printing
8. Zonal Education Offices
9. National Education Commission
10. National Institute of Education
11. Pirivena Education Development
12. National Institute of Business Management and affiliated institutions
13. Skills Development Fund limited
14. University of Vocational Technology
15. National Institute of Fisheries and Nautical Engineering (Ocean University)
16. Vocational Training Authority of Sri Lanka
17. National Industrial and Vocational Training Authority
18. Ceylon German Technical Training Institute
19. Department of Technical Education and Training
20. Tertiary and Vocational Education Commission
21. University Grants Commission
22. All state universities, postgraduate institutions, and other institutions under the University Grants Commission
23. Buddhist Shaivaka Bhikkhu University

24. Buddhist and Pali University

25. Sri Lanka Institute of Advanced Technological Education

26. South Asian Centre for Teacher Development (SACTD)

(Source: Gazette extraordinary dated 25.11.2024)

1.6 Details of Foreign Funded Projects - Summary of Large Scale Foreign Funded Projects (As at 31 December 2025)

	Project	Source of funding	Allocation (2025)	Duration	Physical Progress (2025)
1	Establishment of the National Institute of Education and Teacher Training System for the Technology Subject Stream (KOICA Project)	KOICA/ GOSL	Rs.Mn. 2620	2017-2025	85 %
2	Establishment of Information and Communication Technology Centers (ICT Hubs) for Secondary Education	EDCF/ GOSL	Rs.Mn. 1100	2019-2026	0.5%
3	General Education Modernization Project (GEMP)	World Bank	Rs.Mn. 2000	2018-2025	70%
4	Technical Education Development Program	OFID/ GOSL		2018-2024	86%
5	Secondary Education Sector Improvement Program (SESIP)	ADB	Rs.Mn. 1410	2021-2026	66%
6	UNICEF Project (Early Childhood Education, Digital Citizenship Skills, etc.)	UNICEF		2024	36%
7	Improvement of 9 Estate Schools under Indian Funds	(Indian Grant)	Rs.Mn. 236	2022 – 2027	18%

N.B. 1. Many projects have had their original timelines extended.

2. Progress data has been updated as of December 31, 2025

3. For some projects, cost estimates have been revised later.

Progress and Way Forward of the General Education Sector

Chapter 02

Progress and Way Forward

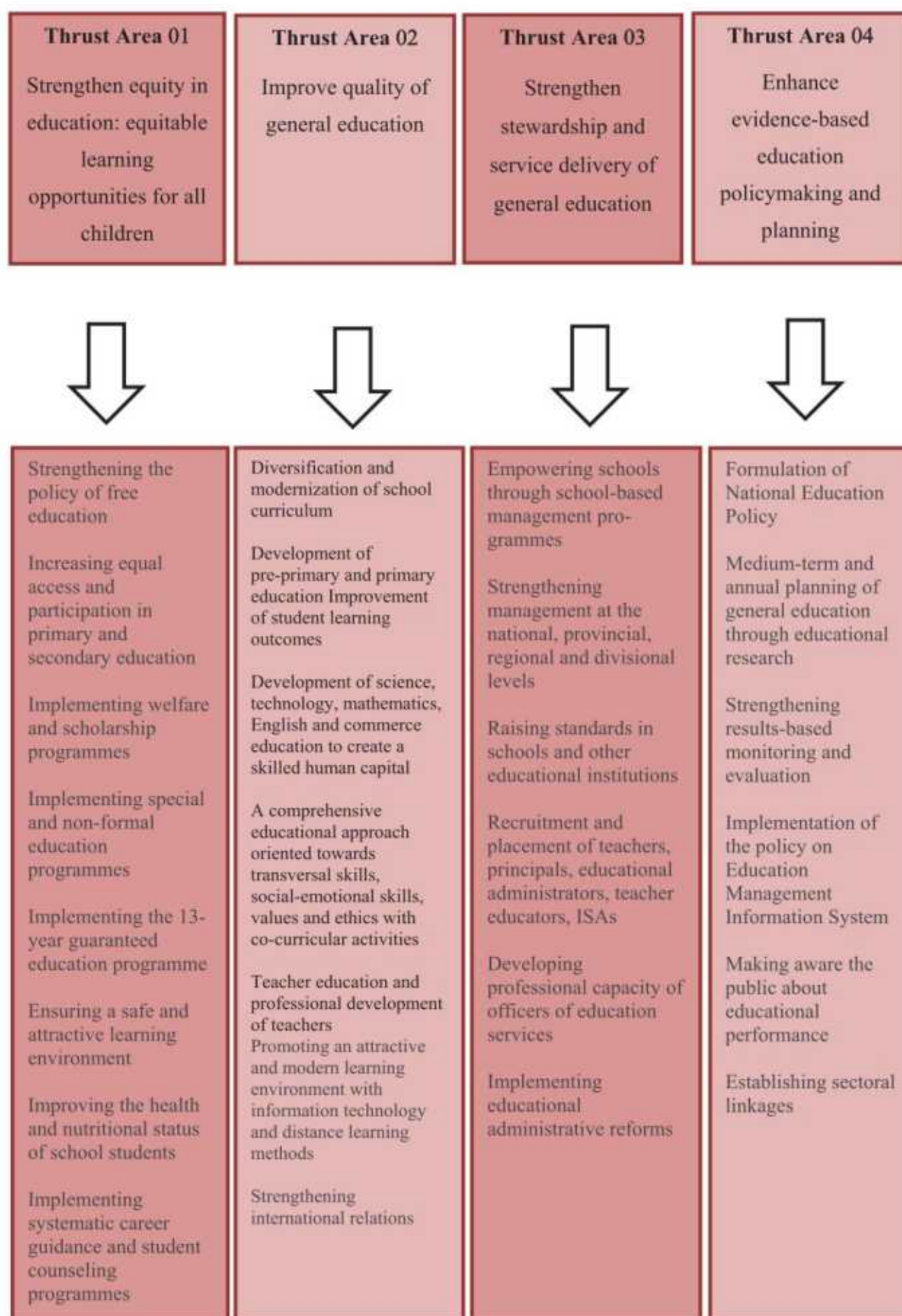
This plan has been prepared with the objectives of ensuring equity, equality, quality, efficiency, and effectiveness within the Sri Lankan education system, aimed at achieving sustainable development in the country. Education represents the fourth goal among the Sustainable Development Goals (SDGs), and the influence exerted through fulfilling this goal is highly significant.

In the above-mentioned Sector Development Strategic Plan (2020 – 2025), the four main policy priority Thrust Areas and their related components are outlined in the table below. This plan is being implemented in close coordination with Provincial Education Authorities, placing strong emphasis on strengthening financial mechanisms and human resource management.

Accordingly, to achieve the objectives of general education, various programs and projects were implemented in 2025 under the four main thematic areas outlined in the Education Sector Development Strategic Plan (2020–2025).

1. Strengthening equitable education: Providing equal learning opportunities for every child.
2. Ensuring quality in general education.
3. Strengthening ownership and service delivery in general education.
4. Improving evidence-based education policy formulation and planning.

Education Sector Development Plan - Priority Areas and Components



2.1 Special Achievements and Progress Achieved

Strengthen equity in education: equitable learning opportunities for all children

Programme	Investment (Rs. Million)	No. of beneficiaries
School Uniforms	6,400	Has provided school uniforms to 4.4 million students.
School Text books	Expenditure Rs. Mn. 6,590.3 (Provisions allocated as per the budget estimate is Rs. Mn. 15,500)	Has provided school text books to all students from Grade 1 - 11.
Shoes	Has been spent Rs.Mn. 2586.	862,239 school children

Programme / Project	Financial Target/ Allocation Made in 2025 (Rs Million)	Financial Progress (Rs Million)	Physical Progress (No of students benefited/ No of units)	No of students benefited/ No of units
School Meals Programme	Government Funds - 100.00	The amount spent from government funds is 54.30 million.	(For 1.5 million students) Awareness programmes (09 Provincial Officers and 100 Zonal Officers/Principals/ Teachers/Food suppliers related to the nutrition programme)	(1.5 million students) Awareness programmes- (109 Provincial and Zonal Officers / 176 Principals, Teachers / 240 Food Providers related to the Nutrition Programme)
Suraksha Student Insurance Scheme	2,416.00	2,383.44	For all students of government schools	For 49,618 students
Programme of providing sanitary napkins for female students of schools	1,440.00	1,293.60	For 1.5 million adult female students in all government schools above Grade 6	For 949,142 female students
Health Promotion Programme (GEMP)	4.00	1.88	27 programmes (Provincial and Zonal Officers/ Teacher Advisors/ Principals/ Teachers)	08 Programmes Provincial and Zonal Officers/ Teacher Advisors/ Principals/ Teachers/ Student Counselors - 531
Reproductive Health Programme (UNFPA)	3.00	—	Printing of books sponsored by UNFPA, (Adolescence is near, Let's step into adolescence, We are like flowers and the wonderful new youth)	Printing of 23,950 books "Adolescence is Near" targeting students from Grade 6 and above with the support of UNFPA..

Scholarship Grants

Programme	No of student beneficiaries	Benefit (Rs Million)
'Subhaga' Scholarships for those who have shown their talents in new innovations, aesthetic and sports	975	48.75
Scholarships for Grade 5 students of low-income families	130,000	1635.384
Scholarships for those who learn in Technology stream for G.C.E. (Advanced Level)	363	5.445
'Sujatha Diyani' scholarships for the female students those who learn in Technology stream for G.C.E. (Advanced Level)	190	2.85
Mahathma Ghandi Scholarships for G.C.E. (Advanced Level) students in low-income families	-	The Indian High Commission provides the funds. It was not provided last year.
Dialog scholarships for the students of Maths stream in G.C.E. (Advanced Level)	-	The funds are provided by Dialog. The scholarships are offered by the same institution.

The total number of schools and students covered under the meals programme in the year 2025 is as follows

Province	2025	
	No of schools	No of students
Western	1216	295,732
Central	1357	202,140
Southern	978	192,609
Northern	903	75,064
Eastern	1016	154,844
North Western	1156	187,292
North Central	731	122,189
Uva	792	113,892
Sabaragamuwa	976	147,633
Grand Total	9125	1,491,395

Improvement of Health and Nutrition of School Children

Government nutrition programme to provide meals for school children

- Rs.32,000.00 million has been provided directly to the Provincial Council offices at the beginning of the year 2025 for payment to food suppliers under the School Meals Programme.
- The "School Meals Programme" was successfully implemented for students in grades 1-5 in all government schools in the year 2025.
- An amended circular No. - 14/2025 was issued on 01.04.2025 for the government nutrition programme related to the provision of food to school children.
- The Ministry of Education conducted training and awareness programmes to cover and update data entry related to the student nutrition programme.
- Obtaining the contribution of 306 Lions Clubs International from 01.07. 2025 on behalf of 4,524 students in 54 schools for the government nutrition programme.
- Conducting the SABER (System Approach for Better Education Results) study related to the school meals programme with the support of the World Food Programme.
- Obtaining approval from the Academic Affairs Board of the National Institute of Education for the training of the module prepared on food security.
- Providing fortified rice and pink salmon to food suppliers for 97,751 students in 837 schools where the Save the Children food programme is operating until the year 2027. Taking steps to obtain rice under the World Food Programme for the nutrition programme.
- 93 school awareness/ school monitoring were conducted in relation to this programme.
- Representing Sri Lanka in the School Meal Coalition programme

Suraksha Student Insurance Programme

- The Suraksha Student Insurance Card Distribution Ceremony was held on 11.03.2025 and Suraksha Cards were distributed to all school students.
- Rs. 444.4 million which was the second installment amount for the year 2024/2025, the retained amount from the third, fourth and second installments for the year 2024/2025 which was amounting into Rs. 931.24 million, the first installment amount for the year 2025/2026 which was Rs. 940.5 million, and the benefit payment amount to be reimbursed for the period 2021/2022 which was Rs. 67.3 million have been paid to the Sri Lanka Insurance Corporation General Limited. The benefit provision was increased to 79.20%.
- 93 school awareness/ school monitoring were conducted in relation to the Suraksha programme.

Health Promotion Programme

- Under the School Health Promotion Programme, 03 awareness programmes were conducted for teacher advisors/ principals/ teachers and Zonal Health Promotion Coordinating Officers on psychosocial well-being and 206 officers were made aware.
- A programme was conducted to make aware staff officers of the Ministry of Education, Department of Examinations, National Institute of Education and Department of Educational Publications about the 2024 Global School Health Survey data and 200 officers were made aware.
- A programme was conducted with the participation of principals, teachers and doctors to collect the necessary information for the preparation of the School Health Promotion Guide (02/2019) for school students.
- A discussion on the introduction of the School Health Policy was held at the Ministry on 02.10.2025 under the patronage of the Hon. Prime Minister and the Secretary.

Health Promotion Programme

- A health camp was conducted to educate 200 teachers and principals with the aim of creating a school community with a good level of physical and mental health.
- Three survey programmes were conducted on the mental health of school students for 90 principals and student counselling teachers in the districts of Kalutara, Ratnapura and Batticaloa, focusing on school students in provinces where psychosocial problems are prevalent.
- As per Circular No. 02/2019 issued by the Ministry of Education, Higher Education and Vocational Education for participation in the World Toilet Summit 2025 program held in New Delhi, India from 19.11.2025 to 21.11.2025, two female students from Kalu/ Panapitiya Prime Minister's College - Waskaduwa and B.P./Gam/Siri Parakumbha Maha Vidyalaya - Imbulgoda in the Western Province, which have been identified as successfully implementing the School Health Promotion Manual and Guidelines, and one teacher from B.P./Gam/Siri Parakumbha Maha Vidyalaya - Imbulgoda, have participated in the programme.
- Three bi-annual progress review meetings were held with the Nutrition and Health Promotion Coordination Officers of all provinces on 15.01.2025, 17 – 18.07.2025 and 24 – 25.07.2025 with the contribution of the World Food Programme (WFP).

Reproductive Health Programme

- The United Nations Population Fund (UNFPA) sponsored the printing of the book "Adolescence is Near" out of the 4 additional reading books prepared on reproductive health and sexuality education (We are Like Flowers, Adolescence is Near, 12+ Adolescence is Near, 14+ Wonderful New Youth) as per the instructions of the Committee on Children of the Parliament of Sri Lanka and accordingly, 23,950 printed copies were received on 18.09.2025. Arrangements are being made to distribute the books to schools.
- Similarly, on 2025.11.06, soft copies of the Tamil translations of the books "Adolescence is near, let us set our feet on youth and We are like flowers" were received from UNFPA and those copies are also scheduled to be forwarded to e-Thaksalawa in the future.
- Also, in collaboration with the Health Promotion Bureau, programmes are being implemented to prepare a guide for an activity-based teacher training programme to provide age-appropriate sexuality education to students studying in grades 6 and 7 in schools.

Programme of Providing Sanitary Napkins for Female School Students

- In connection with the program to provide sanitary napkins to schoolgirls in the year 2025, 949,142 female students in all government schools, aged 6 and above, had received sanitary napkin vouchers.
- The Ministry distributed sanitary napkin vouchers to school girls to provincial offices. 04 registered institutions distributed sanitary napkins to schools, and awareness programmes were conducted in selected schools to educate school students on menstrual health and hygiene, and sanitary napkin disposal methods were implemented in schools.

The total number of schools and students covered under the School Meals Programme in the year 2025 is as follows.

	2025	
	No of Schools	No of Students
Western	1,216	295,732
Colombo	364	103,813
Gampaha	466	112,756
Kalutara	386	79,163
Central	1,357	202,140
Kandy	581	101,221
Matale	277	42,335
Nuwara-Eliya	499	58,584
Southern	978	192,609
Galle	381	73,203
Matara	316	63,170
Hambanthota	281	56,236
Nothern	903	75,064
Jaffna	409	29,329
Mannar	120	10,763
Vavuniya	165	15,146
Mullathivu	115	9,926
Kilinochchi	94	9,900
Eastern	1,016	154,844
Batticaloa	558	90,895
Ampara	173	23,269
Trincomalee	285	40,680
North Western	1,156	187,292
Kurunegala	815	125,548
Puttlam	341	61,744
North Central	731	122,189
Anradhapura	505	85,517
Polonnaruwa	226	36,672
Uva	792	113,892
Badulla	536	66,753
Monaragala	256	47,139
Sabaragamuwa	976	147,633
Ratnapura	521	86,998
Kegalle	455	60,635

Administration Division

The tasks of the branches functioning under the Administration Division are as follows:

General Administration Branch

- Approval, extension, revision and cancellation of personal short-term and long-term foreign leave of officers belonging to the island-wide services, combined services, teacher education service, teacher advisory service, principal service, teaching service and non-academic staff working in all national schools, National Colleges of Education, government teachers' colleges, teacher professional development centers of the Ministry of Education.
- Carrying out the duties of the officers employed in the Ministry of Education as per the institutional requirements. For example:- Issuing of official identity cards, vehicle licenses, official passports, railway warrants, distress loans, festival advances, special advances, overtime allowances, telephone allowances, etc.
- Preparing the duty lists of additional secretaries
- Duties performed in connection with the Public Day of the Ministry of Education
- Works related to official residences, training programmes and declarations of assets and liabilities.
- Carrying out institutional work related to those election duties during the election period
- Works related to the administration of the Central Library
- Works related to the administration of the Central Record Room
- Works related to the Telephone Exchange Unit
- Works related to the Language Translation Unit

Buildings Management Branch

- Generator maintenance, supervision and electricity supply/ monthly electricity bill payment activities.
- Regulating water supply and sewerage maintenance/ supervision/ monthly water bill payment activities
- Coordination with Sri Lanka Telecom for direct telephone repair and maintenance activities/ monthly telephone bill payment activities and provision of intercom service systems/ repair and maintenance activities
- Supervision of cleaning of the Ministry building premises and placement of ornamental plants for decoration and (civil) maintenance of the Ministry building
- Provision of air conditioning services/ repair and maintenance, fire fighting services, maintenance of elevator services.
- Supervision of the allocation of space in the Ministry building and activities related to the canteens maintained by the Ministry
- Making necessary arrangements and supervising the systematic and regular implementation of pesticide services for mosquito control within the Ministry premises according to a prescribed schedule.
- Maintaining and supervising security measures in the Ministry premises and issuing gate passes

Lands Branch

- All functions related to the management of school lands taken over by the government under the National Schools, National Colleges of Education, Teachers' Colleges and Assisted Schools Act.

Progress of special programmes implemented in 2025

- Conducting 2 awareness programmes for national school principals regarding national school land management

Leave Branch

- Entering the information of all the officers of the Ministry into the fingerprint system and systemizing their casual, vacation, sick, duty, foreign leave and maternity leave fingerprints
- Calculating the leave of the officers and preparing leave reports (for matters such as annual salary increment payments, confirmations, promotions, transfers, retirements, admission of children to grade one, etc.)
- Maintaining pre-leave records

Audio Visual Unit

- There are 02 auditoriums and a committee hall belonging to the Ministry of Education and they are managed for holding meetings and events of the Ministry and institutions affiliated to the Ministry.

Postal Branch

- Forwarding all letters received by mail to the Ministry of Education to the relevant departments and coding letters received daily by various ministries and departments and promptly delivering them to the relevant departments.

National Operations Unit and RTI Information Centre

National Operations Unit

- When a problem related to a department/ institution/ school/ officer related to the education sector is referred to the National Operations Room via the 1988 hotline/ e-mail/ regular mail/ fax, it is referred to the relevant divisions of the Ministry of Education /affiliated institutions/ zonal offices/ provincial education departments to provide a proper solution or guidance, follow up and coordinate between those institutions.
- ♦ Monitoring daily news/ reports on the education sector disseminated through print and electronic media, informing those responsible about them and directing them to make corrections when necessary as per the instructions of the Secretary.
- ♦ Dealing with public issues/ complaints/ inquiries submitted to the Presidential Secretariat and the Prime Minister's Secretariat regarding the education sector
- ♦ Carrying out necessary work with the administrative division to implement the Public Day of the Ministry of Education more efficiently and effectively

- **RTI Information Centre**

- ♦ The RTI Information Centre is a branch established within the Ministry of Education to implement the Right to Information Act No. 12 of 2016. This facilitates citizens to access information held by the Ministry of Education and other institutions under it, in accordance with the provisions of the Information Act.
- ♦ Furthermore, it is our responsibility to deal with appeals made in accordance with the provisions of the Act, to deal with appeals made to the Commission, to participate in relevant appeal hearings, and to involve information holders from relevant institutions in this regard.
- ♦ Moreover, since 2017, all information requests received by the institution have been computerized and the information is updated, analyzed, necessary reports prepared, and relevant data is provided to other institutions.
- ♦ Implementation of various activities with the participation of school children for World RTI Day

Legal Branch

- ♦ All legal proceedings and arbitration proceedings in relation to cases referred to the Supreme Court, Court of Appeal, High Court and District Courts in relation to the Ministry of Education and its institutions.
- ♦ Proceedings relating to draft bills relating to education
- ♦ Providing legal advice and proceedings relating to memorandums of understanding

Resograph Unit

- Printing of letters (exceeding the limit of 500) with the countersignature of staff officers of all branches of the Ministry of Education, the Department of Educational Publications and Pirivena branches

Parliamentary Affairs

- Organization and coordination of Ministerial Staff Officer/ Senior Staff Officer meetings.
- Parliamentary questions, adjournment motions, matters related to standing orders, duties related to Cabinet memoranda and matters related to obtaining parliamentary permits
- Carrying out activities related to Private Members' Bills and other Bills related to the field of education.
- Coordination of activities related to the Ministerial Consultative Committee on Education in Parliament and meetings and coordination of Budget Committees, Sectoral Oversight Committees, Parliamentary Committees, and Cabinet Committees.
- Matters related to letters received from the Public Petitions Committee, the Human Rights Commission of Sri Lanka, and letters received from the Ombudsman's Office
- Coordinating programs to strengthen the mechanism for preventing and resolving disputes in the public service

Transport Branch

- Allocating pool vehicles for official needs with proper approval and issuing orders for the same
- Providing vehicles to officials who are entitled for official vehicles and making arrangements for paying allowances in lieu of official vehicles and providing group transport facilities
- Maintaining all vehicles owned by the Ministry of Education, including repairing and servicing vehicles under the supervision and recommendations of the Works Manager and Mechanical Engineer, and registering institutions related to vehicle repair
- Collecting and checking running charts from drivers on time and submitting them to the Audit Division on the due date, and computerizing and checking daily fuel expense bills and submitting them to the Payment Division for payment.
- Conducting fuel combustion tests on vehicles, obtaining revenue licenses and insuring vehicles.
- Providing fuel advances and taking necessary steps to reimburse bills
- Vehicle accidents and related insurance coverage and performing the tasks required by the transport sector for vehicle disposal activities
- Acting as the procurement entity for vehicles

Division: - Non-academic and Combined Services

Combined Services Branch

- To perform all the duties related to the establishment affairs of the officers belonging to the following services working in the Education Division of the Ministry of Education, Higher Education and Vocational Education in coordination with the Public Service Commission and the Ministry of Public Administration, Provincial Councils and Local Government.

- ♦ Sri Lanka Administrative Service
 - ♦ Sri Lanka Information and Communication Technology Service
 - ♦ Sri Lanka Accountancy Service
 - ♦ Sri Lanka Engineering Service
 - ♦ Sri Lanka Architectural Service
 - ♦ Sri Lanka Planning Service
 - To carry out the duties related to the establishment affairs of all officers of the Combined Service in coordination with the Public Service Commission and the Ministry of Public Administration, Provincial Councils and Local Government.
 - ♦ Sri Lanka Translators' Service
 - ♦ Sri Lanka Librarian Service
 - ♦ Management Service Officers' Service
 - ♦ Development Officers' Service
 - ♦ Information Technology Service
 - ♦ Combined Drivers' Service
 - ♦ Office Assistants' Service
 - To perform the duties related to the establishment affairs of all officers of the Special Grade of the Sri Lanka Educational Administrative Service as per the instructions of the Public Service Commission.
 - To perform the duties related to the establishment affairs of the posts of Legal Officers in the Education Division of the Ministry of Education, Higher Education and Vocational Education.
 - Recruitment of officers of the Sri Lanka Technical Service and other establishment activities are carried out in collaboration with the Public Service Commission and the Ministry of Public Administration, Provincial Councils and Local Government.
- There are 1004 staff members belonging to the Ministry of Education, Higher Education and Vocational Education whose personal files are maintained by this branch.

Establishment Affairs

- ♦ To submit recommendations to the relevant appointing authorities regarding the permanent appointment of officers after a one-year probationary period or a three-year probationary period and to inform the officers after the receiving of approval
- ♦ To submit recommendations to the appointing authority for approval of promotions and to inform the relevant officers after the receiving of approval
- ♦ To submit recommendations to the appointing authority regarding the release of officers for appointment to another post in the public service at the request of the officer or due to the service requirement of the government
- ♦ Submitting recommendations regarding annual, non-annual and internal transfers
- ♦ Assigning new appointees and transferred officers reporting to the service of this Ministry to the designated work stations
- ♦ Submitting recommendations to the relevant appointing authorities regarding the retirement of officers from government service

- ♦ Submitting recommendations to the relevant appointing authorities regarding resignations and informing the officers after receiving of approval
- ♦ Issuance of vehicle licenses under duty concessions for officers belonging to the above services at the executive level of the Ministry
- Recommendations are made to the Director General of Combined Services regarding all establishment matters related to officers belonging to the Combined Service employed in the Ministry and all National Schools, National Colleges of Education, Government Teachers' Colleges and Teacher Training Development Centers functioning under the Ministry. The number of officers belonging to the Combined Service employed in the Ministry of Education and all National Schools, National Colleges of Education, Government Teachers' Colleges and Teacher Training Development Centers under the ministry is 3582.
- Submitting recommendations to the appointing authorities regarding the establishment matters of the officers of the above services of the Sri Lanka Examinations Department and the Department of Educational Publications operating under the Ministry of Education, Higher Education and Vocational Education and appointing the Heads of the Departments
- Coordination with institutions outside the Ministry regarding the establishment matters of the statutory institutions operating under the Ministry, such as the Sri Lanka National Commission for UNESCO, the National Institute of Education, the Sri Lanka Publications Advisory Board, and the State Printing Corporation, appointing heads of institutions and appointing members of the Board of Directors.
- To carry out all duties related to the recruitment of all officers in the service of the Ministry into the Agrahara Insurance Scheme and the submission of benefit applications
- To approve cadres for this Ministry and all National Schools, National Colleges of Education, Teachers' Colleges and Teachers' Professional Development Centres functioning under the Ministry
- To conduct efficiency bar tests for officers of the Office Assistants' Service and officers of the Combined Driving Service serving in the Ministry
- Implementing annual internal transfers between the Ministry of Education and institutions coming under the Ministry
- Coordination with vocational training institutions regarding the assignment of computer trainees for computer practical training, recruitment of computer trainees, assignment to branches, issuance of certificates and granting approval for requests made by the National Colleges of Education for the assignment of computer trainees

Progress of the Special Programmes Implemented in the year 2025

- Appointment of Heads of Institutions and Board of Directors for Statutory Institutions operating under the Ministry of Education.
- ♦ State printing Corporation - Appointment of Chairman and 6 members
- ♦ Sri Lanka National Commission for UNESCO - Appointment of General Secretary, and Deputy General Secretary

- ♦ National Institute of Education - Appointment of Director General, Appointment of 10 members, Appointment of Chairman and 15 members for the Academic Affairs Board
- ♦ National Education Commission - Coordinating with Presidential Secretariat for the appointment of Chairman, Secretary and members
- Appointment of Heads of Departments functioning under the purview of the Ministry of Education
Department of Examinations of Sri Lanka - Commissioner General of Examinations
Educational Publications Department - Commissioner General of Educational Publications

Actions taken to fill the vacancies

Service/ Position	No of Vacancies	Action Taken
Sri Lanka Technology Service	50	The Gazette notification for filling the vacancies has been published in the Government Gazette on 03.10.2025. The examination is scheduled to be held in February 2026. Temporary deployment of two officers for the vacant posts of Building Administrator and Technical Officer in accordance with State Finance Circular 01/2020, to perform urgent services required by the government Assigning of a Technical Officer employed at the Sri Jayewardenepura Divisional Secretariat to this Ministry on an acting basis for 02 days per week
Still Photographer, Cameraman	02	Obtaining recommendations from the Director General of Establishments for the temporary recruitment procedure for filling posts.
Sri Lanka Engineering Service	02	Having sent letters to the Ministry of Public Administration, Provincial Councils and Local Government informing the vacancies, action has been taken to fill the vacancies through new recruitments
Development Officers' Service	13	After submitting the letters to the Ministry of Public Administration about the vacancies recommending transfers to this ministry, action has been taken by the Director General of Combined Services to fill the vacancies
Management Service Officers' Service	3	After submitting the letters to the Ministry of Public Administration about the vacancies recommending transfers to this ministry, action has been taken by the Director General of Combined Services to fill the vacancies

Appointment of Committees

Committee	No of Mem- bers	Task
Committee for the Restructuring of National Institute of Education	04	As per the Cabinet Decision No. AMP25/288/802/005 dated 17.03.2025, this institution mainly carries out monitoring work and human resource development work and it has been recommended to reorganize the institution to maintain these sectors in a balanced and high-quality manner. This committee was appointed to study its implementation and after that study, the role of this committee is to submit the improved action plan required to implement these recommendations.
Voluntary Advisory Committee for the Hon Minister of Education, Higher Education and Vocational Education	14	The Voluntary Advisory Committee was appointed on the requirement of the Ministry of Education, Higher Education and Vocational Education to obtain the assistance of intelligent professionals and experienced citizens in the field of education in Sri Lanka in accordance with the Cabinet Decisions No. අමප්25/1085/806/070 dated 2025.07.08 and No./අමප්/25/19000/806/070-(1) dated 2025.10.22.

Other Services

Service	No of Beneficiaries
Provision of Agrahara Insurance Benefits for the employees of the Ministry	310
Assigning of computer trainees to different branches for practical training	25

Non-combined Services Branch

This branch handles all establishment matters related to the following categories of educational and non-academic staff working in the Ministry of Education, Higher Education and Vocational Education and the institutions coming under the ministry, namely National Schools, National Colleges of Education, Teachers' Colleges and Teachers' Centers. The number of approved cadre is 15026.

PL - 1	Primary Non skilled
PL - 2	Primary Semi skilled
PL - 3	Primary Skilled
MN -1	Management Assistants Non-Technical Category - 2
	Coaches
MN - 4	Affiliated officers/ Management Assistant Graduates
	Project Assistants - Non-formal Education
MN - 6	Project Officers - Non-formal Education

Duties Entrusted with the Division

- Submitting applications to the Director General of Combined Services under F.R. 71 for the creation of new posts and creating posts
- Submitting recommendations to the Director General of Establishments and the Public Service Commission for preparing relevant recruitment procedures and do their revisions
- Preparing relevant gazette notifications and other announcements for recruitment to posts and conducting interviews for new recruitments and issuance of appointment letters
- Carrying out relevant activities for internal appointments. (Library Assistant, Laboratory Assistant, Faculty of Technology Assistant)
- Confirmation of appointments at the end of one year/three years probationary period
- Provision of grade promotions
- Conducting efficiency bar examinations in relation to the above posts
- Carrying out retirements
- Issuing transfer circulars as per the annual transfer procedure approved by the Public Service Commission, holding transfer committees and issuing annual transfer orders
- Conducting annual transfer review committees, making recommendations for annual transfer appeals submitted to the Public Service Commission, etc.
- Carrying out non-annual transfers
- Providing temporary attachment to non-combined service non-academic staff as required
- Responding to audit inquiries
- Responding to requests received under the Information Act
- Responding to parliamentary questions
- Providing reports requested by the Public Petitions Committee, Consultative Committee, Sectoral Oversight Committee, etc. of Parliament and participation of officers
- Holding discussions with trade unions and related duties
- Appointing the personal staff of the Hon. Minister, Deputy Minister and other related duties

Progress of the Special Programmes implemented in the year 2025

1. Recruitments

I. Appointments have been made to 18 candidates who passed the competitive examination held in 2024 for the post of Assistant Warden in the Management Assistant Technical (Band 2) Service Category.

II. Approval has been received to recruit as per the requests made to the Committee of Officers appointed by the Cabinet regarding the review of the recruitment process in the Public Service.

1.	Wardens (Male/ Female)	87 posts
2.	Assistant Wardens (Male/ Female)	80 posts
3.	Technology Faculty Assistants	150 posts
4.	Chef	100 posts

2. Conduct of Efficiency Bar Examinations

- I. The first efficiency bar examination for Primary Non-Skilled Service Category (PL-1) / Primary Semi-Skilled Service Category (PL-2) was conducted on 07, 08 and 09.10.2025 for 847 candidates.
- II. The gazette notification regarding the conduct of efficiency bar examinations for sports coaches for the year 2026 has been published on 2025.08.01 and the relevant examination was scheduled to be held on 2025.11.30 and due to the disaster situation in the country, this examination has been postponed to 2026.01.24.
- III. Necessary arrangements are being made to conduct efficiency cut-off examinations for the posts of Clerical Assistant, Laboratory Assistant, Assistant Warden belonging to the Management Non-Technical (MN - 1) service category.

3. Annual Transfers

Transfer orders have been issued under the annual transfer scheme for 933 educational and non-academic staff posts as per the annual transfer procedure approved by the Public Service Commission.

4. Establishment activities of staff officers

The establishment activities of the officers serving in all national schools, National Colleges of Education, teacher training colleges and teacher training centers were carried out in coordination with the Public Service Commission, Provincial Education Departments and Zonal Education Offices as follows.

Confirmations at the end of probation period	807
Promotions in grades	450
Retirements	180
Releases from service	61
Efficiency bar concessions	232
Number of audit queries answered	38
Number of requests for information provided under the Right to Information Act	43

Division : Disciplinary and Investigation

To conduct preliminary investigations in accordance with Chapter XLVIII of Part II of the Establishments Code and to take disciplinary action as the Disciplinary Authority against the officers whose misconduct is revealed and to submit information to the respective Disciplinary Authority with regard to officers who are not Disciplinary Authorities and to carry out coordination activities in cases where officers belonging to various services serving in the Ministry of Education, Higher Education and Vocational Education and institutions such as national schools, National Colleges of Education, teachers' colleges and teacher centers located throughout the island under its control have acted contrary to the provisions of the Establishments Code and the Code of Instructions, Financial Regulations, Ministry of Education Circulars, Procedural Rules, etc.

Branches coming under the division

- Disciplinary
- Investigation

Branches coming under the division :

- Teacher Establishment
- In-service Advisors'
- Teacher Transfers

Functions of the Teacher establishment/ In-service Advisors/ Teacher Transfers Branches

- Recruitment of teachers for national schools as per the Sri Lanka Teachers' Service Minute
 - Advanced Level Passed - Grade 3 - II
 - Diploma holders qualified with NVQ Level 06 - Grade 3 - I(c)
 - National Teaching Diploma holders (NCoEs) - Grade 3 - I(b)
 - Graduates - Grade 3 - I(a)
 - B Ed Graduates - Grade 2 - II
- Dealing with other teacher recruitments that are/have been made outside the service constitution based on policy decisions taken by the government
(Eg. - Recruitment of Teacher Assistants, Qualified for Dharmacharya, officers who served on voluntary basis in North and East and recruitment of teacher assistants for estate schools)
- To provide advice/provisions and take necessary amendments to the implementation of the Sri Lanka Teachers Service Minute
- To prepare reports called by various parties regarding the Sri Lanka Teachers Service or the activities carried out by this branch of National School Teachers (e.g. Public Service Commission, Human Rights Commission, Public Petitions Committee, Bribery or Corruption Commission, Ombudsman, etc.)
- To provide answers to questions asked by Parliament regarding the scope of the Teachers' Establishments Branch (e.g. Sectoral Oversight Committee, Parliamentary Consultative Committee)
- To forward observation reports for cases filed in courts related to the scope of the Teachers' Establishments Branch to the Legal Division
- To carry out the following establishment activities related to National School Teachers
- In accordance with the powers delegated by the Public Service Commission and the procedural rules of the Public Service Commission, the Secretary to Education as the appointing authority shall be responsible for making appointments to grades, approving releases from the teaching service to other services, and retirements other than ordinary retirement
- Considering appeals against the notice of Vacation of Posts and giving decisions regarding reinstatement
- Giving advice on issues related to teachers' leave
- Considering appeals submitted regarding teachers' salaries, promotions, retirements, and confirmation issues and giving necessary advice
- Recommending the granting of accident leave and compensation
- Approving leave to teachers applying as candidates for elections
- Giving advice on issues related to the provision of language allowances to teachers in accordance with Public Administration Circular 29/98
- Future actions related to requests received from trade unions related to the teaching service
- Preparation and submission of Cabinet memoranda related to the scope of the teaching service
- Provision of information requested from the Ministry's Information Officer related to the scope of this branch under the Right to Information Act

- Actions regarding the absorption of teachers from provincial schools into national schools in accordance with Public Service Commission Circular 04/2021
- Actions regarding the absorption of teachers from those schools who express their preference for absorption by the central government when designating them as national schools and the release of teachers who express their preference for joining the provincial public service

In-service Advisors' section

- Recruitment / absorption activities to the In-Service Advisors' Service in accordance with the Sri Lanka In-Service Advisors' Service Minute
- Making necessary amendments to the In-Service Advisors' Service Minute and issuing circulars and instructions related to the implementation of the Minute
- Providing relevant instructions to the Provincial Authorities to conduct efficiency reviews of the officers of the In-Service Advisors' Service
- Institutional activities related to transfers of the In-Service Advisors' Service
- Providing answers to questions asked by Parliament regarding the scope of the In-Service Advisors' Branch (Sectoral Oversight Committee, Parliamentary Consultative Committee)
- Preparing reports called by various parties regarding the institutional activities of the In-Service Advisors' Service (e.g. Public Service Commission, Human Rights Commission, Public Petitions Committee, Bribery or Corruption Commission, Ombudsman, etc.)
- Carrying out the following institutional activities related to the In-Service Advisors' Service
- In accordance with the powers delegated by the Public Service Commission and the Public Service Commission Procedure Rules, the Secretary to Education, as the establishment authority for making appointments, shall make appointments to grades, grant promotions in grades, approve releases from the In-Service Advisors' Service to other services and all retirement matters
- Considering appeals submitted regarding orders to abandon the post and giving decisions regarding reinstatement and submitting observations and recommendations to the Public Service Commission when necessary
- Giving advice on issues related to leave in the In-Service Advisors' Service
- Considering appeals submitted regarding salary, promotions, retirements, confirmation issues in the In-Service Advisors' Service and giving necessary advice
- Recommending the granting of accident leave and compensation
- Approving leave to In-Service Advisors applying as candidates for elections
- Taking forward the requests received from professional associations related to the In-Service Advisors' service
- Preparing and submitting Cabinet memoranda to resolve issues related to the In-Service Advisors' service
- Providing information related to the In-Service Advisors' service in accordance with the Right to Information Act

Teacher Transfers Section

1. Implementation of the mandatory/annual national school teacher transfer process
2. Transferring teachers based on service requirements and investigation recommendations
3. Providing temporary attachment to teachers based on personal difficulties and pregnancy issues
4. Identifying national school teacher shortages and surpluses and conducting regular teacher balancing using the updated online information system of the Data Management Branch.
5. Responding to reports requested by the Public Service Commission, Human Rights Commission, and the Right to Information Act

Special Achievements of the year 2025 - Teacher establishments branch

Summary of recruitment to the teaching service for national/ provincial schools in the year 2025

Service and Grade	No Recruited
Sri Lanka Teachers' Service 3-1 (a)	40
Sri Lanka Teachers' Service 3-I (b)	1694 *
Sri Lanka Teachers' Service 3-I (c)	107

- * Out of the total 3987 NCoE teacher appointments made in the year 2025, 1694 appointments were made by the Ministry of Education and the remaining 2293 appointments were forwarded to the relevant Provincial Councils for allocation.

Recruitment of Graduate Teachers (Sri Lanka Teachers Service 3-1(a))

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

Subject and Medium	National Schools			Provincial Schools		
	Sinhala	Tamil	English	Sinhala	Tamil	English
Primary Education	269	47		731	423	
Science	97	45	27	22	38	4
Mathematics	106	37	32	37	21	10
Social Science	22	19		23	38	
Buddhism	38			57		
Hindi		2			27	
Islam		16			16	
Catholicism and Christianity	12	13		20	16	
First Language Sinhala	77			9		
First Language Tamil		28			45	
English			274			148
Arts	25	12		19	21	
Oriental Dance	37			13		
Indian Dance		6			19	
Oriental Music	27			18		
Carnatic Music		4			20	
Western Music			7			2
Drama and Performing Arts	18	4		1	5	
Physical Education	37	18		41	30	
Home Economics	24	12		14	13	
Agriculture and Food Technology	37	10		21	13	
Information and Communication Technology	19	3	41	1	7	134
Commerce	26	10		3	10	
Second Language Sinhala	21			75		
Second Language Tamil		34			35	
Special Education	25	3		24	26	
Design and Mechanical Technology	9	6		4	9	
Design and Construction Technology	14	4			11	
Design and Electrical, Electronic Technology	14	3			12	
Creative Arts	14	9		1	6	
Total	968	345	381	1134	861	298
Total Number of NCoE Teachers Recruited During the Year	1694			2293		

Recruitment of NCoE teachers (Sri Lanka Teachers' Service 3-1 (b))

- 3987 National Diploma in Teaching holders of the 2020/2022 academic year were recruited to Grade 3-I (B) of the Teaching Service on 2025-04-08 with effect from 2025.05.02.

Recruitment of Diploma holders to the Teachers' Service (Sri Lanka Teachers' Service 3-1 (c))

- Under the Higher National Diploma in English (HNDE) Teacher Service Recruitment Phase-2, 98 Diploma holders were recruited to Grade 3-I (C) of the Teacher Service on 29-07-2025 and 31-07-2025 with effect from 04-08-2025 (as per Cabinet decision No. අම/23/1568/607/121 dated 2023.10.09).

Subject and Medium	National Schools
Higher National Diploma in English	98
Total	98

- Under the Higher National Diploma in English (HNDE) Teacher Service Recruitment Phase-3, 09 Diploma holders were recruited to Grade 3-I (C) of the Teacher Service with effect from 2025-09-26 (as per Cabinet decision No. අම/23/1568/607/121 dated 2023.10.09).

Subject and Medium	National Schools
Higher National Diploma in English	9
Total	9

Teacher Transfer Division - Progress of special programmes implemented in the year 2025

Year	Service period in the same school			No of applications			No of applications issued transfer orders
	Date under consideration	Period of Service Years	Age Years	Online	TTB-03	Total No of Applicatio	
2024	2023.12.31	10	55	8105	979	9084	4221
2025	2025.06.30	09	55	9736	572	10308	-

- National School Teacher Transfers - 2025 will be carried out at the provincial level from this year onwards and by now, transfer boards have been held and completed in all provinces except the Western, Southern and Uva provinces.
- Similarly, all the attachments made based on the request of the teachers and the need for service have been carried out.

Division : Procurement

Implementation of procurement plan of Goods and Services of the Ministry and implementing subsidy programmes provided by the government for school students.

Branches coming under the Division -

01. Procurement Branch
02. School Supplies Branch

01. Procurement Branch
02. School Supplies Branch

Functions of the Division :

Procurement Branch

- Preparing the annual procurement plan of the Ministry after providing the annual action plan by the Planning Division
- Implementing the procurement process related to the purchase of goods and services
- (Coordination activities related to preparation, issuance, opening, award and payment of bid documents)
- Appointing Procurement Committees / Technical Evaluation Committees related to the Ministry and its subordinate institutions and conducting / facilitating the meetings of Procurement Committees / Technical Evaluation Committees related to the Ministry and the affiliated institutions
- Giving approval to the procurement plans of the institutions under the Ministry and granting approval in accordance with 9.3.1 (b) of the Procurement Guidelines
- Carrying out procurement activities of the institutions under the Ministry that exceed the financial limits
- Assisting the various divisions of the Ministry and institutions under the Ministry by providing the necessary technical assistance, advice and guidance regarding procurement activities when necessary
- Providing explanations and answers to audit inquiries related to procurement activities
- Coordinating with the General Treasury on matters related to procurement and sending reports
- Obtaining Cabinet approval for procurement activities and preparing relevant Cabinet papers/memoranda
- Implementing welfare programmes provided by the government for school children (uniforms, stationery, shoes and sanitary napkins, etc.)

School Supply Branch

- To document the goods ordered by the Procurement Branch and supplied to the Pattalagedara warehouse belonging to the Ministry, instead of distributing them directly to the places where the goods are used by the supplier, and to transport and distribute them to the designated places
- To utilize the provisions allocated to the branch regarding the welfare programs of school children more effectively through the Procurement Branch

Providing goods to schools in need through the Procurement Branch, utilizing the funds allocated for purchasing goods for schools appropriately.

Special achievements in the year 2025:

- Implementing subsidy programmes provided to school students through mobile phone/ computer software

Progress of special programmes implemented in the year 2025 (non-capacity development programmes)

Programme	No of Beneficiaries (Students)	Expenditure incurred Rs. Million
School Uniforms	4,640,086	5171 (Grant)
		Distribution cost - Rs. 57 Million
Shoes	862,239	2586.71
Stationery	495,133	2840.88
Sanitary napkins	1,045,018	1293.55

Division : Piriven Education Development

Functions of the Division : To create a disciplined and Dharma-oriented Sangha generation for the perpetuation of the three orders through supervision, development and regulation to maintain the Pirivena education system, which is the classical education system in Sri Lanka.

Branches under the Division - Administration/Accounts/Development/Planning/Institutions and Training

Progress of Special Programmes Implemented in the Year 2025:

No.	Programme	Programme
01	Inter-faculty language and literature competitions (enhancing student skills)	Improvement of students' skills
02	Pirivena Physical Resources Development Programme	Provisions of Rs. 42,000,000.00 have been provided for 102 Pirivenas in the first phase and Rs. 6,475,000.00 for 16 Pirivenas in the second phase. (This is 14.35% as a percentage)
03	Residential Students Basic Infrastructure Development Project	Providing Rs. 100,000/= per Pirivena for all 822 Pirivenas (which is 100% as a percentage)
04	Pirivena based professional teacher development programme	Introducing Pirivena-based professional teacher development (75% as a percentage)

Division: Teacher Education

Functions of the Division:

- Carrying out the necessary activities for the training and continuous professional development of teachers in service through teacher training colleges and teacher professional development centers
- Recruiting teacher trainees and student teachers.
- Administration and management of National Colleges of Education, Teacher Professional Development Centers and Teachers Colleges
- Coordinating curriculum development activities and evaluation activities
- Supervision of National Academies of Education, Teacher Professional Development Centers and Teacher Colleges
- Carrying out institutional service activities for academic and non-academic staff of National Colleges of Education, Teacher Professional Development Centers and Teachers' Colleges
- Guidance and regulation on the preparation of annual development plans, education plans and action plans
- Organizing and implementing continuous teacher education programs aimed at developing the professionalism of the entire teaching community within the system
- Conducting educational research and improving the quality of education based on findings

Branches under the Division

- National Colleges of Education
- Teacher Education Administration

Special Achievements in 2025:

Opening of the National College of Education, a technology college built with KOICA assistance and commencement of academic activities

Progress of special programs implemented in 2025 (non-capacity development programs):

- Conducting the Inter-College Sports Festival (after seven years)
- Conducting the Inter-College Cultural and Arts Festival (after nine years)
- Conducting renovation works and developing infrastructure at National Colleges of Education, Teacher Professional Development Centers and Teachers' Colleges
- Conducting supervision works at National Colleges of Education, Teacher Professional Development Centers and Teachers' Colleges
- Conducting work on preparing new curricula for National Colleges of Education with the National Institute of Education
- Conducting the Inter-College Research Seminar Program

Division : Education Services Establishment
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Branches under the Division -

- Educational Service Establishments
- Teacher Educators
- Principals
- Educational Service Institutions

Functions of the Division:

Following matters relating to Sri Lanka Educational Administrative Service officers

- Recruitment
- Permanence
- Exemption from proficiency in Link languages
- Exemption from proficiency in other official languages
- Promotion to Grade II, I and Special
- Grant of salary increment
- Salary conversion
- Transfers and temporary assignments
- Release activities
- Issuance of tax-free vehicle import permits
- Provision of language allowances
- Provision of executive allowances
- Retirement and other institutional activities
- To recruit new officers to the Sri Lanka Educational Administrative Service on the basis of open, merit and limited recruitment and to respond to letters regarding issues, public complaints and requests, to deal with appeals and to provide observations and recommendations to the Public Service Commission.
- To undertake activities related to the gazettement of the Efficiency Bar Examination and the Link Language Examination of the officers of the Sri Lanka Educational Administrative Service, to notify the results of the said examinations and to carry out the necessary activities to provide efficiency bar concessions.
- All activities related to the service constitution of the Sri Lanka Educational Administrative Service.
 - ◆ National schools where a Grade I officer of the Sri Lanka Educational Administrative Service should hold the post of Principal
 - ◆ National schools where a Grade II/III officer of the Sri Lanka Educational Administrative Service should hold the post of Principal
 - ◆ National schools where a Grade I officer of the Sri Lanka Principal Service should hold the post of Principal
- All duties related to the formal appointment of principals through interviews for above schools where vacancies are existed in the post of principal
- All duties related to the appointment of principals to cover duties for the above-mentioned national schools when necessary.

- To update and maintain the relevant data on the appointment of suitable Grade I officers of the Sri Lanka Educational Administrative Service to the posts of Director/Commissioner of Education, Chief Commissioner (Teachers' Institutions) of the Ministry of Education and the institutions under it, which are vacant, and to deal with the appeals received regarding promotions in the Sri Lanka Educational Administrative Service in accordance with the old service minute.
- Performing duties related to complaints of the Human Rights and Public Petitions Committee, investigations of bribery or corruption, parliamentary sub-committees and Supreme Court cases
- Complaints received from the Ombudsman, parliamentary consultative committee complaints and parliamentary questions
- Updating the institutional and salary-related affairs of officers recruited on a supernumerary basis to the Sri Lanka Education Administrative Service in accordance with the decisions of the Cabinet dated 18.12.1996 and 31.07.1997
- Taking care of the political victimisation relief of officers belonging to the Sri Lanka Education Administrative Service for the period 1994-2014
- Works related to the implementation of the annual transfer procedure of officers of the Sri Lanka Education Administrative Service
- Responding to inquiries directed to the Educational Service Establishments Branch in relation to the Right to Information Act
- Updating and maintaining the seniority register and database of officers of the Sri Lanka Education Administrative Service
- Providing various information to the officers of the Sri Lanka Educational Administrative Service who have inquired from other branches of the Ministry of Education
- Providing various information to the officers of the Sri Lanka Educational Administrative Service who have inquired from other ministries and various institutions
- Calling for disciplinary/investigation reports, audits and leave reports required for the institutional activities of the officers of the Sri Lanka Educational Administrative Service
- Providing answers to audit requests regarding the officers of the Sri Lanka Educational Administrative Service

I further inform you that the information on the institutional activities of the officers of the Sri Lanka Educational Administrative Service carried out by the Educational Service Institutions

Main Task	Allocations spent Rs	Progress
Recruitment 2020/2021 (2022) to Grade III of the Sri Lanka Educational Administrative Service on the basis of work experience and merit	2,475.00 (Provisions spent on granting appointments)	The general interview was held on 15.01.2025 for 06 officers selected in order of merit based on the total marks obtained in both the written examination and the service experience and skills sections, and from this, appointments were made to 04 officers on 03.03.2025 with effect from 26.03.2022.
Sri Lanka Educational Administrative Service Grade III Recruitment on Limited Basis 2020/2021(2023)	526,625.00 (Provisions spent on making appointments)	- Appointments were granted to 405 officers on a limited basis to Grade III of the Sri Lanka Educational Administrative Service on 2025.09.01, out of which 400 accepted the appointments. - Also, appointments were granted to 10 officers on 2025.10.21 and one officer on 2025.12.01. - Furthermore, 411 officers were posted to provincial and central government institutions on 2025.12.01.
Sri Lanka Educational Administrative Service Grade III Recruitment on Open Basis 2020/2021 (2024)	86,965.00 (Provisions spent on making appointments)	99 officers were elected to Grade III of the Sri Lanka Educational Administrative Service on an open basis and 88 officers accepted appointments on 01.07.2025.
Appointments to the posts of Provincial Education Director	21,100.00	Interviews were held on 08.04.2025 and officers were appointed to the posts of Provincial Directors of Education for the Western, Eastern and Northern Provinces.

Main Task	Allocation spent (Rs.)	Progress
Appointments to the posts of Director of Education/ Commissioner of Education in the Ministry of Education	118,380.00	Officers were appointed to 15 vacant posts of Director/Commissioner of Education based on the results of interviews conducted in September 2025.
Promotion to Special Grade in the Sri Lanka Educational Administrative Service	7,430.00	Interviews were held on 18.03.2025 for the 06 vacancies in the Special Grade of the Sri Lanka Educational Administrative Service as of 01.01.2025 and 06 SLEAS Grade I officers were promoted to the Special Grade.
Appointments of Principals of National Schools where a Grade I officer of the Sri Lanka Educational Administrative Service is to hold the post of Principal	137,230.00	Interviews were held on 13th and 18th February 2025 and based on the results, officers were appointed to 12 principal posts.
Appointments of Principals of National Schools where a Grade II/III officer of the Sri Lanka Educational Administrative Service is required to hold the post of Principal	23,495.00	Interviews were held on 03 and 04 July 2025 for 24 vacant principal posts as of 31.12.2024, among the national schools where a Grade II/III officer of the Sri Lanka Educational Administrative Service is required to hold the post of Principal, and officers have been selected for 08 national schools.
Appointment of a Grade I officer of the Sri Lanka Principals Service as Principal of National Schools	71,835.00	A Grade I officer of the Sri Lanka Principals Service has been appointed as Principal. Interviews were held on 06, 07 and 11 February 2025 for 88 Principal posts vacant as of 31.12.2024 among national schools, and officers have been selected for 48 national schools.

Main Task	Allocation spent (Rs.)	Progress
Conducting the Link Language Examination for Officers of the Sri Lanka Educational Administrative Service	7,129.88	The Alliance Examination was held on 16.02.2025 and the results have been released by the Commissioner General of Examinations' letter No. 10/3/12/308 and dated 28.03.2025.
Conducting the Efficiency Bar Examination for Grade III Officers of the Sri Lanka Educational Administrative Service	28,997.84	Conducting the Efficiency Bar Examination for Grade III Officers of the Sri Lanka Educational Administrative Service
Conducting the Efficiency Bar Examination for Grade III Officers of the Sri Lanka Educational Administrative Service	99,818.32	The second Efficiency Bar Examination was held on 28.06.2025 and the results have been released by the Commissioner General of Examinations' letter No. 10/3/12/315 and dated 15.09.2025.
- Promotions to Grade I - Promotion to Grade II - Transfers and Temporary Assignments - Retirements - Driving Licenses of Sri Lanka Educational Administrative Service,		- 137 - 195 - 173 - 63 - 107

Teacher Educators' Branch

Functions of the Branch:

- Sri Lanka Teacher Educators' Service Officers',
- Permanentization of the post
- Exemption from Alliance language proficiency
- Promotion of Grade II to Grade I
- Transfers
- Release activities
- Issuance of duty-free vehicle import permits
- Granting of language allowances
- Other institutional activities including retirement
- To take steps to recruit new officers to the Sri Lanka Teacher Educator Service on open and limited basis and to respond to letters related to issues, public complaints, requests, to deal with appeals and to provide observations and recommendations to the Public Service Commission.
- To take steps related to gazetting the efficiency bar examinations and the Link Language Examination of officers of the Sri Lanka Teacher Educator Service, to notify the results of those examinations and to take necessary steps to provide efficiency bar concessions.
- To carry out all activities related to the service constitution of the Sri Lanka Teacher Educator Service.
- Performing duties related to complaints of Human Rights, Public Petitions Committee, Bribery or Corruption Investigations, Parliamentary Sub-Committees and Supreme Court cases
- Complaints received from the Ombudsman, Parliamentary Consultative Committee complaints and parliamentary questions
- Responding to inquiries directed to the Teacher Educator Branch in relation to the Right to Information Act
- Works related to the implementation of the annual transfer procedure of officers of the Sri Lanka Teacher Educator Service
- Updating and maintaining the seniority register and database of officers of the Sri Lanka Teacher Educator Service
- Providing various information of officers of the Sri Lanka Teacher Educator Service queried by other branches of the Ministry of Education
- Providing various information of officers of the Sri Lanka Teacher Educator Service queried by other ministries and various institutions
- Disciplinary investigation and audit reports required for the institutional activities of officers of the Sri Lanka Teacher Educator Service Call
- Responses to the audit of officers of the Sri Lanka Teacher Education Service

I further inform you that the information on the institutional activities of the officers of the Sri Lanka Teacher Educator Service carried out by the Teacher Educator Branch in the year 2025 is presented as follows:

Main Task	Allocations Spent Rs.	Progress
Recruitment on a limited basis to Grade III of the Sri Lanka Teacher Educator Service 2019(2020)	3,384,500.00	• Appointments were granted to 605 officers on a limited basis to Grade III of the Sri Lanka Teacher Educator Service on 2025.06.02, out of which 580 accepted the appointments. • Similarly, appointments were granted to 11 officers on 2025.09.02. • Furthermore, 580 officers were posted to National Colleges of Education, Teachers' Colleges and Teacher Training Centres on 2025.07.07.
Sri Lanka Teacher Educator Service Grade I Officers appointed to posts. 2025.05.16	10,030.00	• On 16.05.2025, 16 Grade I officers of the Sri Lanka Teacher Education Service were appointed to the posts of Dean, Vice-Dean, and Teacher Principal of the National College of Education.
Conducting the Link Language Examination for Sri Lanka Teacher Educator Service Officers		• The Alliance Examination was held on 08.05.2025 and the results have been released by the Commissioner General of Examinations' letter No. 10/3/12/311 and dated 09.06.2025.
Conducting the Efficiency Bar Examination for Grade III Officers of the Sri Lanka Teacher Educator Service		• The first Efficiency Bar Examination was held on 2025.05.28 and 2025.05.29 and the results have been released by the Commissioner General of Examinations' letter No. 10/3/12/313 and dated 2025.09.08.
Promotions to Grade I Promotion to Grade II Transfers and Temporary Assignments Retirements Issuance of Motor Vehicle Permits On Concessionary terms to officers of the Sri Lanka teacher Educators' service.		- 102 - 97 - 150 - 65 - 402

- **Branch : Principals' Branch**

This division is responsible for preparing the necessary background for a group of principals who are committed to providing quality service by carrying out the process from recruitment to retirement of officers of the Sri Lanka Principal Service in a fair and equitable manner and in accordance with the service minute.

- The information regarding the recruitment, confirmation, promotion and retirement of officers of the Sri Lanka Principals Service in the year 2025 is as follows:

Subject	Number
Confirmation in the service	839
Retirements	791
Promotions - Grade II	920
Grade I	452

Division : Policy Planning and Performance Review

The main objective of the Policy, Planning and Performance Review Division is to identify policies and national criteria that ensure equity, quality, economic efficiency and productivity in the general education system, and to contribute to the progress of the entire general education system through planning and progress review to achieve long-term educational outcomes by optimally utilizing human, physical and financial resources.

Policy, Planning and Performance Review Division

1. Policy, Planning
2. Research and Development
3. Monitoring and Performance Review
4. Education for All
5. Foreign Agencies and Foreign Affairs
6. Statistics
7. Human Resource Development
8. HRDEP Programme (SESIP until 2025.12.31)

Role of the Policy, Planning and Performance Review Division

- To prepare long-term, strategic and short-term plans necessary to implement national education policies and to coordinate provincial and central institutions for this purpose.
- To monitor the said plans and provide advice to the relevant departments for re-planning.
- Maintaining education management information systems in the education sector and providing data analysis and planning to the planning departments and providing international reports.
- Carrying out annual reporting activities of the Ministry of Education by preparing task reports, progress reports, budget progress reviews
- Coordinating with foreign institutions, carrying out tasks related to the implementation of multilateral and bilateral agreements and organizing foreign training activities

- Coordinating and regulating plans and training programmes related to human resource development
- Regulating and coordinating stakeholders to prepare a national strategy to achieve the goals of education for all
- Coordinating and regulating the national budget preparation work by coordinating foreign aid projects and local projects
- Conducting annual school census, compiling information and updating and maintaining school data base

Policy Planning Branch

The main role of this branch is to contribute to the formulation of policies necessary for the advancement of general education and to prepare annual, medium-term and annual action plans for it, as well as to assist and coordinate the achievement of educational goals through the coordination of the General Education Modernization Project (GEMP).

Tasks accomplished and notable achievements in 2025

- Circular on School Infrastructure Activities was issued.
- Circular on Difficult Schools was issued.
- A two-year plan for GEMP activities was prepared to obtain additional financing under World Bank funds.
- 120 Education Planning Officers were trained on key concepts and techniques of Education Sector Planning in collaboration with IIEP and GPE.
- 242 Principals of schools that received School Based Learning Enhancement (SBLEG) grants for the year 2025 under GEMP were trained.
- National and provincial level officers were trained on Result Based Planning.
- A three-year plan for the Primary School Development Project was prepared and the implementation of the pilot project was initiated. Under this, 30 schools were developed in the year 2025.
- Distribution of budget allocations for the year 2026 and the annual action plan of the Ministry of Education in relation thereto were prepared.

Special activities/ programmers to be held in 2026 in line with education reforms

- To strengthen school-level planning in 2026, update the School-Level Planning Guideline to align with government priorities, results-based planning and education reforms
- Conduct a Training of Trainers (TOT) program on School-Level Planning with the new guidelines
- Conduct the National Assessment for Grade 8 English and Mathematics
- Convening the Structure Committee meeting to address various requests received regarding school structure matters (e.g. name changes, parallel classes, streams, upgrading and downgrading, etc.)
- Perform the duties of the General Education Modernization (GEM) Project (in collaboration with other branches and provinces) and coordinate the establishment of a General Education Modernization (GEM) Project Unit. Under that,
 - ♦ Development of sanitation and water facilities in 90 national schools and 360 provincial schools

- ♦ Development of digital infrastructure in 110 national schools and 912 provincial schools
- ♦ Professional development of teachers on education reforms
- ♦ Provision of school grants to 396 national schools and 9,700 provincial schools to prepare them with the necessary facilities to implement education reforms
- ♦ Utilization of GPE (Global Partnership for Education) Grants
- ♦ Updating the Education Sector Development Plan (2026-2030) with local expert advice as the existing plan is set to expire on 31 December 2025
- ♦ Empowering 200 school principals on gender-responsive planning
- ♦ Strengthening monitoring and evaluation officers
- ♦ Empowering 650 education administrators/ teacher educators/ other executives/ curriculum developers on the use of digital technology for teaching and learning process

Education For All Branch

- Data for 1 out of SDG 4 targets has been updated, and benchmarks for 8 international indicators for 2030 have been determined. Workshops have also been held to develop awareness among education officials and obtain expert recommendations.
- The adaptation of the AMPL assessment tools to measure reading and mathematics skills at an international level in grades 3 and 6 has begun in Sri Lanka in 2025, which will allow for comparison of minimum proficiency levels according to global standards and accurate assessment of education quality in 2026.
- Under SDG 4.3, this subject stream has been successfully implemented in 611 schools across the vocational stream, and 9 programmes have been conducted to sensitize staff officers and educate principals and teachers at the provincial level, through which student recruitment has increased by 46%. A pilot project to provide vocational training with reasonable accommodation facilities for students with disabilities has been initiated in 2025. This will contribute to increasing the secondary education completion rate (SDG 4.1) and ensuring equitable access to education (SDG 4.5).

Monitoring and Performance Review Branch

- Conducting a course on capacity development for 40 officers from 2025/03/22 – 2025/08/02 on the Advanced Certificate Course on Monitoring and Evaluation conducted by the University of Sri Jayewardenepura
- Presenting the progress report and performance report of the Ministry to Parliament on time
- Monitoring seven locations under on-site observation to monitor the progress of large-scale projects, namely Veni Vel Kola “Shisyoda” Inclusive & special Education National Center, Mahawa Vijayaba Vidyalaya, Wariyapola Sri Sumangala Maha Vidyalaya, Polonnaruwa Pulastigama Vijitha Vidyalaya, Rakwana St. John's Tamil Vidyalaya, Thawalama Vidyalaya, Mannar Adampan Maha Vidyalaya
- Monitoring Gallehiya Kanda Primary School and Mee Gahatenna Primary School under the supervision of the government's special projects

Foreign Agencies and Foreign Affairs Branch

- Sending information of selected officers for foreign training programmes to the Department of External Resources, 170 nominations have been submitted.
- Activities related to official foreign visits of the Hon. Minister of Education and Deputy Minister, participated in 2 official foreign visits

- The duties of related to foreign trips of the officials of the Ministry of Education and other institutions belonging to it , 303 officials have participated in foreign trips.
- Conducting activities related to bilateral and multilateral agreements and memorandums of understanding, 20 agreement files that ensure positive benefits to the general education system in Sri Lanka.
- Issuance of letters of recommendation to the Ministry of Foreign Affairs for issuance of free visas for international experts to visit Sri Lanka on education related matters. Letters have been given to 20 foreigners.
- Organizing meetings to share experiences gained during overseas training with other educators
- Conducting a training programme for Education Administration Service officers

Statistics Branch

- 18 workshops/ training sessions were conducted at the provincial and district levels for provincial, zonal, divisional and school level data managers, principals and data officers for the School Census 2024 and 2025. The workshops/ training sessions were conducted for a group of over a thousand people. The two workshops in the Western Province were conducted under the Ministry's allocation, while the other provincial workshops/ training sessions were conducted using the Line Ministries and Provincial Departments' allocation.

Research and Development Branch - (Capacity Development Programmes in the year 2025)

- Conducting brainstorming sessions with selected zonal education professionals and 6 capacity development programmes based on action research for 200 officers to identify areas of research study with urgent importance for the quality development of the general education system
- Preparing a basic model to prepare a training module to enhance the knowledge of education professionals on qualitative research
- Conducting a course to improve the academic writing skills of researchers engaged in educational research for 35 officers at the National Institute of Business Management (NIBM)

Functions of the Human Resource Development Branch

- Organizing and implementing induction/ orientation training courses for officers recruited under the following services and conducting capacity development programmes for those officers in accordance with the service minute.
- Sri Lanka Education Administrative Service - Open/ Limited/ Merit Based
- Sri Lanka Teacher Educators' Service - Open/ Limited
- Sri Lanka Principal Service
- Other services related to the education sector, where applicable
- Capacity development of staff of the Ministry of Education
- Identifying the training needs of the Ministry's officers and preparing and implementing the annual human resource development plan accordingly
- Coordinating the relevant departments/ branches according to those training needs and organizing and implementing programmes with their contributions
- Organizing and implementing training courses in collaboration with local training institutions
- Referring officers to courses implemented by local institutions as needed
- Organizing and implementing training programmes for Provincial Education Officers, National Colleges of Education , Teachers' Colleges and Principals of National Schools according to the current needs
- Preparing and implementing five-year and annual plans related to the branch.

- Taking action related to approving academic leave to pursue courses required for the professional development of officers serving in the education system
- Coordinating the evaluation committee regarding reimbursement/ payment of course fees for ministry officers
- Coordinating all foreign training programmes including sending officers to foreign training/ seminars etc. provided by institutions such as the Department of Foreign Resources
- Selecting universities for postgraduate degrees in local/ foreign universities under local and foreign special projects, selecting officers, appointing officers, and following up on all coordination activities
- Coordinating the activities related to obtaining approval of staff from the Department of Management Services
- Submitting quarterly reports on the staff of the Ministry of Education and affiliated institutions to the Department of Management Services
- Providing information related to the branch to the Media Division when necessary
- Providing information to the relevant departments under the Right to Information Act

Division : School Affairs

Functions of the Division-

- To make recommendations and take necessary measures regarding management, financial and administrative problems in national schools
- Checking and approving annual budget estimates and annual implementation plans of national schools
- Supervise all areas of national schools and inquire into internal management affairs
- Conducting activities related to admission of students for intermediate grades in national schools and taking necessary steps regarding appeals as per Intermediate Grade Circular
- Presenting quick solutions for emergencies in national schools and coordinating for alternatives
- Approval of leave for students going abroad in national schools and approval for students going abroad for co-curricular activities
- Grant of schools for grade 06 to scholarship holders based on grade 5 scholarship exam results
- Providing bursary to grade 5 scholarship winners through online method
- Implementation of other scholarship and bursary programmes for school students
 - ♦ “Subhaga” Scholarship Programme
 - ♦ Technology and “Sujatha Diyani” Scholarship Programmes
 - ♦ “Mahatma Gandhi” Scholarship Programme
 - ♦ Dialogue Merit Scholarship Programme
 - ♦ Presidential Scholarship Programme
- Preparing various circulars and instructions related to the school system.
- Programmes related to the Asia Pacific Children's Conference (participation of students in the annual conference, delegation exchange programmes)
- Granting permission for activities such as participation of school students in various programmes, use of school resources by external parties
- Acting in accordance with Circular 37/2020 and Instructions on providing supplementary education to all children, including providing educational facilities for children with special educational needs and special needs

- To act in accordance with the Extraordinary Gazette Notification No. 1963/30 on the Implementation of Compulsory Education Regulations and dated 20 April 2016
- To carry out learning activities in accordance with the Teacher's Guide for Literacy Instructors (Sinhala Subject, Mathematics Subject)
- To implement the Special Education Advisory Committee
- To maintain the construction and development programmes at the National Institute of Special and Inclusive Education, Veniwellkola
- To implement the International Literacy Day, Disability Day programme
- To provide examination concessions for children with special educational needs
- To take all necessary measures regarding students, teachers and other human and physical resources studying in 943 Muslim schools across the island and to contribute to taking necessary policy decisions by updating and maintaining the Muslim School Information System
- To organize the National Milad Nabi Competition in collaboration with the Department of Muslim Religious and Cultural Affairs and to organize and implement the All-Ceylon Muslim Cultural Competition at the provincial, provincial and national levels and to organize and conduct the annual All-Ceylon Schools Muslim Cultural Competition
- To identify the educational, human resource and physical resource needs of Tamil schools and to work with the provincial and zonal education authorities for the development of Tamil schools and to assist them in this regard
- To promote the development of educational quality in estate schools and to coordinate with provincial officials to enhance education in estate schools
- To coordinate with infrastructure development projects and other related projects related to estate schools (local and foreign funded)
- To conduct sensitization workshops for the promotion of social harmony in the education system and To implement teacher training programmes to develop soft skills and language skills in students for social integration
- To implement the "Sahurda Yathra" programme for school students and student leaders and to provide support to the academic institutions and implementation of the "Sanhinda Pamula" programme for lecturers, college teacher students, principals, teachers, teacher advisors, officers of the Educational Administrative Service and Teacher Educator Service
- Planning/ organizing/ implementing school-based student camps, field trips, intercultural understanding events, exhibitions, concerts, sports events, street plays, case studies to promote social harmony and good citizenship based on handbooks.
- Providing advice and training to implement reading promotion programmes
- Providing advice and guidance to resolve administrative and management issues arising in school libraries
- Issuing school library licenses for books approved by the Book Advisory Board
- Implementing programmes to improve the reading skills of primary school students
- Carrying out teacher institutionalization activities in 95 government-approved private schools
- Providing advice and guidance to improve the quality of education in government-approved private schools
- Investigating and taking necessary action on requests for changing the name, management, and location of government-approved private schools

- Coordinating with Zonal Education Directors to provide provincial schools to students studying in government-approved private schools and international schools and requesting admission to government schools

Branches under the Division -

- National Schools Branch
- School Affairs Branch
- Non-Formal and Special Education Branch
- Private Schools Branch
- Muslim Schools Development Branch
- Tamil Schools Development Branch
- Estate School Development
- School Library Development Branch
- Educational Book Publishing Advisory Board
- Peace and Reconciliation Unit

Special Achievements in 2025 -

- The book “Fiction Wonderland: A Comprehensive Guide to Creating Children’s Fiction Books” was launched at the Colombo International Book Fair on 27.09.2025, as a comprehensive guide to creating quality children’s books, with the support of Room to Read Sri Lanka under the National Consortium for Children’s Books (NCCB).
- Approval received from the Procurement Division to construct 14 teacher houses for estate school teachers

Progress of special programmes implemented in the year 2025 (non-capacity development programmes) -

- Printing of Sinhala, Tamil and English media copies of the module on providing examination facilities for children with special needs
- Conducting Advisory Committee meetings on Special Education
- Training program for special school teachers on new education reforms
- Conducting International Literacy Day programme
- Monitoring of non-formal education centers and special education units
- Providing a trip to Japan for the 04 students who scored the highest marks in the scholarship examination under the Japan-Sri Lanka Friendship Student Exchange Programme (Bridge summer camp) and the arrival of 18 students from Japan for an educational tour

Division : Information Technology and Digital Education
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Functions of the Division :

- Establishment of school computer labs
- Maintenance of school computer labs

- Maintaining the maintenance of computers and computer accessories in use in the school system whose warranty period has expired by the National Level Digital Education Infrastructure Development Technical Team
- Implementing the relevant digital education infrastructure facilities with the support of provincial/regional officers based on the provisions allocated for digital education infrastructure facilities under expenditure head 126-2-3-22-1302 based on budget allocations
- Providing necessary support for the installation and maintenance of internal computer networks in schools
- Providing fiber internet facilities for schools
- Providing fiber internet connections for schools in collaboration with the Telecommunications Regulatory Commission of Sri Lanka
- Providing financial provisions for settling internet bills for schools and Carrying out administrative and financial activities in this regard
- Establishing Digital Education Infrastructure Development Units at the regional and provincial levels as per the 2023/05 circular and providing the necessary technical support
- Maintaining the technical activities related to the establishment of school websites and the Schoolnet server.
- Maintaining a help desk service related to digital education infrastructure
- Maintaining an information system and help desk service related to digital education infrastructure
- Maintaining the computer hardware and networks of the Ministry of Education and providing the necessary technical support
- Managing and maintaining the server systems of the Ministry of Education
- Managing the Network Operations Unit of the Ministry of Education
- Carrying out management and training activities for the Digital Education Infrastructure Development Technical Team at the national and regional levels
- Continuously updating and implementing the e-Thaksalawa Learning Content Management System
- Providing Learning Content Management Systems for schools. Under this, the necessary activities are being carried out to provide Learning Content Management Systems for 3000 schools by the year 2026. Of these, learning management systems were installed and completed for 1000 schools. The systems are scheduled to be delivered to the relevant 1000 schools by February 2026.
- Implementation of Provincial and Zonal Information Technology and Distance Education Centers (Management, Administration and Regulation)
 - These centers are functioning for the following functions: Implementation of Information Technology courses for school leavers
 - Implementation of Zonal, provincial and national level teacher training programmes
 - Providing facilities for university students to submit university applications online
- There are 108 centers operating throughout Sri Lanka, representing all provinces. They are maintained as self-sufficient centers by generating income in accordance with Circular No. 26/2024
- Preparation and implementation of ICT education policies and plans
- Preparation and development of physical and human resources required for ICT education
- Implementation of budget proposals related to ICT education
- Education of school students and teachers on the safe use of the Internet including social networking sites

- Preparation of subject-specific e-learning content and preparation and provision of online courses according to the subject-specific content requirements of the Ministry of Education. Preparation of e-learning software for the modular content implemented under the new curriculum reforms has begun. Nearly 200 subject-related content using sign language has been prepared under the provision of subject-related content for students with special needs. Implementation of the Nenasa Education Channel. New educational programmes are being implemented through 5 channels
- Coordination with the National Institute of Education, Department of Educational Publications and Department of Examinations on all matters related to ICT syllabus, teacher training, preparation of textbooks and subject development
- Implementation, monitoring and regulation of ICT subject at school level (Advanced Level ICT, Ordinary Level ICT, GIT, 6-9 ICT)
- Implementation of projects on new technologies in schools
- Organization and coordination of national level ICT championships and other ICT competitions
- Implementing IT Business Process Management (IT / BPM) project and IT special projects in partnership with the private and public sectors and conducting awareness sessions for students and teachers
- Empowering and strengthening school ICT societies/clubs
- Organizing ICT-related conferences, workshops, forums, exhibitions and competitions and other activities to promote the subject of ICT
- Maintaining, improving and updating the official “Website” of the Ministry of Education

Data Management Branch

- The primary responsibility of this branch is to provide accurate and up-to-date data and information in the field of education based on the annual school census information. Data from the online data systems maintained by this branch, such as the Teacher Information Systems, are also used to provide relevant educational data.
- Furthermore, by providing educational data and information from this branch, it also contributes to the monitoring and evaluation of educational planning work. It also provides analytical educational data to the Parliament of Sri Lanka, the Central Bank, the Presidential Secretariat, the Prime Minister's Office and other ministries.
- Student, teacher, physical facilities, educational expenditure, etc. related to pre-school, general, vocational, higher education, and educational participation and literacy data are also provided to UNESCO according to ISCED levels. Educational data obtained from the Department of Examinations, Department of Educational Publications, Department of Statistics, Ministry of Local Government, University Grants Commission, Tertiary and Vocational Education Commission, National Institute of Education, Pre-School Provincial Coordinators will be used to prepare this data. Obtaining approval from the Department of Management Services for the school academic staff in accordance with the Circular on Determining the Academic Staff to be in a School (Circular 6/2021) and making amendments to the circular when necessary. Based on that, calculating teacher shortages and surpluses
- Determining the service and grade of officers required for the approved Principal, Deputy Principal and Assistant Principal posts for schools
- Calculating an educational index (student retention rate, dropout rate, teacher-student ratio, registered student ratio, admission rate, re-retention rate, etc.) and providing data to the Central Bank report

- Calculating the national school teacher vacancy
- Making and providing school quality inputs according to the NBUCRAM calculation on the requests of the relevant branches
- Providing access to educational data and information by publishing basic educational data and information on the 'EDUSTAT' page of the Data Management Portal of the Ministry of Education website
- Providing necessary technical support for the timely development of information systems/ tools. (Systems related to the provision of certificates, shoes, sanitary napkins, etc.)
- Collecting and keeping up-to-date information related to the education structure including Zonal Education Offices, Provincial Education Offices
- Implementing the National Education Management and Information System and the SESIP DLI 7 Regulatory and Evaluation Framework

Information System Development Unit

- The National Education Information System is being developed with the Sri Lanka Air Force
- Obtaining and disseminating geographic information of educational institutions through an online system linked to the National Spatial Data Infrastructure
- Implementing the following programmes that provide technical cooperation
- Providing popular schools for grade five scholarship holders. Providing popular schools to children who have passed the scholarship examination based on their abilities and providing cut-off marks for the relevant schools
- Providing the list of qualified candidates for interview regarding the recruitment of National Education Diploma holders
- Providing schools relevant to the first grade for the children of the tri-forces and police officers
- Selecting the right candidates for admission to the first grade in government schools as a privilege for members of the armed services
- Providing the necessary technical support in the implementation of the developed school nutrition data system in relation to the nutrition programme
- Providing technical support and data collection regarding the distribution of shoes, stationery and sanitary napkins
- Providing the necessary technical support for the preparation of the monitoring and evaluation information system

Branches under the Division

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

Progress of special programmes implemented in the year 2025 (non-capacity development programmes):

- the development of digital education infrastructure, allocated Rs. 120 million out of Rs. 57.69 million has been spent.
- Under this, the Digital Education Infrastructure Development Branch has repaired 1030 computer devices in 91 national schools and 1000 devices in 500 provincial schools.
- 126-2-3-2-1402 allocated for the settlement of internet bills of schools under the budget head Rs. 150 million out of Rs. 138.03 million has been spent.

- All 3292 schools, except Type 3 schools, have been given funds to the Provincial Education Departments to settle the internet bills and given to the schools through the Zonal Education Offices.
- ICT Hub Project - Despite the allocation of 1100 million rupees under this, due to review of the project, the procurement work was started late. Consultancy procurement is currently underway.
- Providing 15 computers per school for 18 selected schools with the aim of empowering the school system with digital technology (Cost: Rs. 77,322)
- The National Level IT Champions Tournament was implemented in the year 2025 like every year. The tournament was open to school students as well as school teachers and college teacher students
- Based on the provisions of the Telecommunication Commission, the program of providing 1000 bulletin boards to 1000 schools was implemented as per the approval of the Cabinet and the equipment is currently being distributed to the schools.
- The People's Government of China has agreed to provide assistance for a project proposal submitted by the Ministry of Education related to the digital transformation of general education in Sri Lanka and the works of the project have now started. Under this project, it is proposed to provide classrooms with transmitting smart boards (Delivering Class Room solution) and receiving class rooms with smart boards (Receiving Class Room Solution) for schools and a main administrative network operation management unit, studio and conference room in the Ministry of Education to manage these activities and 900 sets of smart devices for 500 schools. Through these proposed devices are expected to follow alternative methods such as formalizing Blended Learning, sharing resources, imparting the knowledge of teachers with special skills to students in other schools in cases where they are needed, and recording lessons taught by those teachers in a school with teachers as needed in the case of bi-medium subjects or teacher needs.
- Modernization of the official website of this ministry.
- For the implementation of the following programs under the Distance Education Promotion Branch, a provision of Rs. 35 million was allocated under the expenditure subject 126-02-03-23-2509. Under this, 40 workshops have been held and the amount spent for it is Rs. 9.62 million
 - ♦ Developing content sharing platform and content sharing through e-Thaksalawa Learning Management System (LMS) for teacher training curriculum reform
 - ♦ Conducting learning content development sessions for e-Thaksalawa Content Management System and educational channels to facilitate curriculum reform
 - ♦ Maintaining and improving sessions for e-Thaksalawa Learning Content Management System and educational channels
 - ♦ Conducting programs for the implementation of SLQF by introducing NVQ Course Framework for IT and Distance Learning Hubs (ITDLH) (Programs for Course Content Development)
 - ♦ Enhancing the services of IT and Distance Learning Hubs (LMS and system integration/monitoring and planning)

Implementation of the project for establishing Information Technology Hubs for Secondary Education (ICT Hub) (Construction/ Purchase of equipment). IT Hubs for Secondary Education Implementation of the ICT Hub (Construction/ Purchase of Equipment).

Although Rs. 1100 million was allocated under this, the procurement work was delayed due to the review of the project. Currently, the procurement of consultancy is underway.

Digital Education Infrastructure Development Branch

Programme	Programme Held		Duration of the programme	Investment (Rs. Mn)		No of computer accessories repaired
	No of Schools	Name of the school		Local	Foreign	
Maintenance program for school tablet computers in the education zones of Kandy, Badulla, Buttala districts under the National Level Digital Education Infrastructure Maintenance Program	6	M/ Almanar National School, Wellassa M.V.S., Dutugemunu National School, Victoria National School, Kadugannawa M.V.S., Ruhunu Vijayaba V.	03 days	0.13	0	114
School tablet computer maintenance program in education zones in Kegalle District under the National Level Digital Education Infrastructure Maintenance Program	15	Ke/ Dedi/ Parakumba High School, Ke/ Dedi/ Beligala Bodhiraja M.V, Ke/ Wara/ Mainneluwa M.V, Ke/ Dharmasiri Senanayake M.V, Ke/ Ambepussa M.V, Bamunugama Maliyadeva M.V, Nawa M.V - Hettimulla, Ke/ Rajakeeya M.V, Ke/ Galigamuwa M.V / Ke/ Boyagama M.V, Ke/ Algama M.V, Ke/ Puwakdeniya Devi M.V / Ke/ Ranwala Mahanaga M.V Ke/ Walgama M.V, Ke/ Pindenya M.V.	02 days	0.11	0	259
Maintenance program for school tab computers in educational zones in Galle District under the National Level Digital Education Infrastructure Maintenance Program	3	Ga/Vidyaraja College Thawalama, All Saints' National School, Labuduwa Siradhamma College	02 days	0.09	0	79

Programme	Programme Held		Duration of the programme	Investment (Rs. Mn)		No of computer accessories repaired
	No of Schools	Name of the school		Local	Foreign	
Maintenance program for school tab computers in educational zones in Gampola District under the National Level Digital Education Infrastructure Maintenance Program	8	Wickramabahu National School, Senadhikari National School, Krihead No. 1 Tamil School, Kurunduwatta Royal School, Anuruddha Kumara School, Kadireshan Secondary School, Hindu National School, Pussellawa, Doluwa M. School, Ulapane	04 days	0.18	0	160
Maintenance program for school tab computers in Homagama Educational Zone under the National Level Digital Education Infrastructure Maintenance Program	14	Puwakpitiya M.V., Bope Rajasijanha M.V., St. John Bosco M.V., Wijewardena M.V., St. Mary's V., Avisawella, Kosgama M.V., Kosgama Sumedha V., President's V., Avissawella, Roman Catholic K.V., Gamini Jayasuriya V., Homagama M.V., Homagama Sri Parakrama M.V., Magammana M.V.	03 days	0.14	0	68
School tablet computer maintenance program in the Kelaniya Education Zone under the National Level Digital Education Infrastructure Maintenance Program	20	Sebastian M.V., Ederamulla Francis M.V., D.A.Rajapaksa M.V., Subhashi Royal M.V., Vidyaloka M.V., Yatihena M.V., Weera Vijayaba M.V., Dharmasoka M.V., Mahinda M.V., Shantha Edera B.V., Sri Suman-gala M.V., Suriyaarachchi High School, Al Ashraf M.V., President M.V., Weboda North Vidyadeepa M.V., St. Paul's Girls' School, H.K.Dharmadasa M.V., Kadawatha M.V. Henagama Maha Bodhi M.V.	02 days	0.11	0	190

Programme	Programme Held		Duration of the programme	Investment (Rs. Mn)		No of computer accessories repaired
	No of Schools	Name of the school		Local	Foreign	
School tablet computer maintenance program in Puttalam Education Zone under the National Level Digital Education Infrastructure Maintenance Program	17	President's University, St. Andrew's University, Bandaranaike University, Karukumudrawa University, Kannangara University, Anamaduwa University, Wele Wewa Sumedha University, Lihingiriya University, Wilpotha Kumara University, Puttalam Central Attawilluwa University, Argikulam University, Wilpotha Bandaranaike University, Maha Ukubukndarawa University, Thabbowa University, Munamalgas Wewa University, Rajawigama University.	04 days	0.22	0	278
Program to repair tab computers and computer accessories in schools in the Nikaweratiya Education Zone under the Digital Education Infrastructure Development	11	Sri Sunanda M.V., Sri Gnanodaya M.V., Nikaweratiya Neravath M.V., Tissa M.V. (Katupotha), Indra Eriyagolla M.V., Jayanthi M.V., Bamunugama M.V., Sanghabodhi M.V., Minuwangate M.V., Sri Parakrama Ja.Pasala, Isipathana M.V.,	01 day	0.02	0	104

Programme	Programme Held		Duration of the programme	Investment (Rs. Mn)		No of computer accessories repaired
	No of Schools	Name of the school		Local	Foreign	
Collecting information related to settling internal bills in schools and identifying technical issues related to the development of digital education infrastructure - North Central Province	31	A/ Bathiudeen Mahmud M.V., Kalattawa M.V., A/ Kaluwila Sena M.V., A/ Buddhangala M.V., A/ Sangilikandarawa M.V., Bellankadawala M.V., Nachchaduwa Sinhala M.V., Anu/ Tambu/ Mudunegama, A/ Isipathana M.V., Devanampiyatissa M.V., Thammannapura School, Kauduluwewa Mahinda M.V., Nagalakanda M.V., Seevali M.V., Ananda Balika National School, Bakamuna Mahasen National School, Kaudulla M.V., Sevamukatha Kadavuru M.V., Minneriya National School, Sri Rahula M.V. Maradankadawala, Kekirawa Muslim M.V. Kalawewa M.V., Subodhi M.V., Andiyagala Navodya School, Polgolla M.V., Galenbindunuwewa M.V., Habarana M.V., Madatugama Sri Revatha M.V., Ranajayapura M.V., Kalankuttiya M.V.	03 days	0.23	0	242
School tablet computer maintenance program in education zones in Trincomalee District under the Digital Education Infrastructure Maintenance Program	3	Mahadiwulwewa High School, Gomarankadawala High School, Padavi Palugahawanguwa High School.	02 days	0.19	0	78
	128					1572

* Since the programs conducted by this branch are related to the repair of computer devices in schools, there are not many trained officers and progress is considered based on the number of schools where computer devices are repaired and the number of devices repaired.

- To enable students to achieve the desired competencies through the curriculum, in accordance with the curriculum framework developed in conjunction with the education reform process.
 - Preparing policies, circulars, guidelines and instructions related to the implementation and monitoring of the curriculum
 - Preparing short-term and long-term plans, implementing and regulating them by identifying its priority needs and national level strategies in the implementation of the curriculum
 - Carrying out various projects for subject development
 - Implementing various programs for implementing school-based assessment and evaluation
 - Carrying out various projects programs/ activities for developing the achievement levels of students using various strategies
 - Implementing future nutrition and feedback programs according to the needs of students
 - Identifying needs through the analysis of national level examination results and taking action accordingly for the development of results.
- Implementing the teaching and learning process systematically by providing learning resources, learning opportunities and facilities consistent with educational reforms
 - Use of innovative learning methodologies (“Inquiry-based learning”, “Authentic learning, ...)
 - Preparation of various learning resources and materials
 - Provision of necessary infrastructure and equipment to implement a quality learning environment
- Promoting various effective IT practices to make students technological citizens
 - Providing various opportunities and implementing programs for the development of new technical skills and vocational studies
- To prepare the necessary background for the proper fulfillment of the responsibility and accountability of all parties involved in the implementation of the curriculum.
 - Coordination with all institutions involved in the implementation of the curriculum to implement relevant policies
 - Implementation of capacity development programs related to the implementation of the curriculum
 - Coordination of provincial and zonal officers, development of teaching and learning processes through progress review
 - Preparation and implementation of skills for human resources in the education system
- Directing the school community to meet local as well as international needs by encouraging creative invention and innovation and research
 - Encouraging new creations and innovations
 - Organizing and conducting thematic research/ conferences, academic programs

- To prepare the necessary background to create citizens with religious and cultural values and a disciplined, balanced personality.
 - Implementing subject-related and co-curricular programs for the development of various talents of students
 - Implementing various programs for the development of physical, mental and emotional development
 - Taking steps to evaluate the unique talents of students by holding all-Ceylon school competitions annually
 - Involving students in various international competitions
 - Implementing various programs for the development of aesthetic talents of students
 - Preparing, implementing and monitoring the plans required to implement universal plans at the school level
- Ensuring the quality assurance and accreditation process of the general education system through various evaluations.
 - Preparation of progress reports / annual reports / magazines and publications related to the quality development of school education
 - Conducting internal and external evaluations of schools and other educational institutions
 - Appraising excellent services and practices

Branches coming under the division :

- Science
- Mathematics
- English and Foreign Languages
- Commerce and Business Studies
- Aesthetic Education
- Technology Education
- Agriculture and Environmental Studies
- National Languages and Humanities
- Management and Quality Assurance
- Bilingual Education
- Religious and Values
- Educational Development
- Sri Lanka Oriental Language Association.

Science Branch

Special achievements in 2025:

International Mathematics and Science Olympiad (IMSO) 6th Grade - All 12 students who participated in the Science section received medals

According to the achievements in the all-Sri Lanka level competitions, 12 students studying in Grade 6 were selected to represent the Science section of the International Mathematics and Science Olympiad held in Malaysia from 04.10.2025 to 09. Four of the students who participated in the competition won gold medals and eight won bronze medals, and the special achievement here was that all the participating students received medals.

For this, the Science Branch provided continuous training in English medium for those students Employing experienced subject expert resource persons for training activities

- Getting the support of university lecturers for lectures when necessary.
- Obtaining the resources of experts from institutions that have expertise in each subject area. For example: Sustainable Energy Authority
- Providing practical experiences as needed, for example: Accompanying students to the planetarium and providing that experience
- Using university laboratories to provide practical training - eliminating the fear that students may have when entering their laboratories during international competitions
- Officers who directly contributed to the training activities participate in the competition with the students

Progress of special programmes implemented in the year 2025 (non-capacity development programmes):

- **Student Based Programmes**

Mathematics Branch

Maths Clubs Programme

Objective :- The “Maths Clubs” programme is implemented as a strategy to develop students’ higher-level thinking skills.

Progress :- This is a student-led programme. 16 mathematics clubs have been established and trained at the national level, and about 60 mathematics clubs have been established in the provinces so far.

English and Foreign Languages Branch

- Preparation of a guide for establishing English speaking clubs
- Provision of funds for the establishment of English speaking clubs in schools with low achievement levels
- Provision of provincial funds for conducting English language camps

Commerce and Business Studies Branch

- Conducting 100 commerce student camps at the zonal level for approximately 7500 students pursuing commerce education.
- Conducting practical programs on entrepreneurship skills, future career and higher education opportunities for approximately 1200 school students.

Aesthetic Education Branch

- Training of the National Youth Orchestra

Technical Education Branch

- Student awareness program on tertiary education

Agricultural and Environmental Studies Branch

G.C.E. (A/L) Biosystems Technology and Agriculture students to conduct practical training camps at provincial level

Although 30 marks are given for practical activities in the Biosystems Technology subject in the G.C.E. (A/L) examination, the Biosystems Technology subject stream is currently being implemented in 489 schools, and only 337 schools have the necessary laboratory and equipment facilities for practical tests. Accordingly, these financial provisions were allocated based on the requests made in each province according to the financial needs and practical camps have been held at the provincial level.

Guidance on Higher Education Opportunities Available to Students Who Have Studied G.C.E. (A/L) Agricultural Science and Biosystems Technology

This guidance was prepared to increase students' access to studying these subjects by informing them about other higher education opportunities and vocational education opportunities that students can access, in addition to pursuing university education after studying G.C.E. (A/L) Agricultural Science and Biosystems Technology.

Therapeutic programmes to improve the level of achievement in the subject through the development of knowledge and skills related to agricultural subjects

- Preparation of model question papers for the G.C.E. (O/L) Agricultural and Food Technology subject
- Preparation of model question papers for the G.C.E. (A/L) Agricultural Science subject
- G.C.E. (A/L) Preparation of model question papers for the subject of Biosystems Technology

National Languages and Humanities Branch

Implementation of Sinhala Subject, Communication and Media Studies, Sinhala Language and Literature, Sinhala Literary Arts, Tamil Language and Literature, Tamil Language and Literature, Second National Language G.C.E.(O.L) Sinhala/Tamil, G.C.E.(A/L) History, G.C.E.(O.L) History, Geography and Civics Studies, and student-based programmes

Bilingual Education Branch

- Conducting Bilingual Awards Ceremony to develop presentation skills for bilingual students - Provincial level
- Conducting National level bilingual competitions
- Conducting Bilingual Awards Ceremony
- Printing of certificates and medals
- Conducting activity camps for Grade 5-11 students
- Preparing G.C.E. (A/L) G.C.E. (O.L) model question papers
- Providing grants to bilingual schools

Religion and Values Branch

- Conducting GCE O/L and A/L student programs related to religion
- Conducting programs for parents and children related to Clean Srilanka programs to improve social, environmental and ethical values
- Preparing online learning materials to improve the knowledge of GCE O/L and A/L children in religious subjects
- All-Ceylon Competitions

Mathematics Branch

- Mathematics Olympiad Programme

Objective :- With the aim of developing students' higher-level thinking skills, the Mathematics Branch of the Ministry of Education, in collaboration with the Provincial Education Departments, implements the Mathematics Olympiad programmes. Students are trained at the regional, provincial and national levels and selected for international mathematics competitions by conducting examinations.

Progress :- The 2025 International Mathematics Competition was held in Danang City, Vietnam from 2025.08.14 to 2025.08.09. 145 teams from 40 countries competed for this. The competition consisted of 04 individual and team events, divided into age groups ii and iii. For this competition, the Mathematics Branch of the Ministry of Education conducted zonal, provincial and national level selection competitions and conducted training, and 12 students (Group ii - 08 students and Group iii - 04 students) participated. The Mathematics Competition held under Group 1 was held in Malaysia, and for this, 12 students (Group i) participated in national level selection competitions and conducted training.

Achievements:- Category II - Singles Competition

Silver Medals - 1

Bronze Medals - 2

Certificates of Merit - 3

Certificates of Participation - 2

Category III - Singles Competition

Bronze Medals - 2

Certificates of Merit - 2

Certificates of Participation - 2

Category I - Singles Competition

Bronze Medals - 7

All-Island Mathematics Competition

Objective :- To popularize the process of teaching and learning mathematics among students so that mathematical concepts are simply confirmed through student activities.

Progress :- This competition was held in September and October 2025 with the participation of school students and Pirivena students covering all provinces of the island.

The All-Ceylon Mathematics Competition was held at the provincial level under 4 divisions namely Junior Division, Senior Division I, Senior Division II and Vidyayatana Pirivena and each of these divisions consists of 4 competition events namely Maths Trail, Maths Quiz, Maths Puzzle and Team Contest.

In the All-Ceylon Mathematics Competition held in the year 2025, each province obtained a percentage of marks close to 50% and above and the provinces that secured first place in each division are as follows.

Junior Division	- Eastern Province
Senior Division I	- Southern Province
Senior Division II	- Southern Province
Vidyayatana Pirivena Division	- North Central Province

English and Foreign Languages Branch

- Conducting competitions for 6 foreign languages for the first time
- Conducting English Language and Drama competitions

Commerce and Business Studies Branch

- Island-wide and national level competitions (in coordination with external institutions)
- Conducting inter-school debate competitions in coordination with the Ministry of Industries and Entrepreneurship Development and the Industrial Development Board of Sri Lanka
- Conducting a quiz competition for capital market associations in coordination with the Colombo Stock Exchange and the Securities and Exchange Commission of Sri Lanka
- Conducting provincial level competitions of the Best School Commerce Day Selection Competition in coordination with the Institute of Certified Management Accountants of Sri Lanka

Aesthetic Education Branch

- Conducting All-Island Competitions in 5 Aesthetic Subjects (Oriental Music, Western Music, Drama and Performing Arts, Dance and Painting)

Technical Education Branch

- Conducting All-Island Robotics Competition
- Conducting All-Island Home Economics Competition
- Medal and Certificate Distribution Ceremony of All-Island Home Economics Competition
- Agriculture and Environmental Studies Branch
- All-Island Agricultural Science Competition
- To increase the results of G.C.E. (O.L) Agricultural and Food Technology subject, an interest in the subject of Agricultural Science among students and a practical environment will be created at school, regional, provincial and national levels, and the main objective is to increase the results of G.C.E. (O.L) Agricultural and Food Technology subject by 5%.
- These competitions were held at the divisional, zonal and provincial levels under the coordination of the Agriculture Officer of the Provincial Education Department.
- For this, 45 students and teachers who achieved provincial level achievements, 05 students from each province representing 09 provinces, participated and certificates were also given to

National Languages and Humanities Branch

- All-Island/National Sinhala Language Competition (Written/Oral)
- All-Island Tamil Language and Literature Competition (Written/Oral)
- All-Island Second National Language Competition (Sinhala/Tamil)
- All-Island/ National Social Science Competition

Programs related to policy issues

English and Foreign Languages Branch

- Awareness of the use of innovative trends in foreign language teaching

Management and Quality Assurance Branch

- Review of the process for quality assurance in school education and editing the guidelines
- Preparation of the final version of the draft Teacher Educator Competency Framework for 14 subjects
- Drafting the requirements for the integrated online assessment system for quality assurance

Printing of Publications

- Annual Report 2023
- Research Digest 2024
- 3 excellent practices

Processing of Publications

- Annual Report 2024
- 4 excellent practices

Bilingual Education Branch

- Preparation of a bilingual education policy.
- Revision of bilingual monitoring tools

Religious and Values Branch

- Conducting religious ceremonies
- Conducting religious advisory boards
- Conducting review programs on modules related to educational reforms

Monitoring Programmes

English and Foreign Languages Branch

- ARH / RESC Center Monitoring Provincial Progress Review Meeting

Technical Education Branch

- Monitoring of schools implementing technology subjects

Management and Standards Branch

- Monitoring the internal evaluation process for quality education assurance in schools selected for 2024/2025 under the General Education Modernization Project (GEMP)

Bilingual Education Branch

- Monitoring and regulating bilingual schools
- Educating principals on bilingual education
- Monitoring and Evaluation

Programs related to learning environment development

Science Branch

- Providing necessary chemicals and laboratory equipment for practical activities of Grades 6-11 Science, Advanced Level Chemistry, Physics and Biology

- A financial provision of Rs. 500 million was allocated for this in the year 2025 under Expenditure Head: 126/2/7/47/2509.

Type	No of Schools	Provisions Allocated (Rs. Mn)
National Schools	348	156.91
Provincial Schools	2547	343.09

- The Ministry provided funds directly to national schools, while provincial schools received funds through provincial education offices.

Progress in the distribution of laboratory equipment and chemicals to national schools

- Provision of Smart Boards and Laptops to 1AB schools under the Secondary Education Sectoral Development Programme (SESIP) in the year 2025
- A financial provision of Rs. 42.5 million was allocated under the expenditure head 126/2/7/55/2103 in the year 2025 for the provision of Smart Boards and Laptops to 1AB schools with the aim of improving the subject performance in the G.C.E. (A.L) Science stream under the Secondary Education Sectoral Development Programme (SESIP).
- Provision of funds for the purchase of essential goods for science field centers
- With the aim of carrying out field center-related activities more effectively and enhancing the skills of teachers and students through experience, an amount of Rs. 10 million was allocated by the SESIP project under the expenditure head 126-2-07-055-2103 to purchase essential capital goods for 23 active science field centers that were operational at the beginning of the year 2025.
- Accordingly, the amount was provided to 22 centers at the rate of Rs. 434,750/- per center.
- The remaining amount of Rs. 750 was added to the remaining centers and Rs. 435,500/- was provided as cash.

Mathematics Branch

Mobile Equipment Kit Preparation Program

Objective:- To acquire the necessary skills to prepare mobile mathematics equipment kits so that they can actively contribute to the learning and teaching process in schools

Progress:- 64 mathematics equipment kits were prepared in relation to the 6-11 grade subject context and the equipment was distributed to the provinces. A financial allocation of Rs. 97.3 million was provided to the Provincial Education Departments at the rate of Rs. 100,000.00 per school for the purchase of consumables required to prepare mobile equipment kits for 973 schools and for teacher capacity development programmes in equipment preparation.

English and Foreign Languages Branch

- Procurement of 5 Tablets each for 45 GEMP Schools - To Empower Student-Centered Teaching Methods
- Applied Resource Hub (Applied Resource Centers) - Pilot Training Program
- Provision of Infrastructure for ARH/RESC Centers
- Curriculum Review
- English Module Review

Technical Education Branch

- Provision of necessary materials and equipment for the testing centers conducting practical tests related to the G.C.E. A/L Home Economics subject
- Providing financial grants to schools with technology faculties offering the G.C.E. A/L Engineering Technology subject to purchase necessary goods and equipment

Agricultural and Environmental Studies Branch

- Providing a financial grant for practical activities in Bio systems Technology in schools offering the Bio systems Technology subject

Under the Secondary Education Sectoral Development Programme (SESIP), arrangements were made to provide school-based financial grants of Rs. 89.4 million to 326 schools selected out of 487 schools offering the Bio systems Technology subject under the G.C.E. (A/L) Technology stream.

This financial grant has been provided to repair the greenhouse or polythene house, biogas unit, etc., which has been constructed to provide students with the opportunity to engage in practical activities in the learning and teaching process at the school, to purchase and repair the equipment in the laboratory as needed, and to purchase consumables, chemicals and other consumables required for practical experiments.

Green School Programme with UNESCO Green School Concept

In line with the criteria set under the program to incorporate the green concept into every learning environment under the Global Education for the Year 2030, a guideline was prepared to implement the Green School Concept in Sri Lanka. The prepared guideline was used to train the principals and teachers of the schools implementing the Green School Concept as a pilot project.

This program is scheduled to be introduced to the school system after pilot programs are implemented in several selected schools across the island.

Other Programmes

Mathematics Branch

Research Dissemination Program among Mathematics Teachers

Objective :- This program is implemented with the aim of directing those engaged in the field of mathematics education to research at the classroom level with the expectation of providing space to reveal and evaluate the possibilities through research to develop the learning and teaching process in mathematics education.

Progress :- International Conference on Mathematics and Mathematics Education (ICMME) – 2025 organized by Post Graduate Institute of University of Peradeniya presented the research findings related to Pure Mathematics, Applied Mathematics and Mathematics Education.

English and Foreign Languages Branch

The Peace Corp Institute will employ American volunteer teachers to teach English language in schools in the North Central Province and the Northern Province.

- Number of Volunteer Teachers – 23
- Number of schools - 23

Agriculture and Environmental Studies Branch

- Research on the current status and problems of implementation of GCE (O/L) Agriculture and Food Technology and GCE (A/L) Agriculture subjects in the school system.

- This research is done to analyze the trend of choosing the subject of GCE. (A/L) agriculture, to identify student problems and teacher problems in the learning and teaching process, to increase the number of students choosing the subject, and to identify developmental strategies and suggestions to increase the level of student achievement.

Management and Quality Assurance Branch

- "Guru Pratibha Prabha - 2025" National Teacher Appreciation Festival held in conjunction with Teacher's Day

Bilingual Education Branch

- Scholarships for 45 teachers to pursue Post Graduate Diploma Course in Bilingual Education 2025-2026
- Providing scholarships to 190 professionals related to bilingual education to study the Short Term Course on Bilingual Content and Language Integrated Learning- 2025-2026

Sri Lanka Oriental Languages Association

- Completion of 85% of the proposed syllabus
- Preparation of Academic Proceedings for Printing
- Confirmation of results and issuance of certificates
- 03 million rupees sets of oriental books under the provisions of Piriven Education Department ensuring High Performance

Competition Name	Tasks carried out by the National Languages and Humanities Branch - Progress as at 2025.12.31				
	No of students participated	Printing of question papers and answer scripts	No of certificates printed	No of medals awarded to student winners	Expenditure incurred Rs. Mn
* All-Island/ National Sinhala Language Competition (Written/ Oral)	3350	24650	53000	732	6.2
*All-Island Tamil Language and Literature Competition (Written/ Oral)	1071		1250	369	3.2
*All-Island Second National Language Competition (Sinhala/ Tamil)	874	2400	3180	180	3.7
* All-Island/ National Social Science Competition	1512	1512	1512	210	2.1

Division : Co-curricular and Primary Education Development

The role of this division is to provide a basic foundation for the overall development of physical, mental, social, emotional and spiritual development of early childhood, primary and secondary education students through sports and co-curricular activities, thereby facilitating the creation of healthy, active, proud and diverse Sri Lankan citizens who are fit for the future. Accordingly, programs related to primary education, co-curricular activities, health and nutrition of school children, and school sports are implemented by this division.

Branches under the Division

- School Health and Nutrition
- Primary Education
- Co-curricular, Guidance and Counseling
- Health and Physical Education and Sports

Primary Education

Implementing special treatment programs (initiated due to the impact of Covid-19 and the economic crisis) under national level mentorship and guidance at the provincial level until 2025 and thereby activating the learning and teaching process in primary education and creating quality primary education.

- To improve the knowledge, attitudes and skills of primary school students regarding gardening and related nutrition as co-curricular activities
- To prepare training materials for training trainers to implement the concept of "Education for All" in primary education
- To educate and train provincial primary education officers to further develop the mathematics achievement level of primary school students by introducing the concept of pre-mathematics to the entire primary school system
- To train provincial trainers to effectively use the reading room for the primary learning teaching process by primary education teachers and to help students achieve the necessary skills
- To prepare and finalize the Pre-School Policy/ *To draft the Multi-Sectoral Action Plan for the Pre-School Sector/ *To prepare the Cabinet Paper for the Pre-School Policy and submit it to the Hon. Minister/ *To prepare and launch the Pre-School Curriculum Framework/ *To prepare and launch the Pre-School Curriculum Framework Conducting basic training of trainers programs for the implementation of the Education Curriculum Framework at the provincial level
- Educating provincial primary education subject officers to ensure quality primary education by identifying problems, barriers and challenges at the provincial level in the primary education subject area, proposing solutions and implementing them

Co-curricular, Guidance and Counseling

- A project was implemented from 2023 in collaboration with Room to Read Sri Lanka to strengthen student guidance and career guidance programs in order to streamline the school guidance and career guidance program. As a result,
- A Manual on the Management of Co-curricular and Career Guidance Units.
- Capacity Development Module on Student Counseling for Capacity Development of Counseling and Career Guidance Teachers Working in School Counseling and Career Guidance Units
- 21st Century Life Skills Study Module for Developing Life Skills of School Children through School Counseling and Career Guidance Units

Progress of Special Programs Implemented in the Year 2025

School Health and Nutrition Branch

- A provision of Rs. 100.00 million was allocated for the Government Nutrition Program to provide food to school students and the expenditure was Rs. 54.30 million.
- A provision of Rs. 2,416.00 million was allocated for the Suraksha Sisu Insurance Program and the expenditure was Rs. 2,383.44 million.
- A provision of Rs. 1,440.00 million has been allocated for the program to provide sanitary napkins to school girls and the expenditure is Rs. 1,293.60 million.

- A provision of Rs. 4.00 million was allocated for the Health Promotion Program (GEMP) and the expenditure is Rs. 1.88 million.
- Although a provision of Rs. 3.00 million was allocated for the year 2025 for the Reproductive Health Program, no provision was received from UNFPA.

Health Physical Education and Sports

- Providing recommendations for annual transfers of sports coaches
- Granting permission to school athletes and teachers to participate in local and international sports competitions
- Regulating 32 school sports associations
- Verifying certified results for submission to the University Commission
- Implementing programs in collaboration with the Ministry of Sports, the Ministry of Health and other parties
- Working with the State Ministry of Sports for the procurement of school sports equipment
- Conducting 32 sports events including athletics in the All-Ceylon Sports School Championship
- Implementing of sports school programme

Division : Education Reforms

Role of the Division - Activities related to curriculum reforms, activities related to educational administration reforms and planning and financial activities related to educational reforms

Branches under the Division

- ♦ Planning and Capacity Development
- ♦ Educational Administration Reforms
- ♦ Curriculum Reforms

Progress of special programs implemented in the year 2025 (non-capacity development programs)

- ♦ Awareness programs
- ♦ Meeting on media publicity activities conducted to introduce new educational reforms
- ♦ Informing university lecturers, trade union representatives and media representatives about the proposed new educational reforms
- ♦ Sinhala and Tamil media programmes on circulars and instructions issued regarding the new education reforms
- ♦ Informing provincial and zonal offices about the proposed teacher training programme related to the new curriculum reforms
- ♦ Informing governors and provincial education authorities about the new education reforms
- ♦ Conducting an awareness session for journalists about the new education reforms

Programs related to Parliament

- ♦ Conducting a special discussion with members of parliament on special issues of education reforms

Training and workshops

- ♦ Conducting a workshop on the preparation of the medium-term plan for education reforms
- ♦ Regular meetings related to education reforms
- ♦ Conducting the National Steering Committee meeting for the implementation of the new education reforms

- ♦ Conducting meetings on conducting a national level examination in grade 9 with the aim of providing students with academic or vocational education opportunities
- ♦ Preparing the necessary background to introduce the vocational stream under the new education reform process Meetings on
- ♦ Conducting special discussions on the assessment related to the education reform process
- ♦ Conducting special discussions on module review and teacher training
- ♦ Meeting on the current update on the progress of the new education reforms
- ♦ Meetings to prepare strategies for a transformative change in the existing education system
- ♦ Meetings on preparing circulars related to the new education reforms, staff classification for the reform process, teacher development programs on the implementation of new curriculum reforms
- ♦ Meetings on implementing a project management program related to the education reform process
- ♦ Meetings on preparing plans for the year 2026 under the pillars of education reforms
- ♦ Meeting to inform staff officers of the Ministry of Education about the new education reforms to be implemented in 2026

Other special programs

- ♦ Sri Lanka Skills Exhibition - Holding an exhibition booth Expo)
- ♦ Coordinating the printing of modules for the Training of Trainers (ToT Programs) program conducted by the National Institute of Education.
- ♦ Activities related to module review Reviewing the progress of the module, providing technical support for the programs, module printing

Division : Engineering

- Issuing approval notices for construction and repair works related to National Schools, National Colleges of Education, Teachers' Colleges, Teachers' Centers, etc., using the provisions received from the Treasury, as per the annual plans, and procuring them with the assistance of Provincial Education Departments and Provincial Engineering Departments
- Preparing building plans (architectural and engineering) for institutions (National Schools, National Colleges of Education, Teachers' Colleges, etc.) under the Ministry of Education and examining their feasibility
- Developing infrastructure facilities in National Schools and other educational institutions under the Ministry of Education using new technological methods and environmental protection methods
- Annual procurement plan for construction and repair works of National Schools and other affiliated educational institutions prepared with the agreement of the Directors, Chief Accountants, Planning Directors and other relevant subjects of the Ministry and approved by the Secretary of Education and implemented
- Providing technical advice and capacity development activities for the relevant officers (provincial and ministry)
- Preparing norms related to the construction of buildings

- Issuing circulars related to the demolition, construction, repair and maintenance of buildings (School Building Circular No. 01/2012, 01/2013etc.) and guidelines.
- Performing construction, maintenance and operational activities of the Ministry of Education and all institutions affiliated to the Ministry. (Isurupaya, Minister and Secretary's official residence, warehouse complexes, etc..)
- Providing support to the Procurement and Technical Evaluation Committees when necessary.
- Coordinating with the World Bank, Asian Development Bank and other financial institutions regarding the procurement and construction of these projects.

Division : Development Planning
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Functions of the Division

- Responsible for receiving work proposals for development projects related to the Ministry's capital expenditure items, preparing plans. Obtaining approval, implementing and monitoring and reporting on their progress.
- Monitoring and evaluation the development plans related to institutions and departments affiliated to the Ministry
- Obtaining the progress of the relevant projects from the relevant institutions and including them in the Ministry's progress/ performance reports.

Branches under the Division - 01 (Development Planning Department)

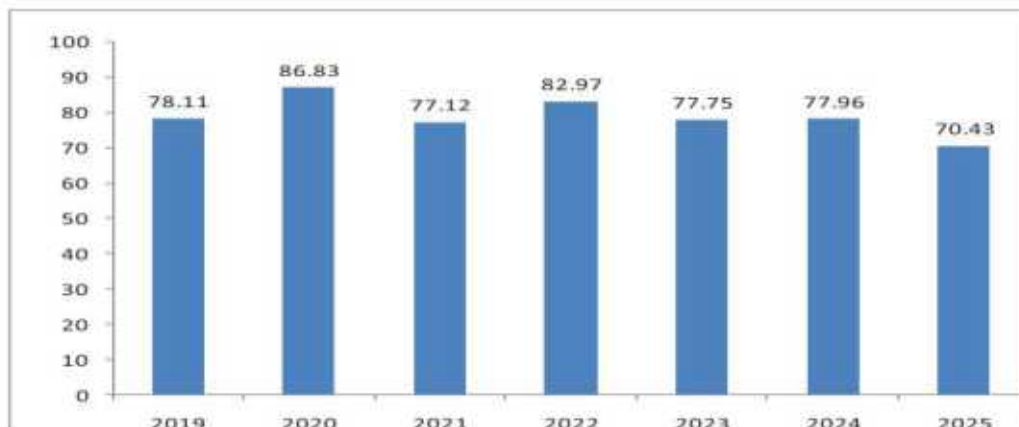
Progress of special programs implemented in the year 2025

- Conducting three quarterly progress review meetings in coordination with the Project Management and Supervision Department and the Ministry of Finance and other departments.
- Approval of 09 new project proposals for the State Investment Plan for the Ministry at a cost of Rs. 2634 million and approval of 05 proposals for the Department of Education at a cost of Rs. 153.5 million.

Student Performance

(a) Student performance in the Grade 5 Scholarship Examination

Number of students who appeared for the Grade 5 Scholarship Examination and student achievement (2019 – 2025)



Percentage of students who scored more than 70 marks in the Grade 5 Scholarship Examination

	2019	2020	2021	2022	2023	2024	2025
Number of students who appeared	332,179	326,264	335,158	329,668	332,949	319,284	303,671
Percentage of students who scored more than 70 marks (%)	78.11	86.83	77.12	82.97	77.75	77.96	70.43
Mean mark	114.38	125.65	109.31	115.11	111.74	107.25	102.44

Source : 2024 - 2025 Performance of Candidates - Grade 5 Scholarship Examination

(b) Student performance in the G.C.E. (O.L.) Examination

Number and percentage of students qualified for G.C.E. (A/L) from the G.C.E. (O.L.) Examination (2018 – 2024)

	2018	2019	2020	2021	2022	2023	2024
Number of students who appeared	296,029	305,427	308,134	311,321	317,326	322,537	322,704
Number of students who qualified for G.C.E. (A/L)	222,281	225,539	236,015	231,982	236,041	244,228	237,026
Percentage of students who qualified for G.C.E. (A/L) (%)	75.09	73.84	76.59	74.52	74.38	75.72	73.45

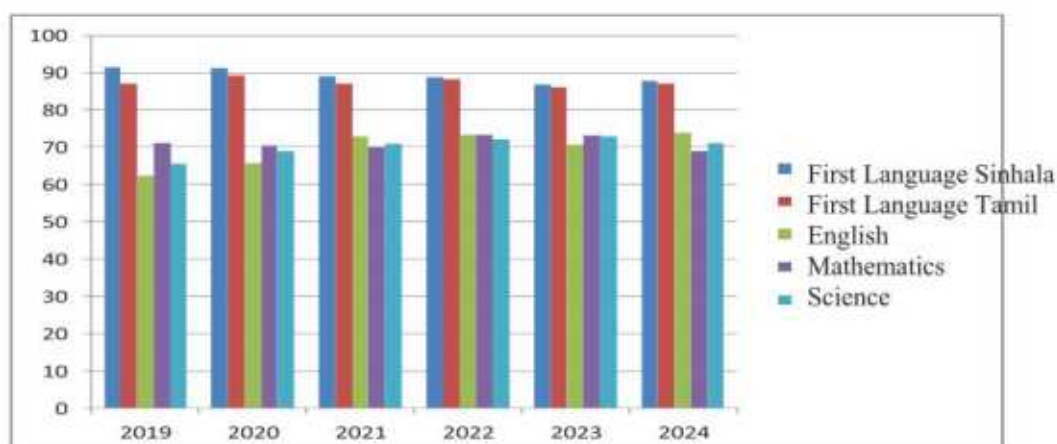
Source : Performance of Candidates - G.C.E. (O.L.) Examination 2024

Number and percentage of students qualified for G.C.E. (A.L) from the G.C.E. (O.L) examination by province (2023 – 2024)

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

Source : Performance of Candidates - G.C.E. (O.L) Examination 2024

G.C.E. (O.L.) Examination (2019 –2024 Percentage of students passing each subject)



(c) Student performance in the G.C.E. (A.L.) Examination

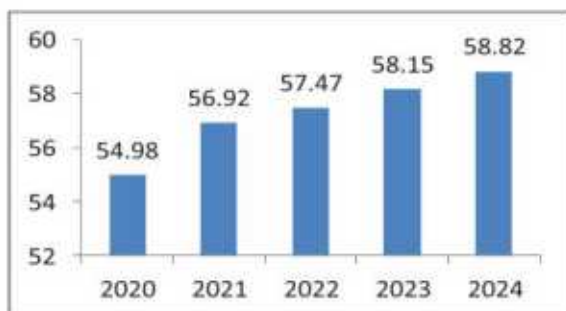
Student performance in the G.C.E. (A.L.) Examination (School Applicants) 2020 - 2024

	2020	2020	2021	2022	2023	2024
	New Syllabus	Old Syllabus				
No of students sat	251,168	-	236,035	232,797	229,057	222,774
No of students qualified for university entrance	165,711	-	149,946	149,487	151,343	149,964
Percentage of students qualified for university entrance (%)	65.98	-	63.53	64.21	66.07	67.32

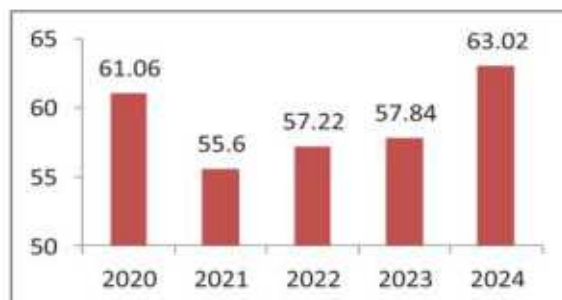
Source : Performance of Candidates - G.C.E. (A.L) Examination 2024

Percentage of students qualified for university entrance from each subject stream (%)
(First appearing 2020 - 2024)

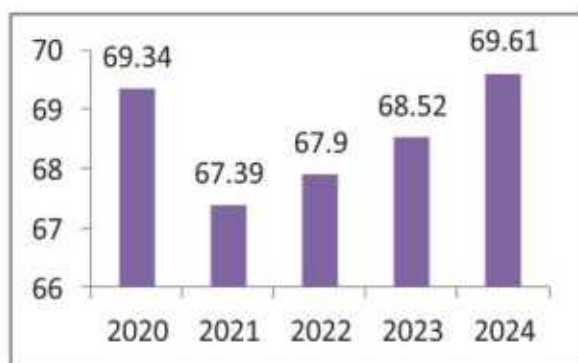
Biology



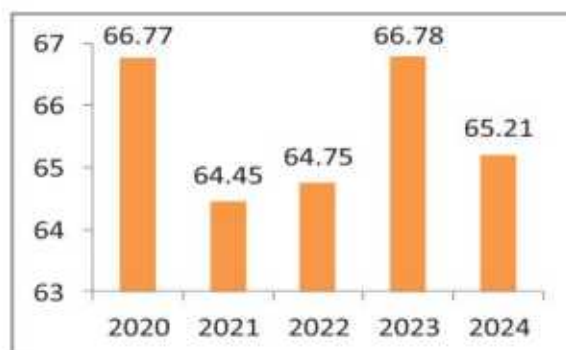
Physics



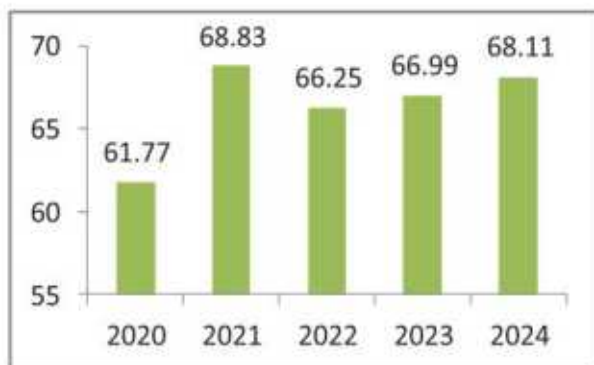
Commerce



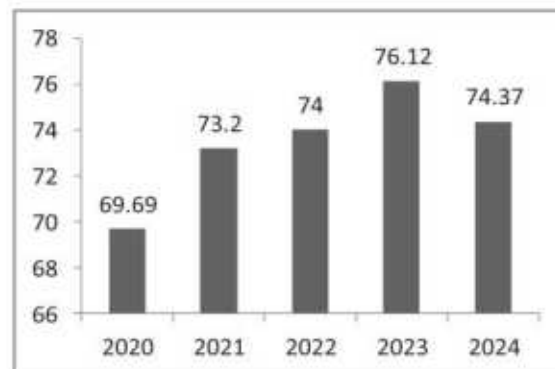
Arts



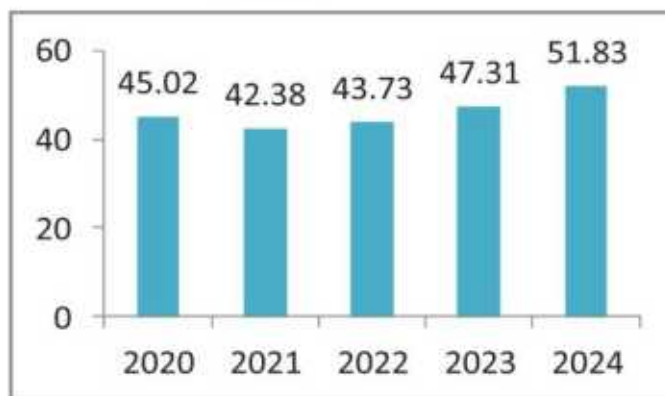
Engineering Technology



Bio Systems Technology



General



Source : Performance of Candidates - G.C.E. (A.L) Examination 2024

Circulars issued by the Ministry of Education in the year 2025

S/N	Date of issuance	Circular No.	Topic of the circular	Branch issued
1	2025.01.01	01/2025	Provision of special examination facilities for students with special needs	School Affairs
2	2025.01.03	02/2025	Programme to provide free uniforms to school students -2025	(Non-Formal and Special Education) Branch
3	2025.01.22	12/2024 (I)	All-Ceylon Mathematics Competition (Amendment)	School Supply Branch
4	2025.01.27	03/2025	Procedures to be followed in issuing vouchers to purchase footwear for selected school students and lay/monastic students of selected Pirivenas	Mathematics Branch
5	2025.01.31	04/2025	Procedures to be followed in issuing vouchers to purchase school materials for lay/monastic students of Pirivenas receiving government aid for schools with less than 300 children	School Supply Branch
6	2025.01.31	05/2025	Procedures to be followed in issuing vouchers to purchase school stationery for school-going children in Child Development Centers	Procurement Branch
7	2025.02.05	06/2025	Completion of the language proficiency requirements of the Sri Lanka Principals Service Regulations	Procurement Branch
8	2025.02.17	07/2025	All- Island School Dance Competition 2025 - Sinhala Medium	Principal Branch
9	2025.02.17	08/2025	All- Island School Western Music Competition 2025 English Medium	Aesthetics Branch
10	2025.02.17	09/2025	All Island School Drama and Performing Arts Festival 2025 English Medium	Aesthetics Branch
11	2025.02.19	10/2025	English Language and Drama Competitions	Aesthetics Branch

S/N	Date of issuance	Circular No.	Topic of the circular	Branch issued
12	2025.02.20	11/2025	Delegation of powers of financial control in terms of Financial Regulation 135 -2025	Accounting (Finance) Branch
13	2025.02.22	12/2025	Annual transfer procedure of officers of the Sri Lanka Principals Service (serving in National Schools)	Principal Branch
14	2025.02.25	13/2025	Circular and instructions on structure matters of school	Policy and Planning Branch
15	2025.03.12	14/2025	Government Nutrition Programme for providing meals to school children	School Health and Nutrition Branch
16	2025.03.12	15/2025	All-Island School Music Competition - 2025 (Sinhala Medium)	Aesthetics
17	2025.03.25	16/2025	National Programme for Strengthening School Dental Services	School Health and Nutrition Branch
18	2025.03.18	17/2025	Circular for holding the annual competition in the second national language (Sinhala/Tamil) at school, zonal, provincial and all-island levels	National Languages and Humanities Branch
19	2025.04.04	18/2025	Home Economics Skill Development Competition	Technical Education Branch
20	2025.04.22	19/2025	All-Island Painting Competition - 2025	Aesthetics Branch
21	2025.04.28	20/2025	Sri Buddha Year 2569 Vesak Week	Religious and Values Education Branch
22	2025.04.30	21/2025	Provision of school grants for the development of targeted subjects under the Secondary Education Sectoral Development Programme (SESIP)	Educational Development Branch
23	2025.05.30	22/2025	Steps to be followed when issuing vouchers to obtain sanitary napkins for school girls	School Health and Nutrition Branch

S/N	Date of issuance	Circular No.	Topic of the circular	Branch issued
24	2025.05.29	23/2025	Payment of water bills for water supplied to government schools	School Activities Branch
25	2025.06.25	24/2025	Annual transfer of non-academic staff appointed by the Ministry of Education, Higher Education and Vocational Education -2026	Non-combined Services Branch
26	2025.07.18	25/2025	Admission of children to Grade 1 in schools -2026	School Activities Branch
27	2025.08.06	26/2025	Scholarship program for gifted students	School Activities Branch
28	2025.09.18	27/2025	Admission of students from Grade 2 to Grade 11 in schools (excluding Grades 5 and 6)	School Activities Branch
29	2025.08.29	28/2025	Miladun Nabi - Birthday of the Prophet Muhammad	Muslim Schools Development Branch
30	2025.09.03	01/2024(I)	Classification of schools for the purpose of regularizing recruitment, placement and transfer of academic staff in schools	Policy Planning Branch
31	2025.09.08	29/2025	School Research Week - 15 to 19 September 2025	Research and Development Branch
32	2025.09.17	30/2025	School Term Schedule - 2026	School Activities Branch
33	2025.10.10	31/2025	Admission of Grade 6 students based on the results of the Fifth Grade Scholarship Test	School Activities Branch
34	2025.10.16	29/202/4 (I)	Suraksha Student Insurance Scheme	School Health and Nutrition Branch
35	2025.11.04	32/2025	Regarding the First Efficiency Bar of the Teacher Advisory Service	Teacher Establishments Branch
36	2025.11.12	33/2025	Improving the quality of Pirivena education under the Pirivena Education ActNo. 64 of 1979 , and building a skilled, disciplined, articulate, and resilient generation through the subject of Tripitaka Dharma.	Piriven division

S/N	Date of issuance	Circular No.	Topic of the circular	Branch issued
37	2025.11.20	34/2025	Preparation of school timetable for grades 6-13 in schools in parallel with the implementation of new education reforms	School Activities Branch
38	2025.11.20	35/2025	Annual transfer procedure of the Sri Lanka Teacher Educator Service	Teacher Educator Branch
39	2025.11.20	36/2025	Preparation of school timetable in the primary education sector in parallel with the implementation of new education reforms - from the year 2026	Primary Education Branch
40	2025.11.26	37/2025	All island Schools Bharatha Natyam Competition 2025 - Tamil Medium	Aesthetic Branch
41	2025.11.26	38/2025	All island Schools Carnatic Music Competition 2025 - Tamil Medium	Aesthetic Branch
42	2025.11.26	09/2025(I)	All island Schools Drama and Performing Arts Festival 2025 Tamil Medium	Aesthetic Branch
43	2025.11.26	39/2025	Procedures to be followed in issuing gift vouchers to purchase footwear for selected school students and lay/ monastic students of selected Pirivenas	School Supplies Branch
44	2025.11.26	40/2025	Sinhala Language and Literature Competition	National Languages and Humanities Branch
45	2025.12.02	41/2025	Procedures to be followed by footwear manufacturers in providing footwear to selected school students and lay/monastic students of selected Pirivenas Actions	School Supplies Branch
46	2025.12.11	31/2025 (I)	Admission of Grade 6 students based on Grade 5 Scholarship Exam Results	School Activities Branch
47	2025.12.11	42/2025	Provision of micronutrient supplements to school children	School Health and Nutrition Branch
48	2025.12.30	43/2025	NCoE Term Dates - 2026	NCoE Branch
49	2025.12.31	44/2025	Duty Hours of Non-Academic Staff of the Combined Service Employed in National Schools	Combined Services Branch

UNESCO Sri Lanka National Commission

Role of the Commission

The UNESCO Sri Lanka National Commission is the main and sole institution representing the Government of Sri Lanka, and is responsible for coordinating and informing all ministries, departments and other institutions covering the five areas of competence of the UNESCO Sri Lanka National Commission.

The main subjects of the UNESCO Sri Lanka National Commission are:

- Culture Subject
- Education Subject
- Natural Science Subject
- Social Science Subject
- Information Technology and Communication Subject
- Culture Section

The Minister of Education, Higher Education and Vocational Education visited UNESCO Headquarters to participate in the International Expert Conference on the Sacred City of Anuradhapura held at UNESCO Headquarters on 1 April 2025

Coordinating the visit of the Director of the UNESCO Regional Office, Mr. Tim Curtis, to Sri Lanka for supervision of the development plan for the Sacred City of Anuradhapura after it was submitted to UNESCO

Conducting online discussions with the Head of the Cultural Section of the UNESCO Regional Office, Ms. Junhi Han, and other officials on cultural affairs in Sri Lanka

Holding discussions with officials of the Ministry of Urban Development to inform UNESCO Headquarters and obtain recommendations on the Sustainable Urban Development Project implemented under the Asian Development Bank Loan facility and the development of the Sigiriya Centenary Trail and the restoration of the Sigiriya Lake.

Holding discussions with the Department of Cultural Affairs of the Ministry of Culture regarding the listing of intangible cultural heritage and planning future activities.

- The workshop sponsored by the Department of Cultural Affairs was held from 16 to 19 December 2025 for training people to collect intangible cultural heritage items in the Northern Province. This is the first time such a workshop has been held in the Jaffna district of the Northern Province.
- Celebrating World Meditation Day on December 21 in collaboration with the Faculty of Medicine, University of Colombo
- Memory of the World (MoW) Nomination – For the 2026–2027 nomination cycle, submission of a document entitled “Diaries of Anagarika Dharmapala, Leader of the Awakening Movement (1889–1933)” for inclusion in the UNESCO Memory of the World International Register
- Celebrating World Philosophy Day on November 3 in collaboration with the UNESCO Sri Lanka National Commission with the Department of Philosophy, Faculty of Arts, University of Peradeniya

- A scheme was introduced for public and private universities and National Colleges of Education to celebrate 20 **International Days**. Concerned organizations are invited to submit proposals for commemorating one or more of these days through appropriate activities.
- Sri Lanka's "Kithul filtering, an ancient indigenous technology" was included in the UNESCO Intangible Cultural Heritage (ICH) list.

Education Division

- **Mitsubishi Asian Children's Enikki Festa 2024-2025**- Award ceremony to be celebrated on 29-08-2025 under the patronage of Hon'ble Prime Minister and Ambassador of Japan
- Financial cost incurred for the same - Rs. 2,170,175.00
- **Greening Education Partnership**- Obtaining the approval of the Education Secretary for the MoU drafted with the Green Building Council of Sri Lanka
- UNESCO Capacity Development Survey Workshop on Education for Sustainable Development (ESD) 2030. for
 - P.K. Ms. Priyangika, (Deputy Director of Education, Agriculture Development Branch),
 - M.K.A.U. Mrs. Ananda, (Deputy Director of Education, Education for All Branch)
- UNESCO Survey on Youth and Student Participation by 20 June 2025 - Addressed to Additional Secretary (Policy Planning and Performance Review Branch).
- Working with School Affairs Branch to disseminate and encourage participation in the Global Competition "**Teaching 21st Century 3.0**"
- Participating in the UNESCO ASP net Teacher Professional Development Program on Intangible Cultural Heritage (ICH) Education in Hong Kong and coordinating the "**Gift a Poem**" program
- Signing of Memorandum of Understanding with Sri Lanka Green Building Council.
- Successful completion of payments related to the 2024–2025 Ennikki Festa Awards, financial and payment related activities within the reporting period
- Facilitation and coordination of ASPnet School Programmes. Supported the participation of Sri Lanka ASPnet Schools in the 7th World Cultural Heritage Youth Conference, thereby guiding students and teachers to engage in intercultural dialogue and heritage education.
- Workshop for National Information Centre (NIC) - An online workshop was held to initiate the establishment of a National Information Centre (NIC) in Sri Lanka. National Identity Card representatives from three countries (Australia, Korea and Fiji) shared their experiences in establishing and implementing National Identity Cards in their respective countries. UNESCO stands ready to provide the necessary technical support for this in the future.

Natural Sciences Division

- Convened the National Committee of the Man and the Biosphere Programme (MAB) and discussed with its Chairman and Secretary and decided to conduct a periodic review with UNESCO funds.
- Approval of the Commission Paper for the Periodic Review by the Commission
- National Committee for Geology and Geoparks - Geological Survey and Mines Bureau held preliminary discussions with **Dr. Benno Bohr**, Natural Sciences Specialist, UNESCO New Delhi Regional Office
- In response to a long-standing request from the German Voluntary Programme, communication has been initiated with the German National Commission for UNESCO. Accordingly, registration for the volunteer program known as Kulturweite has begun, and once the registration process is complete, it is expected that German volunteers will come to Sri Lanka to serve at UNESCO-designated World Heritage Sites in the next cycle starting from September 2026.

Participatory Projects

- Participatory projects are projects that provide financial allocations for projects selected from among the project proposals prepared and sent to the headquarters by institutions related to the UNESCO subject area. These projects are implemented biennially. Under this, the following projects were implemented in the year 2025.
- Three-day workshop on Cultural (and National Heritage) Policy Development
- Conducted by the Ministry of Buddhasasana, Religious and Cultural Affairs.
- Climate Action for Advanced Content Education Project (CAFIED)
- The project was fully implemented by the UNESCO Madanjeet Singh South Asian Center for Water Management (UMCSAWM). The allocation allocated for that is Rs. 5,462,055.40 m
- An analysis of barriers to Sri Lankan women's human capital accumulation in STEM disciplines.
- This project was fully implemented by the Sri Lanka Institute of Policy Studies.
- The allocation allocated for that is Rs. 5,853,903.13 m.

Contributions paid to UNESCO Headquarters for the year 2025

Under Budget Head 126-01-02-0-1505

1. UNESCO Contribution Rs. 38,787,057.40
2. World Heritage Preservation Fund Rs. 395,547.60
3. Intangible World Heritage Fund Rs. 395,547.60
4. To ICCROM Institutions Rs. 620,768.15

Total Payments Rs. 40,198,920.75

2.2 Challenges

Challenges to achieving goals

- Delays in the implementation of sanitation and other construction works carried out by the provinces due to shortage of workers
- Delays in the relevant recruitments to fill vacancies in the education system
- Increasing dropout rate without completing 13 years of education
- Breakdown of parental trust in the school system due to the disparity in the distribution of human and physical resources in the school system
- Despite the implementation of a policy of providing free education from the first year to the first degree, parents have to bear a high cost of their income for the education of their children
- Social criticism and uncertainty about the production of quality citizens by the education process in Sri Lanka
- The mismatch between the needs of the job market in the main pillars of the economy, agriculture, industry and service sectors, and education
- Destruction of infrastructure essential to education due to natural disasters

2.3 Future Goals

The next five years of education planning are based on five key themes to ensure quality education and resource management that creates a developed, humane and responsible society:

- Ensuring access to quality education
- Enhancing the quality of education
- Strengthening good governance, transparency and accountability
- Improving resilience in the education system
- Strengthening sustainable planning and financing of education

Here, the implementation of the new education policy will be carried out in the coming year, affirming the policy principles of

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

Accordingly, the following programs for general education are planned to be implemented in the coming year.

Education Reforms Programme :-

- Work is underway to develop and implement the necessary curricula to implement new education reforms for the primary, junior and secondary sectors, provide teacher training, infrastructure and facilities related to the high-level learning process.
- To make arrangements for administrative reforms in the education system in the year 2026
- The following specific points are expected to be achieved as future goals in primary education.
- Expanding the opportunities of an easily accessible school to provide primary education
- Creating an interactive learning environment and expanding cross-curricular activities in primary education
- Implementing effective programs targeting students' verbal skills and mathematical skills through digital innovation.
- Strengthening the regulatory framework for achieving primary education objectives.
- To provide quality primary education with the aim of developing literacy / numeracy / creativity and communication skills and to provide the necessary facilities for that. To plan to implement the school reorganization program to create an effective school network
- To reorganize schools through school mapping and to build an effective school network through the Ministry of Education, Higher Education and Vocational Education with the aim of ensuring the quality of schools
- To develop selected primary schools to build an effective school network. (169 schools covering all 09 provinces)
- To identify secondary schools that need to be improved and identify the needs

Under the General Education Modernization Project (GEMP), additional financial grants will be provided to support the Performance Based Components (PBC), namely:

1. PBC 1 – Improving English Language Learning Outcomes
 2. PBC 2 – Improving Mathematics Language Learning Outcomes
 3. PBC 3 – Promoting the use of digital for English and Mathematics learning
 4. PBC 4 – School-based professional teacher development
 5. PBC 5 – Increasing the number of professionally qualified teachers
 6. PBC 6 – Establishing a national system for school quality assurance
 7. PBC 7 – School improvement programme
 8. PBC 8 – Human resource development in academic and administrative services
 9. PBC 9 – Sustaining and further strengthening the development and implementation of the School Health and Nutrition Programme.
- Under this, sanitation facilities and digital facilities are being improved to further strengthen the implementation of the government's program.
 - The main objectives of this project are to support teacher training related to education reforms and to strengthen education reforms. School grants will continue to be used for school-based management and strengthening.
 - Steps are being taken to improve early childhood development education.
 - To promote junior and secondary education through programs that include activities that are appropriate for physical and mental conditions and that develop good habits, attitudes and ethics necessary for social life through a student-centered education that develops the intellectual abilities and skills of children.
 - To implement senior secondary education under a flexible curriculum necessary to create a balanced child who has developed the knowledge and practical skills necessary for innovation/ life skills and socialization.
 - Further securing the rights to free education.
 - In implementing the free education policy, it is expected to give priority to the following needs under the annual allocations. (Providing free educational opportunities / free textbooks, stationery, school shoes, uniforms, sanitary towels, lunch and insurance facilities, etc.)
 - Minimizing the disparity in the distribution of human and physical resources in the school system and ensuring trust in the school system.
 - Provide formal capacity building training for principals and teachers / provide necessary infrastructure facilities for schools and relevant facilities for higher education
 - Implement teacher training / practical skills development / knowledge updating programs.
 - Prepare a student-centered education system instead of the examination-centered education system
 - Implement programs to minimize the mismatch between the job market needs and education in the main pillars of the economy, namely agriculture, industry and service sectors.

- To strengthen transparency and accountability by systematically providing school shoes, sanitary napkins, comfort scholarships and “Thilinapat” software for school children
- To promote the health and nutrition of school children
- To implement the “School Meal Program” for all government primary schools.
- To implement student health insurance, raise awareness on reproductive health and sexual education as relevant to each grade and implement health promotion programs for government schools
- To take steps to systematically conduct practical activities in technical education
- To conduct innovation evaluation programs.
- To take steps to provide NVQ qualifications and align with tertiary education.
- The improvement of the National Education Management Information System (NEMIS) is being implemented further with the technical assistance of the Sri Lanka Air Force.

Chapter 3

Total Financial Performance of the Year 2025

Statement of Financial Status for the year ended as at 31st December 2025

3.1 Financial Performance Statement

Revised budget provisions 2025		Note	Actual	
			2025	2024
Rs.			Rs.	₺.
-	Receipt of income		-	-
-	Income Tax	1	-	-
-	Local goods and services tax	2	-	-
-	Taxes on International Trade	3	-	-
-	Non-taxable income and other	4	-	-
-	Total receipts of income (a)		-	-
-	Non-revenue receipts		-	-
99,533,139,960	Treasury imprest		100,220,680,092	82,829,979,402
-	Deposits		929,551,147	1,322,636,903
1,120,000,000	Advance Account		1,620,552,453	1,483,434,280
	Other receipts from main ledger account		-	-
100,653,139,960	Total revenue of non receipts (b)		102,770,783,692	85,636,050,586
100,653,139,960	Total non—revenue Receipts (c = (a)+b)		102,770,783,692	85,636,050,586
	Treasury Imprest (d)		577,581,698	873,301,528
	Net revenue receipts and non revenue receipts (e)= (c)-(d)		102,193,201,994	84,762,749,057
	Less: expenditure			
-	Recurrent Expenditure		-	-
62,292,365,000	Wages, salaries and other employee benefits	5	70,105,368,797	60,809,021,693
2,085,075,000	Other goods and services	6	2,350,043,273	1,734,970,291
56,775,939,000	Subsidies, grants and transfers	7	32,406,155,964	39,825,213,200
-	Payment of interest	8	-	-
300,000	Other recurrent expenditure	9	37,500	150,000
121,153,679,000	Total recurrent expenditure (e)		104,861,605,534	102,369,355,183
	Capital expenditure			
3,897,314,762	Capital asset rehabilitation and improvement	10	2,815,554,972	1,904,027,408
38,086,237,238	Capital asset rehabilitation and improvement	11	27,263,375,151	28,278,791,473
2,120,000,000	Acquisition of capital asset	12	1,796,470,430	1,206,897,011
70,000,000	Capital transfers	13	24,700,000	69,420,000
1,260,902,000	Acquisition of financial asset	14	776,241,227	303,561,138
5,323,677,000	Capacity development	15	4,431,097,432	2,608,531,625
50,758,131,000	Other capital expenditure		37,107,439,212	34,371,228,655

ACA-1

ACA-3

ACA-4

ACA-5

ACA-2
(ii)

Revised Budget Allocations 2025		Note	Actual		
			2025	2024	
Rs.			Rs.	Rs.	
	Deposit payments		1,151,042,635	1,202,208,779	ACA-4
3,154,000,000	Advance payments		3,364,054,439	1,707,619,401	ACA-5
	Payment of other main ledger expenses		-	-	
3,154,000,000	Main ledger expenses (h)		4,515,097,074	2,909,828,180	
175,065,810,000	Total Expenditure (i)= (f+g+h)		146,484,141,821	139,650,412,019	
-	Balance as at 31 December (j)=(e-i)		-44,290,939,827	-54,887,662,961	ACA-7
	Balance as per the imprest reconciliation		-44,290,939,827	-54,896,898,328	ACA-3
	Balance imprest as at 31 December		-	9,235,366	
			-44,290,939,827	-54,887,662,961	

3.2 Statement of Financial Status

Statement of Financial Status for the year ended as at 31st December 2025

	Note		Actual	
	Note		2025 (Rs.)	2024
			Rs	Rs
Non- Financial Assets				
Property, Plant and Equipment	ACA-6		215,376,378,826	196,644,948,902
Financial Assets				
Advance Accounts	ACA-5/5(A)		4,848,122,766	3,104,620,779
Money and money equivalent	ACA3		0	9,235,366
Total Assets			220,224,501,592	199,758,805,047
Net Assets/ Mass				
Net Assets for the treasury			3,977,695,447	1,840,568,874
Property, plant and equipment			215,376,378,826	196,644,948,902
Waged works and Advances	ACA-5(b)			
Current Liabilities				
Deposit Accounts	ACA-4		870,427,319	1,264,051,905
Imprest Balance	ACA-3		0	9,235,366
Total Liabilities			220,224,501,592	199,758,805,047

පිටු අංක 001 සිට 176 දක්වා ඒ සිට 1 සිට ඒ සිට 7 දක්වා වූ ආකෘති පත්‍රවලින් ඉදිරිපත් කෙරෙන ගිණුම් තොරතුරු සහ ඇමුණුම් පිටු අංක 178 සිට 441 දක්වා ඇතුළත් ගිණුම් සටහන් විස්තර ද මෙම අවසන් ගිණුමෙහිම අන්තර්ගත කොටස් වේ. මෙම මූල්‍ය ප්‍රකාශන පිළියෙල කිරීම රජයේ මුදල් රෙගුලාසි 150 හා 151 සහ 2025.12.17 දිනැති රාජ්‍ය ගිණුම් මාර්ගෝපදේශ අංක 02/2025 විධිවිධානවලට අනුකූලව සිදුකර ඇත. ඉහත අවසන් ගිණුමෙහි සඳහන් සංඛ්‍යා, ඊට අදාළ ගිණුම් සටහන් හා අනෙකුත් ගිණුම් තොරතුරු තාක්ෂණිකව ගිණුම් සොත් සමඟ සැසඳීම කර ඇති බවටත් ඒවා එම සංඛ්‍යා සමඟ එකඟ වන බවටත් මෙයින් සහතික කරමු.

2018 අංක 19 දරන විගණන පනතේ 38(1) (ඇ) වගන්තිය අනුව මූල්‍ය සාලතා සඳහා ඵලදායී අභ්‍යන්තර සාලන පද්ධතියක් වාර්තාකරණ ආයතනය තුළ පවතින බවත් මූල්‍ය සාලතා සඳහා අභ්‍යන්තර සාලන පද්ධතියේ සඵලතාවය අධීක්ෂණය කිරීමටත් ඒ අනුව එම පද්ධති ඵලදායී ලෙස ක්‍රියාත්මක කිරීමට අවශ්‍ය පරිදි වෙනස් කිරීම් සිදුකිරීමට වඩාත් වර සමාලෝචන සිදුකරන බවත් මෙයින් සහතික කරමු.

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3.3 Cash Flow Statement

Cash Flow Statement
 For the year ended as at 31.12.2025

	Actual	
	2025	2024
	Rs	Rs
Cash Flows from Operating Activities		
Total Tax Receipts	-	-
Fees, Surcharges, Penalties and Licenses	-	-
Profits	-	-
Non- Revenue Receipts*	-	-
Income collected for other Heads	4,477,367,715	3,262,140,595
Imprest Receipts	100,220,680,092	82,829,979,402
Recovery of Advances	1,612,492,050	1,465,824,702
Receipt of Deposits	929,417,647	1,322,636,834
Miscellaneous	664,828,834	523,213,303
Total Cash Flows from Operating Activities (a)	107,904,786,338	89,403,794,836
Deducted - Expenditure of money		
Personal Payroll and Operating expenses	72,415,176,396	65,436,081,181
Rehabilitation and improvement of capital assets, Transfer of capitals, capacity development and other capital expenditure	6,711,173,396	-
Subsidies and Transfer of expense	17,167,382,451	7,862,350,620
Expenditure incurred on other Heads	3,501,999,262	928,662,171
Imprest paid to the Treasury	569,957,265	873,301,528
Payments of Advances	3,362,856,514	1,705,622,761
Payments of Deposits	1,150,968,981	1,202,208,710
Miscellaneous	-	727,733
Total Cash Flow incurred for Operating Activities (b)	104,879,514,449	78,008,954,704

Cash Flow Statement
For the year ended as at 31.12.2025

	Actual	
	2025	2024
	Rs	Rs
Net Cash Flow from Operating Activities (c)= (a)-(b)	3,025,271,889	11,394,840,132
	-	-
Cash Flows from Investment Activities	-	-
Interests	-	-
dividends	-	-
Provision of Removal of Claims and Sale of Physical Assets	-	-
Recovery of Sub Loans	-	-
Total Cash Flow from Investment Activities (d)		
Deducted - Expenditure of money :		
Capital Expenditure	10,031,263,966	11,385,604,766
Total Cash Flow incurred for Investment Activities (e)	10,031,263,966	11,385,604,766
Net Cash Flow from Investment Activities (f) =(d)-(e)	-10,031,263,966	-11,385,604,766
Net Cash Flow from Operating & Investment Activities (g)=(c)+(f)	-7,005,992,077	9,235,366
Cash Flow from Financial Activities	-	-
Local Borrowings	-	-
Foreign Borrowings	-	-
Receipts of Grants	7,005,992,077	-
Total Cash Flow from Financial Activities (h)	7,005,992,077	-
	-	-
Deducted - Expenditure of money:	-	-
Local Debt Repayment	-	-
Foreign Debt Repayment	-	-
Total Cash Flow expended for Financial Activities	-	-
	-	-
Net Cash Flow from Financial Activities (j)	7,005,992,077	-
	-	-
Net Changes in Cash (k)=(g)-(j)	-	9,235,366
Opening Cash Balance as at 01 January	-	-
Final Cash Balance as at 31st December	-	-

3.4 Notes to Financial Statements

Basis of reporting

1) **Objective of preparation**

The financial statements have been prepared in accordance with the provisions of Government Financial Regulations 150 and 151, and the Public Accounts Guidelines No. 02/2025 dated 17.12.2025.

2) **Reporting Period**

The reporting period covered by these financial statements is from January 1, 2025, to December 31, 2025

3) **Basis of Measurement**

The financial statements have been prepared on the basis of historical cost, with certain assets presented at their revalued amounts. Unless otherwise stated, the accounts have been prepared on the enhanced cash basis of accounting.

The financial statements are presented in Sri Lankan Rupees, rounded to the nearest rupee

4) **Recognition of Revenue**

Exchangeable and non-exchangeable revenue regardless of the period they receive, will be identified as revenue during the accounting period.

5) **Recognition and measurement of property, plant and equipment**

When there is assurance that future economic benefits will flow related to the assets and if the assets can be reliably measured

Property, plant and equipment that qualifies for recognition shall be measured at its cost and the re-assessed value is used when the cost model is not applicable

6) **Property, plant and equipment pool**

This reserve account is the correspondent account of property, plant and equipment

7) **Cash and Cash Equivalent**

Cash and cash equivalents are consisted of local currency notes and coins as at 31 December 2024.

* In case of transactions specific to a particular reporting entity, revisions may be made to the forms as required. Also, the disclosure required for those particular transactions may be included under "Reporting Basis"..

* Only the accounting policies relevant to the reporting entity should be disclosed under the reporting basis.

3.5 Performance of Revenue Collection

Revenue Code	Description of revenue code	Revenue Estimate		Collected Revenue	
		Initial Estimate	Final Estimate	Amount (Rs)	Final Revenue Estimate as a Percentage %

3.6 Performance in the utilization of allocations

					Rs '000
Type of Provision	Provision Allocated		Actual Expenditure	Provisions utilized as a percentage of final provision of final provision amount completed	
	Initial Provision	Final Provision			
Recurrent	116,985,000	118,220,323	104,861,605	88.70	
Capital	54,155,000	54,463,499	37,107,439	68.13	

3.7. Provisions (recurrent) granted to this Department/ District Secretariat/provincial council as an agent of other Ministries and Departments in terms of Financial Regulations 208.

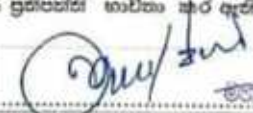
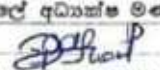
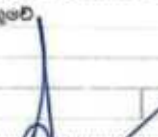
Ministry which received the provision		Objective of the provision	Provision		Actual Expenditure
			Initial Provision	Final Provision	
Presidential Secretariat	1-2-6-34-2509	Detection of Dengue Vector Control through the Sterile Insect Technique (SIT)	-	-	10,666

Ministry which received the provision		Objective of the provision	Provision		Actual Expenditure
			Initial Provision	Final Provision	
Election Commission	20-1-1--7-1409	Reimbursement of election staff payments for local government elections	1,032	1,032	9,985
Ministry of Finance, Economic Stabilization and National Policies	102-2-3-7-2401	For the expenses of the special meeting related to the implementation of the Treasury Management Information System	198	198	168
Ministry of Finance, Economic Stabilization and National Policies	102-1-2-40-1501-39(11)	To make payments for vouchers given to school-age children to obtain stationery	2,832,700	2,832,700	2,832,637
Ministry of Mass Media	124-2-5-4-2202	-	2,053	2,053	1,896
Ministry of Public Administration	130-1-16-0-1409-067(11)	Singing the National Anthem at the 77th Independence Day Commemoration	788	788	599
Ministry of Digital Economy	186-2-3-24-2509	SACTD Media and Information Literacy (MIL) Day	502	502	346
Ministry of Digital Economy	186-2-3-25-2509	Strengthening digital infrastructure facilities in schools and education offices	1,057,000	1,057,000	450,708
Department of Examinations	212-2-2-2-1409-107(11)	Payment of 1/30 allowance and overtime allowance to provincial/zonal office officers for the appointment of examination staff	4,129	4,129	778
Department of Examinations	212-2-2-1-1409-107(11)	Payments related to G.C.E. O/L, A/L and other examinations	219,495	219,495	149,343
Department of Educational Publications	213-2-1-0-1403(11)	Payment of water and electricity bills	5,345	5,345	5,345
Department of Pensions	253-1-2-4-1502-12(11)	Payment of retirement gratuity	-	-	39,526

3.8 Performance in the reporting of non-financial assets

Asset Code	Code description	Balance as per the report of Board of Survey as at 31.12.2023	Balance as per the Statement of Financial Stats as at 31.12.2023	To be accounted in future	Progress as a %
9151	Buildings and structures	71,746,269,512.35	71,746,269,512.35	-	100%
9152	Machinery	17,322,919,295.77	17,322,919,295.77	-	
9153	Land	111,084,325,140.00	111,084,325,140.00	-	
9154	Intangible assets	3,975,500.00	3,975,500.00	-	
9155	Biological assets	-	-	-	
9160	On-going works	15,218,889,377.71	15,218,889,377.71	-	
9180	Assets given on lease	-	-	-	

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2025 දෙසැම්බර් 31 දිනට			
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සටහන		2025 රු.	2024 රු.
වත්කම්			
ජංගම වත්කම්			
මුදල් සහ මුදල් හා සමාන දෑ	1	4,735,354.63	4,664,170.55
ලැබිය යුතු දෑ	2	889,580.54	124,370.51
කාලීන් ගෙවීම්		-	-
වෙනත් ජංගම වත්කම් - කොඩි ගණය	3	105,306.30	105,306.30
අත්තිකාරම් ගිණුම්	ඒපීඒ-5/5(ඒ)	-	-
		5,730,241.47	4,893,847.36
ජංගම නොවන වත්කම්			
ලැබිය යුතු දෑ		-	-
වෙනත් මූල්‍ය වත්කම් - ස්ථාවර තැන්පතු (BoC)	4	13,264,085.91	13,264,085.91
		-	-
වෙනත් මූල්‍ය නොවන වත්කම්		-	-
		13,264,085.91	13,264,085.91
මුළු වත්කම්		18,994,327.38	18,157,933.27
දේපළ පිරිසක හා උපකරණ සංචිතය			
කුලී හා වැඩ අත්තිකාරම් සංචිතය (ඒපීඒ - 5 (බ))		-	-
බැරකම්			
ජංගම බැරකම්			
තැන්පතු ගිණුම්	ඒපීඒ-4	-	-
ගෙවිය යුතු දෑ		-	-
		-	-
ජංගම නොවන බැරකම්			
ගෙවිය යුතු දෑ		-	-
		-	-
මුළු බැරකම්		-	-
ශුද්ධ වත්කම්		18,994,327.38	18,157,933.27
ශුද්ධ වත්කම් / ස්කන්ධය			
භාණ්ඩාගාර අරමුදල් ලැබීම්			
සමුච්චිත අරමුදල	5	18,994,327.38	18,157,933.27
මුළු ශුද්ධ වත්කම් / ස්කන්ධය		18,994,327.38	18,157,933.27
ශ්‍රී ලංකා රාජ්‍ය අංශ ගිණුම්කරණ ප්‍රමිතීන්, භාණ්ඩාගාරය විසින් නිකුත් කරන ලද විකුලේඛ , මාගෙරිස්පේශ් වලට අනුකූලව මෙම මූල්‍ය ප්‍රකාශන සකස් කර ඇති බවත් සුදුසු ගිණුම්කරණ ප්‍රතිපත්ති භාවිතා කර ඇති බවත් සඟවන කරමු.			
 ර.පී.පී. මහේෂ්වර ගණකාධිකාරී (ප්‍රකාශක)		 ර.පී.පී. මහේෂ්වර ගණකාධිකාරී (සාකච්ඡා)	
ගණකාධිකාරී (ප්‍රකාශක)		ගණකාධිකාරී (සාකච්ඡා)	
ශ්‍රී ලංකා ප්‍රජාතාන්ත්‍රික ජාතික කොමිෂන් සභාව දිනය :		ශ්‍රී ලංකා ප්‍රජාතාන්ත්‍රික ජාතික කොමිෂන් සභාව දිනය :	
මෙම මූල්‍ය ප්‍රකාශන රාජ්‍ය අංශ ගිණුම්කරණ ප්‍රමිත අනුව පිළියෙල කර ඇත. මෙම මූල්‍ය ප්‍රකාශන සකස් කිරීමේ හා ඉදිරිපත් කිරීමේ වගකීම ප්‍රකාශකායට අරමුදලේ අධ්‍යක්ෂ මණ්ඩලය සතු වේ.			
අරමුදලේ අධ්‍යක්ෂ මණ්ඩලය වෙනුවෙන් අනුමත කර අත්සන් තැබුවේ,			
 ර.පී.ඒ. ජයවර්ධන ප්‍රධාන ගණකාධිකාරී (මූල්‍ය සලකාකරණ)		 ර.පී.ඒ. ජයවර්ධන ප්‍රධාන ගණකාධිකාරී (මූල්‍ය සලකාකරණ)	
ප්‍රධාන ගණකාධිකාරී		ප්‍රධාන ගණකාධිකාරී	
අධ්‍යක්ෂ මණ්ඩලයේ සාකච්ඡා /		අධ්‍යක්ෂ මණ්ඩලයේ සාකච්ඡා /	
ප්‍රකාශකායට අරමුදල		ප්‍රකාශකායට අරමුදල	

සුනෙස්සන් ශිෂ්‍යත්ව අරමුදල
2025 දෙසැම්බර් 31 දිනෙන් අවසන් ව්‍යවස්ථාපිත සඳහා
ආදායම් හා වියදම් ගිණුම

		සඳහා	
		2025 රු.	2024 රු.
අයහාරය			
භාණ්ඩාගාර අරමුදල් ලැබීම්		-	-
සටහන		-	-
ස්ථාවර තැන්පතු සහ සේවාවන්		836,394.11	1,228,766.16
සභාගත අයවැය අදාළ ආදායම		-	66,455.10
මුළු අයහාරය		836,394.11	1,295,221.26
වියදම			
ශිෂ්‍යාධාර ගෙවීම්		-	(52,000.00)
මුළු වියදම		-	(52,000.00)
සාලපරිච්ඡේදය සඳහා			
අතිරේකය / (උණුසුන)		836,394.11	1,243,221.26
ශ්‍රී ලංකා රාජ්‍ය ආයතන ගිණුම්කරණ ප්‍රතිපත්ති, භාණ්ඩාගාර විධිවිධාන නිකුත් කරන ලද විධිවිධාන, මාසගණිතයේ වලට අනුකූලව මෙම මූල්‍ය ප්‍රකාශන සකස් කර ඇති බවත් සුදුසු ගිණුම්කරණ ප්‍රතිපත්ති භාවිත කර ඇති බවත් සහතික කරමි.			
..... නම : පී.පී.පී. මහේශ්වරයා තනතුර : ගණකාධිකාරී (සාමාන්‍ය) දිනය : අධ්‍යක්ෂ, උසස් අධ්‍යාපන සහ වෘත්තීය අධ්‍යාපන අමාත්‍යාංශය "සුඛසාගර" ස්වර්ණානුරාධ			

සුනෙස්සන් ශිෂ්‍යත්ව අරමුදල
2025 දෙසැම්බර් 31 දිනෙන් අවසන් වූ ව්‍යවස්ථාපිත සඳහා
මුදල් ප්‍රවාහ ප්‍රකාශය

		සඳහා	
		2025 රු.	2024 රු.
මෙහෙයුම් ක්‍රියාකාරකම් වලින් වූ මුදල් ප්‍රවාහයන්			
ලැබීම්			
භාණ්ඩාගාරයෙන් මුදල් ලැබීම්		-	-
පොළී ලැබීම්		-	-
සටහන		71,184.08	1,192,356.37
සභාගත අයවැය ආදායම		-	-
ස්ථාවර තැන්පතු මුදල් ලැබීම් (BoC)		-	67,950.00
ස්ථාවර තැන්පතු මුදල් ලැබීම්		-	-
ගෙවීම්			
ශිෂ්‍යාධාර ප්‍රදානය		-	(52,000.00)
මෙහෙයුම් ක්‍රියාකාරකම් වලින් වූ මුදල් ප්‍රවාහය		71,184.08	1,208,306.37
ආයෝජන ක්‍රියාකාරකම් වලින් වූ මුදල් ප්‍රවාහයන්			
පොළී ලැබීම්		-	-
ස්ථාවර තැන්පතු (BoC)		-	747,258.86
ආයෝජන ක්‍රියාකාරකම් වලින් වූ මුදල් ප්‍රවාහය		-	747,258.86
මුද්‍රා ක්‍රියාකාරකම් වලින් වූ මුදල් ප්‍රවාහයන්			
මුද්‍රා ක්‍රියාකාරකම් වලින් වූ මුදල් ප්‍රවාහය		-	-
මුදල් හා මුදල් හා සමාන දෑ වල මුදල් වැඩි වීම/(අඩුවීම)		71,184.08	461,047.51
සාලපරිච්ඡේදය ආරම්භයේ වූ මුදල් හා මුදල් හා සමාන දෑ		4,664,170.55	4,203,123.04
සාලපරිච්ඡේදය අවසානයේ මුදල් හා මුදල් හා සමාන දෑ		4,735,354.63	4,664,170.55
ශ්‍රී ලංකා රාජ්‍ය ආයතන ගිණුම්කරණ ප්‍රතිපත්ති, භාණ්ඩාගාර විධිවිධාන නිකුත් කරන ලද විධිවිධාන, මාසගණිතයේ වලට අනුකූලව මෙම මූල්‍ය ප්‍රකාශන සකස් කර ඇති බවත් සුදුසු ගිණුම්කරණ ප්‍රතිපත්ති භාවිත කර ඇති බවත් සහතික කරමි.			
..... නම : පී.පී.පී. මහේශ්වරයා තනතුර : ගණකාධිකාරී (සාමාන්‍ය) දිනය : අධ්‍යක්ෂ, උසස් අධ්‍යාපන සහ වෘත්තීය අධ්‍යාපන අමාත්‍යාංශය "සුඛසාගර" ස්වර්ණානුරාධ			

Rs.

Cash and Cash Equivalent

Cash balance as at 01.01.2025 4,735,354.63

Note 2

Receivables

Interest receivable (BoC) Account No :- 89961295 848,049.32

Interest receivable (BoC) Account No :- 92286179 41,531.22

889,580.54

Note 3

As per the Sri Lanka Accounting Standards LKAS 02 on stocks

No of flags as at 31.12.2025 478,665*0.22 105,306.30

As per the Sri Lanka Accounting Standards LKAS 02 on stocks

the stocks have been calculated at the minimum value.

Note 4

Other Financial Assets

Fixed Deposits (BoC) Account No : 89961295 12,516,827.05

Fixed Deposits (BoC) Account No :- 92286179 747,258.86

13,264,085.91

Note 5

Accumilated Fund

Accumilated Fund as at 01.01.2025 18,157,933.27

Surplus/ (Deficiency) for the period from 31.12.2025 836,394.11

18,994,327.38

Basis of Reporting

Reporting Period

The reporting period for these financial statements is the period from 01 January to 31 December 2025.

Basis of Measurement

The financial statements are presented in Sri Lankan Rupees to the nearest rupee.

Revenue Recognition

All income for the period is recognized as income, whether received in cash or not, and all expenses for the period are recognized as expenses, whether paid in cash or not, and income and expenses are reported on an accrual basis.

Cash and cash equivalents

Cash and cash equivalents as at 31 December 2025 are the cash book balance of the account number 7041169 held at the Bank of Ceylon, Battaramulla in the name of UNESCO Scholarship Fund

Inventory

Inventory has been accounted for in accordance with Sri Lanka Accounting Standards (LKAS) 2.

3.9 Report of the Auditor General

EDU/A/MOE/2025/FA/32

29th On of May 2026

Chief Accounting Officer,
Ministry of Education, Higher Education and Vocational Education

Head - 126 - Summarized Report of the Auditor General on the Financial Statements for the Year Ending as at 31st December 2025 of the Ministry of Education, Higher Education and Vocational Education, in accordance with Section 11(1) of the National Audit Act, No. 19 of 2018.

1. Financial Statements

1.1 Qualified Opinion

Head 126 - Financial Statements of the Ministry of Education, Higher Education, and Vocational Education as at 31st December 2025, including the Statement of Financial Position, the Statement of Financial Performance for the year then ended, and the Cash Flow Statement, have been audited by me under my authority, in accordance with the provisions of Article 154(1) of the Constitution of the Democratic Socialist Republic of Sri Lanka, read together with the provisions of the National Audit Act, No. 19 of 2018. My observations and opinions regarding these financial statements, which are submitted to the Ministry of Education, Higher Education, and Vocational Education under Section 11(1) of the National Audit Act, No. 19 of 2018, are presented in this report. In accordance with Section 11(2) of the National Audit Act, No. 19 of 2018, a detailed annual Management Audit Report will be issued to the Chief Accounting Officer in due course. The report of the Auditor General, which must be submitted to Parliament as stipulated by Section 10 of the National Audit Act, No. 19 of 2018, read together with Article 154(6) of the Constitution of the Democratic Socialist Republic of Sri Lanka, will also be submitted in due course.

Except for the matters mentioned in paragraph 1.6 of this report, it is my opinion that the financial statements of the Ministry of Education, Higher Education, and Vocational Education for the year ended as at 31st December 2025 present fairly, in all material respects, the financial position, financial performance, and cash flows in accordance with the basis of preparation stated in Note 1 to the financial statements.

1.2 Basis for the Qualified Opinion

My opinion is qualified based on the matters presented in paragraph 1.6 of this report. I conducted my audit in accordance with Sri Lanka Auditing Standards (SLAuS). The responsibilities of the auditor regarding the financial statements are further detailed under the section 'Auditor's Responsibilities'. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

1.3 Emphasis of Matter – Basis of Preparation of Financial Statements

Attention is drawn to Note 1 relating to the financial statements, which describes the basis of preparation of these financial statements. The financial statements have been prepared by the Ministry of Education, Higher Education, and Vocational Education in accordance with Treasury Financial Regulations 150 and 151, and Treasury Accounting Guideline No. 02/2025 dated 17th December 2025, for the requirements of the Ministry, the General Treasury, and Parliament. Therefore, these financial statements may not be suitable for any other purpose. My report is intended solely for the use of the Ministry of Education, Higher Education, and Vocational Education, the General Treasury, and the Parliament of Sri Lanka and should not be used for any other purpose. This does not modify my opinion.

1.4 Responsibilities of the Chief Accounting Officer on Financial Statements

It is the responsibility of the Chief Accounting Officer to prepare financial statements that fairly present, in all material respects, the financial position in accordance with Treasury Financial Regulations 150 and 151, and Treasury Accounting Guideline No. 02/2025 dated

17th December 2025, and to determine the necessary internal controls to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In accordance with Section 16(1) of the National Audit Act, No. 19 of 2018, the Ministry of Education, Higher Education, and Vocational Education is required to maintain proper books and records of its income, expenditure, assets, and liabilities in a manner that enables the preparation of annual and periodic financial statements.

In accordance with Sub-section 38(1)(c) of the National Audit Act, the Chief Accounting Officer of the Ministry of Education, Higher Education, and Vocational Education must ensure the establishment and maintenance of an effective internal control system for the financial management of the Ministry. The effectiveness of this system should be periodically reviewed, and necessary modifications must be made to ensure its continued effectiveness.

1.5 Responsibility of the Auditor on Auditing Financial Statements

My objective is to obtain reasonable assurance that the financial statements are free from material misstatements, whether due to fraud or error, and to issue an audit report that includes my opinion. Reasonable assurance is a high level of assurance, but it is not a guarantee that an audit conducted in accordance with Sri Lanka Auditing Standards will always detect material misstatements. Material misstatements may arise from fraud or error and are considered material if, individually or in aggregate, they could reasonably be expected to influence the economic decisions of users taken based on these financial statements.

In accordance with Sri Lanka Auditing Standards, I conducted the audit with professional judgment and due professional skepticism as part of the audit process. Furthermore, I have:

- designed and performed appropriate audit procedures to identify and assess the risks of material misstatement in the financial statements, whether due to fraud or error in forming the basis for the expressed audit opinion. The impact of material misstatements resulting from fraud is considered more significant than that of errors, as fraud may involve acts such as collusion, forgery, intentional omissions, misrepresentations, or the override of internal controls.
- obtained an understanding of internal control relevant to the audit in order to design appropriate audit procedures suited to the circumstances. Although expressing an opinion on the effectiveness of internal control was not the objective.
- made an assessment as to whether the transactions and events that form the basis for the financial statements are properly and fairly presented within the structure and content of the financial statements, including the disclosures.
- evaluated whether the transactions and events underlying the financial statements are properly and fairly presented, and whether the overall presentation of the financial statements, including the disclosures, is appropriate.

I make the Chief Accounting Officer aware of the significant findings of the audit, key internal control deficiencies and other matters.

1.6 Expression of Opinion on the Financial Statements

1.6.1 Recurrent expenditure

Although the financial value of donated materials and equipment should be accounted for in accordance with paragraph 5.23 of Public Accounts Circular No. 30/94 dated 30 April 1994, the Ministry of Education had not taken steps to account for 14,326 sets of school equipment

worth Rs. 158,090,275 received by the Ministry of Education from Corus International, a non-governmental organization in the United States of America, through Save the Children Sri Lanka in the year 2023. Also, the Ministry of Education had paid an amount of Rs. 43,546,056 as Social Security Tax and VAT in relation to the donation of these goods and since no relevant expenditure item had been allocated for the donation of these foreign goods, this expenditure had been borne through School Uniform Expenditure Item No. 126-1-2-2-1501.

1.6.2 Capital Expenditure

The following observations are presented.

- (a) Although a provision of Rs. 300,000,000 had been allocated under expenditure item 126-2-21-19-2509 during the year under review for the Tertiary and Vocational Education and Training (TVET) Sector Employment Creation Project (Government of Sri Lanka/KOICA), the relevant expenses had not been identified and accounted for under that expenditure item during the year under review.
- (b) Although the NCoE Branch had completed the acceptance of the computer system that had been prepared free of charge by an external organization for the selection of students to NCoEs on December 3, 2024, no steps had been taken to assess and account for it.
- (c) As per the Financial and Physical Progress Report submitted as on 31st December 2025, the expenditure incurred for the year 2025 for the establishment of Vocational Training Centre in Colombo and Technical College in Gampaha was Rs. 421.04 million out of the estimated value of Rs. 460 million. Accordingly, although the expenditure incurred was 91.53 percent of the estimated value, the actual expenditure as per the financial statements presented for the year under review was Rs. 366.95 million, and therefore the value of work in progress was understated by Rs. 54.09 million in the financial statements.

1.6.3 Non-financial Assets

The following observations are made.

- (a) According to the Treasury Books (ACA 6 / SA 82), the balance of non-financial assets as at 31 December 2024 was Rs. 196,644,948,902, but as at 01 January 2025, the balance was recorded as Rs. 196,694,207,769, resulting in a difference of Rs. 49,258,867.
- (b) According to the Treasury books (SA 82), although the acquisition value of capital assets in the year 2025 was Rs. 11,076,238,500, the cost incurred for the acquisition of capital assets in the financial statements was Rs. 27,263,375,151, and therefore assets of Rs. 16,187,136,652 had not been capitalized. Similarly, Rs. 17,471,097,404, which was included in the acquisition value of capital assets included in the financial statements in the years 2023, 2024 and 2025, had not been included in the fixed assets register in the CIGAS program even by the year under review. Accordingly, the year-end net asset balance included in the Treasury SA 82 report and the net asset balance included in the Statement of Financial Position did not reflect the actual amount of assets held by the Ministry of Education.
- (c) Although the assessed value of the land according to 3 valuation reports of the year 2025 was Rs. 12,562,409,375, only Rs. 81,209,375 had been capitalized as lands in the year under review. Of the assessed lands, a land worth Rs. 12,481,200,000 belonging to the Ministry had been capitalized under buildings by the Colombo Zonal Office.

- (d) Although the value of 11 buildings owned by the Ministry that were assessed was Rs. 2,943,300,550, the assessed value of 06 buildings, which was Rs. 1,494,978,550, had not been capitalized during the year under review.
- (e) The value of the lands of 47 schools belonging to 20 districts out of 396 national schools under the Ministry of Education had not been assessed and accounted for as assets as of December 31, 2025.
- (f) Under the financial support of the Sri Lanka Telecommunication Regulatory Commission, the procurement of 1000 Smart Boards worth Rs. 1,493,310,697 was entrusted to the Ministry of Education based on a Cabinet decision and although the goods were handed over to the Ministry of Education on October 7, 2024, the goods were delivered in the year 2024 or in the year under review, had not been accounted for as an asset.
- (g) Although, in accordance with paragraph 2 (iii) of Asset Management Circular No. 05/2022, in the event of a change in the scope of the Ministry, all non-financial assets including vehicles held by that Ministry should be formally handed over to the Ministry to which the relevant scope is transferred, the scope of the Research and Innovation Division, which was under the Ministry of Education, was transferred to the Ministry of Science and Technology by the Extraordinary Gazette No. 2412/08 - 2024 dated 25 November 2024, but the assets under the Research and Innovation Division, totaling Rs. 4,697 million, had not been formally transferred and recorded in the financial statements by the end of the year under review, and therefore the assets of the Ministry of Education were overstated in the financial statements. Furthermore, that value included a value of Rs. 2,113 million incurred by the Vocational Education Division in relation to a building capitalized by the Sri Lanka Institute of Nanotechnology in the year 2021 and was recorded under work in progress.
- (h) The cost of the Vocational Education Sector was Rs. 6.3 million, and the motor vehicle bearing GG-6098, which was not registered in the name of the Ministry, was recorded as a non-financial asset as of December 31, 2025, which resulted in the overstatement of non-financial assets by that value.
- (i) The value of property, plant and equipment at the end of the year under review included a vehicle worth Rs. 3.5 million provided to the National Vocational Training Authority in 2022, and even by the end of the year under review, steps had not been taken to remove that value from the assets transferred to the relevant institution.
- (j) Five vehicles worth Rs. 34,100,000 used by the Higher Education Division had not been entered into the CigaS computer system.
- (k) At the end of the year under review, 06 vehicles, costing Rs. 117,300,000, whose ownership and use were not in the hands of the Higher Education Division, had been included in the CIGAS fixed assets register.

1.6.4 Financial Assests

The following observations are made regarding the reconciliation statement of the Government Officials' Advance Account.

- (a) As of December 31, 2025, a difference of Rs. 5,513,776 was observed between the balance of the corrected control account in the consolidated reconciliation statement and the balance as per the individual balance classification summary. The reason for this difference was stated in the reply letters of 2023 and 2024 as the effect of the balances brought forward in the reconciliation statements of 1983 and 1990. Also, in

order to remove these balances from the books, the Department of Public Finance had informed that the said credit balances should be identified at the institutional level and the credit balances of the officers as individual balances, but no correction of the relevant balances had been made..

- (b) There was a difference of Rs. 66,323,213 between the balance of Advance B Account as per the Treasury Books and Departmental Control Account and the balance as per the Single Balance Classification Summary in the Consolidated Account Reconciliation Statement.
- (c) A difference of Rs. 25,651,328 was observed between the balance of the control account and the total of the revised single balance classification summary. It has not been corrected as on 30th April 2026 and the difference in that value in the year under review had further increased by Rs. 112,514 compared to the previous year.

1.6.5 Absence of Evidence for the Audit

The following observations are made.

- (a) In cases where fixed assets were not accounted for in accordance with the accounting method in the normal course of business, i.e., in the correction of errors related to fixed assets, in the reconciliation of balances, all the confirmation notes certified by a responsible officer with specific evidence for each accounting entry applied to the Consolidated Fixed Assets Report (Form SA 82) as per the treasury books in the SIGAS system were not prepared and submitted for audit. Accordingly, it was not possible to verify the value of Rs. 1,852,872,118 adjusted to the Consolidated Fixed Assets Report (Form SA 82) during the year under review.
- (b) The details of the composition of the two items shown in the reconciliation statement of the consolidated accounts of the Government Officers' Advances B Account, the reconciliation statement with the year-end balance of the Control Account, the deduction of Rs. 22,424,325 for the settlement of the Provincial Council loan balance of the Eastern Province in the year 1990 and the addition of Rs. 48,909,855 for the settlement of the Provincial Council loan balance through Treasury Account 7004, were not submitted to the audit.
- (c) The deposit balance of the Eastern Provincial Education Department in the general deposit account 6000-0-0-1-0-128 had shown a negative balance of Rs. 1,107,218, but no clear reasons had been provided for that.
- (d) Although all computer software, computer programmes, and computer data systems of the Ministry should have been valued and accounted for under intangible assets in the financial statements, only 04 computer software systems worth Rs. 3,975,500 had been accounted for and not all computer software systems of the Ministry had been accounted for..

1.6.6 Failure to Maintain Records and Documents in an Updated Manner

It was observed during the spot inspections that the Ministry had not properly and regularly maintained the following records in an updated and systematic manner..

	Type of the Document	Relevant Regulation	Observation
(a)	Fixed Assets Register	Treasury Circular No.842 dated 19th December 1978	The CIGAS computer program had not been updated.
(b)	Vehicle Log Books	Financial Regulation 1645 (a)	The Ministry of Education and the

(c)	Register of Losses and Damages	Financial Regulation 110	Higher Education Division had not been updated by including all information. The losses and damages of all units under the Ministry had not been updated.
(d)	Register of Contracts	Financial Regulation 127, 128, 133, 137	Information regarding all contracts made under the Ministry's provisions had not been updated.
(e)	Register of vehicles	Schedule VI category of FR 11 as per the FR 1647 (e)	The Higher Education Division had not been updated by including all information.

1.6.7 Statement of Losses and Writing Off from Records

The financial fraud of Rs. 6,805,500 related to the Health and Nutrition Program of the Hingurakgoda Zonal Education Office included in the Financial Regulation 104(4) reports had not been included in the statement of losses and omissions in the financial statements and the amount of Rs. 6,805,500 collected from the relevant parties had been retained in the General Deposit Account for 03 years without being credited to the government revenue..

1.6.8 Disclosures

Paragraph reference in the report related to the previous year	Recommendation not implemented	Paragraph reference in this report
1.6.2 (b) (i)	All expenses applicable to an accounting period should be accounted for in the financial statements as required.	1.6.2 (a)
1.6.2 (a) (ii)	All significant transactions and events that may affect those decisions should be disclosed in the financial statements when making decisions.	1.6.8 (a)
1.6.2 (a) (iii)	All significant transactions and events that may affect those decisions should be disclosed in the financial statements when making decisions.	1.6.8 (c)
1.6.2 (b) (v)	All departments should obtain information before preparing the financial statements and take steps to maintain good control over the accounting of assets related to the period under review.	1.6.5 (d)
1.6.2 (c) (i)	Differences between the balance of the Advance B Account and the balance of the single balance classification summary should be identified and corrected.	1.6.4 (a)
1.6.2 (c) (ii)	Changes in balances should be identified and corrected in a timely manner.	1.6.4 (b)
1.6.2 (c) (iii)	Changes in credit balances in previous periods should be identified and corrected.	1.6.4 (c)
1.6.2 (d) (i)	Authorities should ensure that the accounts are prepared correctly so that the closing and opening balances are equal and that changes	1.6.3 (a)

should be identified and corrected.

A		
c	1.6.2 (d) (ii)	Steps should be taken to capitalize capital 1.6.3 (b)
c		assets in a timely manner and to present the
o		asset balance in the statement of financial
r		position correctly.
d	1.6.2 (d) (iii)	Lands should be valued and accounted for as 1.6.3 (e)
i		assets.
n	1.6.2 (d) (iv)	Provisions should be set aside from the treasury 1.6.3 (f)
g		and accounts should be kept within the
		prescribed period.
t	1.6.2 (e)	Losses and damages should be correctly 1.6.7
o		included in the financial statements in
		accordance with Financial Regulation 104(4).
t	1.6.2 (g) (ii)	Management should ensure that the necessary 1.6.5 (b)
h		balances are submitted for audit.

e amendments made to Circular No. 06/2024 issued by the Director General of the Department of Public Accounts through letter No. SA/MAA/02/01/01 dated 18 February 2025. It has been stated that, in instances where there are transactions specific to a particular reporting entity, the necessary disclosures for such specific transactions should be made under the 'reporting framework.' However, the Ministry of Education had not acted in accordance with the said letter, and instances where disclosures were not made in the financial statements for the year under review are as follows.

- (a) Among the construction activities of the Ministry of Education, the number of contract projects accounted for under works in progress as of December 31, 2025 and the value of their completed works, which amounted to Rs.15,218,889,423, had not been disclosed in the financial statements according to each project.
- (b) Although the Engineering Division of the Ministry had estimated the losses incurred by 150 national schools and 7 national colleges of education due to Cyclone Ditva at Rs. 2,274,230,000, this had not been identified or disclosed in the financial statements..
- (c) The fact that 328 laptops worth Rs. 78,392,000, which were procured to achieve the 53 sub-spent indicators of the Secondary Education Sectoral Programme (SESIP) for the implementation of the National Education Management Information System (NEMIS), were stored in the central warehouse for 02 years from the date of acceptance in 2023 due to a legal matter, had not been disclosed in the financial statements..
- (d) The balance of Rs. 722,003 as of December 31, 2025 in the account opened and maintained at the Bank of Ceylon under the name of the Oriental Linguistics Institute under the Ministry of Education had not been disclosed in the financial statements.

2. Report on Other Legal Requirements

In accordance with Section 6(1)(a) of the National Audit Act, No. 19 of 2018, I hereby state the following matters

- (a) The financial statements are consistent with the previous year.
- (b) The following recommendations made by me regarding the financial statements of the previous year had not been implemented.

3. Financial Review

3.1 Expenditure Management

3.1.1 Non-utilization of provisions

Although it is the responsibility of the Chief Accounting Officer to ensure that all foreseeable services are included in the estimates in accordance with Financial Regulation No. 50 and that they are within the capacity of his department to perform during the financial year and that the estimates are prepared as completely and accurately as possible, the following instances were observed where action had not been taken accordingly.

- (a) While an annual budgeted provision of Rs. 103,000,000 was allocated under the expenditure item 126-01-18-002-1503, a supplement of Rs. 2,760,000 and a provision of Rs. 6,600,000 had been transferred under the F.R. 66 transfers during the year under review, and accordingly the total net provision had been Rs. 112,360,000. At the end of the year, the provision of Rs. 32,750,000 under this expenditure item remained, including the above total supplement and the F.R. 66 transfers..
- (b) While the annual budgeted provision under the expenditure subject 126-01-01-1409-140 of Miscellaneous Service Expenditure was Rs. 500,000, an amount of Rs. 1,000,000 had also been transferred under the F.R. transfers, but the expenditure under that expenditure subject was Rs. 445,459, the balance was Rs. 1,054,541 and the total F.R. 66 transfers had been completely left over.
- (c) In order to meet the expenditure of the Ministry of Education, a total net provision of Rs. 54,463,498,862 was made for capital expenditure and a total net provision of Rs.118,220,323,138 was made for recurrent expenditure during the year under review. At the end of the year under review, 32 percent of the provision for capital expenditure or Rs. 17,356,059,650 and 11 percent of the provision for recurrent expenditure or Rs.13,358,717,604 remained..
- (d) The total net provision of Rs. 4,335,946,379 for 36 expenditure items of the Ministry remained at the end of the year under review. Out of these, 27 expenditure items were capital expenditure items.
- (e) Although provisions of Rs. 1,175,711,373 had been transferred through F.R. 66 for 21 expenditure subjects of the Ministry, provisions of Rs. 1,610,240,666 had remained from that provision. Out of this, 100 percent of the F.R. transfers of 6 expenditure subjects had remained..
- (f) As per circular 24/2020 dated September 8, 2020 of the Secretary of the Ministry of Education, no arrangements have been made to enroll children for sports schools for the past few years. However, allocation of Rs. 233,500,000 had been reserved under the expenditure subject 126-01-02-019-1501 for the nutritious food programme for sports school students without proper understanding. A provision of 89 percent of the total allocation of Rs. 207,349,324 had left.
- (g) According to the financial statements of the year 2025, the allocation for staff training under programs 01 and 02 was Rs. 1,234,928,155 and the actual expenditure was Rs. 776,241,227, leaving 37 percent or Rs. 458,686,928 of the allocation. Out of this, the allocation for the Human Resources Development Branch was Rs. 206,000,000 and the expenditure incurred for training programmes was Rs. 127,000,000, leaving 38 percent or Rs. 79,000,000 of the allocation.
- (h) While the Ministry did not have a specific integrated training plan for training under education reforms, on October 03, 2025, provisions of Rs.531,713,155 were obtained from 03 expenditure subjects under F.R.66 for the education reform expenditure subject 126-2-7-036-2401-11 and were provided to the Provincial Councils for education reform training to be spent within a short period of 02 months. Furthermore, due to the inadvertent allocation of provisions for 03 expenditure subjects, the

remaining provisions of Rs.531,713,155 transferred under F.R.66 had amounted to Rs.126,247,220.

- (i) The UNESCO Branch received a provision of Rs. 66,713,747, comprising Rs. 40,000,000 for recurrent expenditure and Rs. 26,713,747 for capital expenditure, but Rs. 30,785,810 or 77 percent of the provision received for recurrent expenditure and Rs. 9,729,907 or 36 percent of the provision received for capital expenditure had not been utilized..
- (j) According to Financial Regulation 75, the net amount of a Supplementary Estimate should be calculated from the amount of the required over-the-line financial provision less the savings available for transfers, and although the provisions allocated through the Supplementary Estimate should not be left over under any circumstances and should be fully utilized for the relevant work, the entire amount of Rs. 4,760,000 allocated through the Supplementary Estimate in relation to 03 expenditure subjects of the Vocational Education Division had remained.
- (k) Although the provisions allocated under Financial Regulation 66/69 should be fully utilized for the relevant purpose without making any savings, out of the provision of Rs. 212.62 million transferred under Financial Regulation 66/69 for 09 expenditure items in the Skilled Sector, Rs. 66.90 million remained, which ranged from 5 percent to 496 percent of the net provision of the expenditure item..
- (l) Without properly identifying the need and without proper financial management, an amount of Rs. 67,500,000 had been paid to the Lalith Athulath Mudali Mahapola Educational Scholarship Trust Fund for providing Mahapola scholarships to students of the Institute of Advanced Technology, and out of this, Rs. 33,211,250, 49.2 percent, had been returned to the Higher Education Sector on two occasions without being used..

3.2 Entering into Commitments and Liabilities

The following observations are made..

- (a) According to the Treasury Statement of Accounts (SA 92), the liabilities for the period 2018 - 2024 were included in the financial statements of the year under review, but the liability balances of Rs. 4,754,263,552 from the year 2018 remained without further correction..
- (b) As a comparison between the payment control and the debt register departments had not been made even once a month to determine whether the debts amounting to Rs. 4,754,263,552 relating to previous years had been paid and released, the information between the two departments had not been checked from the year 2018 to the year under review, the debt register had not been updated with specific evidence, further actions had not been taken and all other evidence with the dates of payment of the debts and voucher numbers had not been submitted to the audit..
- (c) Although all liabilities should be recorded as per Public Accounts Circular No. 255/2017 dated 27th April 2017, liabilities amounting to Rs. 381,828 in the Vocational Education Division had not been recorded in the financial statements of the year under review.
- (d) Under the Nipunatha Sisu Saviya Scholarship Scheme, a provision of Rs. 900 million was allocated in the year under review for the payment of scholarships to students undergoing training in 11 vocational education institutions operating under the Ministry up to NVQ level 7. According to the Ministry accounts, the expenditure at

the end of the year was Rs. 898 million. When examining the accounts of those training institutions operating under the Ministry, the total scholarship payable for the year under review was Rs. 73.849 million. Accordingly, after adjusting the scholarships payable, the total scholarship expenditure for the year 2025 was Rs. 971.849 million and the amount spent in excess of the allocated provisions was Rs. 71.849 million. Accordingly, this credit had not been recorded under the financial statements of the year under review..

3.3 Certifications to be performed by the Chief Accounting Officer

The following observations are made.

- (a) The Chief Accounting Officer is required to ensure that the financial statements are prepared before the statutory due dates and, in addition, the Chief Accounting Officer is required to ensure that the annual reports relating to the audited entity are submitted to Parliament. However, due to the audit observations mentioned in paragraphs 4.8 (a) (i) and (ii) of the report, those requirements had not been met..
- (b) Although the Chief Accounting Officer is required to ensure that all audit queries are responded to within the specified time frames as required by the Auditor General in terms of the provisions of Section 38 (e) of the National Audit Act, No. 19 of 2018, the audit observation referred to in paragraph 4.7 (a) of the report had not met those requirements.
- (c) Although the Chief Accounting Officer should ensure that there is an effective system in place to properly implement the internal audit function, as per the observations mentioned in 6.2 (a) (b) (c) of the report, that requirement had not been fulfilled to an adequate level..

3.4 Non-compliance with Laws, Rules, and Regulations

The following non-compliances were observed.

Reference to Laws, Rules and Regulations	Non-compliance
(a) Financial Regulations of the Democratic Socialist Republic of Sri Lanka Financial Regulations 104(3) and 104(4)	There were 20 cases where the initial report was not submitted even though there was a delay of more than 7 days in submitting a full report, and 66 cases where the full report was not submitted even though it was submitted within three months from the date of the loss. This was due to the lack of adequate supervision by the relevant division in this regard.
I. Financial Regulation 880	Although the officers who are administratively responsible or delegated with authority to receive or be in charge of government money, revenue, stamps or goods, or to distribute government money or issue stamps or goods, and those who sign cheques certifying vouchers relating to government accounts, are required to give a guarantee in accordance with the Government Officers' Guarantee Ordinance,

	Section 612, that they will honestly perform their duties, 21 of the officers in the Higher Education Sector who were required to give a guarantee had not taken steps to give a guarantee..
II. Financial Regulation 396	Regarding the cheques issued but not cleared, the value of Rs. 4,341,326, which was over 06 months old, was recorded in the General Deposit Account for 02 years, but no steps had been taken to settle the balance or to take it into government revenue..
(b) Establishments Code of the Democratic Socialist Republic of Sri Lanka	
I. Para 3.1 of the Chapter 47	Although no gratuity, gift, or other benefit, whether in the form of money, goods, or services, should be accepted directly or through someone else as an extraordinary discount for the value of a service rendered, during the sample inspection, officials of many schools had acted in a manner that was not relevant to this and had taken steps to obtain privileges in the form of parties, entertainment, etc..
II. Para 29.1 of the Chapter 48	Although 31 cases were reported through internal audit reports where it was revealed that an officer or a group of officers had committed irregularities or misconduct through negligence or carelessness or by not acting in accordance with the applicable laws and regulations, they were recommended for investigation and referred to the Additional Secretary (Disciplinary Investigations), but sufficient steps had not been taken in this regard.
(c) Paragraph 2.2.2 of the Public Administration Circular No. 18/2001 dated 21st August 2001 and the Annual Transfer Circular for Officers of the Combined Service	Although it is stated that officers who have completed more than 5 years of service at the same place of work are subject to annual transfers, during the sample inspection, the Ministry had not taken steps to implement transfers for officers in the combined service who had completed more than 5 years in most schools.
(d) Public Finance Circular	
I. Public Finance Circular No. 08/2019 dated 17th December 2019	Although every procurement entity is required to publish procurement plans, pre-procurement notices, procurement notices and information related to procurement awards on the website www.promise.lk , the Ministry had not taken steps to do so since the system was launched in

II. Paragraph 04 of Public Finance Circular No. 08/2019 (i) dated 19 April 2023	2023.
III. Paragraph 02 (ii) of Asset Management Circular No. 02/2017 dated 21 December 2017	Although procurement notices for all procurements exceeding Rs. 200 million should be published through the e-GP application, 03 procurements exceeding Rs. 200 million had not been entered into the e-GP system during the year under review.
IV. Paragraph No. 4 (iii) of Asset Management Circular No. 06/2023 dated 24th August 2023	Although it is necessary to register vehicles used without registration rights in the name of the institution with the consent of the institution that has the registration rights or to formally transfer them to the institution that has the registration rights, until April 30, 2026, no steps had been taken to take over the registration rights of the 03 vehicles used by the Higher Education Division..
	Although all vehicles in the institution should be reported through the online Non-Financial Asset Management System (NFAMS), the Vocational Education Division had used a vehicle worth Rs. 6 million belonging to the Ministry of Economic Affairs since 2020, but no action had been taken accordingly..
(e) 2024 Procurement Guidelines	
I. 2.2.1 (e), 4.1 and 2.2.1 (f) paragraphs	The Ministry of Education, Higher Education and Vocational Education had not prepared the main procurement plan and procurement budget for the year under review as per the referenced regulations..
II. Para 4.3	Although, as per the referred regulations, a total cost estimate including all associated expenses should be prepared for each procurement and approved by the relevant authorized authority, action had not been taken accordingly in relation to 10 procurements made during the year under review and no action had been taken accordingly in relation to procurements made in previous years..
(f) Education Ministry Circular	
I. Paragraph 8.1.2 of Circular No. 54/2023 dated 29 December 2023	Although approval must be obtained from the Zonal Education Office for projects carried out with private financial assistance within the school, during the sample audit, many schools in the system had implemented such projects without obtaining approval from the Zonal Education Office..
II. Circular No. 54/2023 dated 29	From 2022 to 2024, 25 different types of

infrastructure development projects were carried out at a Hambantota National School at a cost of Rs. 18,131,000 and the necessary funds for them were provided by various individuals and institutions. Although the income and expenditure were estimated in the annual budget report as donations from well-wishers under S6 and new construction and improvement of school buildings and other capital expenditure under CEX 04, the funds received for the above projects had not been credited to the School Development Society account and utilized with the approval of the Ministry of Education.

(g) Other Ministries' Circulars

Circular No. MNPEA/02/2019 of the Ministry of National Policies, Economic Affairs, Resettlement and Rehabilitation, Northern Provincial Development, Vocational Training and Skills Development and Youth Affairs dated 10th January 2019

While planning projects, as included in the guidelines for submitting development project plans for public investment, a feasibility study should be conducted to determine the cost-benefit and sustainability of the project, plans for operation and maintenance activities should be prepared, and approval of the National Planning Department should be obtained before implementing medium-scale projects between Rs. 100-1000 million. However, the Ministry had not taken steps to conduct a feasibility study and identify the need and obtain approval from the National Planning Department for 07 projects worth Rs. 3,000 million that were implemented in relation to the year 2024, which were subject to sample audit..

3.5 Irregular Transactions

Although an application must be made to the Public Accounts Department of the Treasury to open an official bank account under Financial Regulation 381, without doing so, a bank account had been opened in the name of the Oriental Language Institute at the State Bank of Pelawatte and maintained by the Oriental Language Division by collecting money in various ways, and the balance as of December 31, 2025 was Rs. 722,003.

3.6 Issuance and settlement of Interim Imprest

Although the amount of money to be spent on the proposed work should be accurately estimated before obtaining the interim advance and only the necessary amount should be obtained as interim advance, according to the audit test conducted by the Skills Division, in 21 cases where this was not done, a total of Rs. 774,307 of the advance amount of Rs. 1,273,950 had been repaid without spending, and it ranged from 20 percent to 100 percent as a percentage..

3.7 Deposits

Following observations were made.

- (a) Although deposits that have exceeded 02 years from the date of deposit in terms of Financial Regulation 571 should be credited to the State Revenue, the value of 07

deposit accounts that were not credited to the State Revenue during the year under review was Rs. 218,773,784, and that value also included a balance of Rs. 31,667,867 that had exceeded 5 years..

- (b) Although more than a year had passed since the unidentified deposits that had been received as deposits in the bank account for more than 6 months had been deposited, the balance of Rs. 5,749,660 had been credited to the general deposit account without taking steps to identify them..
- (c) Contract retention money worth Rs. 87,838,425 was deposited in 02 general deposit accounts, and the balance of which exceeded 05 years was Rs. 21,693,568. With the expiration of the contract period, the Engineering Division followed up on the contracts, identified the existing problems in them, took necessary steps to complete the contracts, and the Accounts Division did not take timely information regarding this and did not follow up on it adequately, so it remained as a general deposit balance for a long time without being settled..
- (d) Rs.3,463,547 provided to the Uva Provincial Education Department under the Sanitation Program in 2022 remained in the General Deposit Account for more than 02 years.
- (e) The remaining amount of Rs. 1,089,317 from the funds provided for the provision of COVID sanitation facilities in the North Central Province remained in the General Deposit Account for more than 02 years as of April 30, 2026..

3.8 Surcharges

Following observations were made.

- (a) Public Administration Circular No. 04/2022 dated March 08, 2022, has given instructions regarding the consumption of electricity and fuel in all state institutions under the economical use of electricity and fuel, and under paragraph 4.2 (ii) thereof, approval for additional fuel was given only to the Secretary of the Ministry, but 8 Additional Secretaries and Directors of the Ministry had obtained additional fuel worth Rs. 318,996 in the year 2025 in a manner inconsistent with that, but no steps had been taken to recover the said excess payments..
- (b) In accordance with Chapter VII 1.6 of the Establishments Code, disciplinary action should be taken against an officer for periods of absence without taking leave, and although he should not be paid any salary for that period, 93 officers were observed during the audit to have failed to comply in 03 cases, but no necessary action had been taken in this regard as of 20th May 2026..
 - i. An officer in the office of the Chief Financial Officer (Financial Management) Division had been paid by the Accounts Division for the period of absence. Accordingly, this officer was overpaid an amount of approximately Rs.351,770 due to payment of full salary without deduction for the leave taken in excess of the casual and sick leave limit..
 - ii. Although the salaries paid irregularly and not in accordance with the Establishments Code and the loss incurred by the government due to the salaries paid irregularly should be calculated and recovered from the respective officer or responsible officers, 91 officers of the Ministry of Education had taken leave irregularly and not in accordance with Sections 8.1 and 8.2 of the Establishments Code and Financial Regulation 156, action had not been taken in this regard..

- iii. A permanent sanitation worker at Sri Sumangala Vidyalaya, Weligama, had been paid Rs. 609,492 in salary for the days she was absent, even though she had not taken leave without formal approval and had not reported to work..

3.9 Operation of Bank Accounts

Following observations are made.

- (a) Unidentified receipts related to 09 accounts held by the Ministry of Education were Rs. 10,203,479 and unidentified payments were Rs. 1,144,715. As of December 31, 2025, there were 05 bank account numbers under the Provincial Education Departments that were not settled and unidentified payments that exceeded one month and their value was Rs. 106,757,825. As of December 31, 2025, there were 12 National Colleges of Education with unidentified receipts of Rs. 221,836 and payments of Rs. 575,285 and no action had been taken to settle them..
- (b) As of December 31, 2025, there were Rs. 55,326,406 in unsettled and unidentified receipts exceeding one month in 19 Provincial Education Department bank accounts belonging to the Ministry of Education, but no steps had been taken to settle them..

4 Review of Operations

4.1 Performance

4.1.1 Non fulfillment of functions

Following observations are made.

- (a) The Ministry of Education had been unable to carry out the tasks of formulating and implementing a national policy for pre-schools, which were included in the purview of the Ministry of Education, and regulating international schools in accordance with the national education policy.
- (b) Although the total estimated expenditure for the expected activities in the year 2025 as per the Action Plan was Rs. 39,293,670,000, the actual expenditure as per the progress report was Rs. 14,813,320,000 and accordingly due to the unachieved progress, Rs. 24,480,350,000 or 62 percent of the total allocation remained and the expected targets could not be achieved. Also, there was a difference of Rs. 2,240,110,000 in the estimated expenditure between the Action Plan and the progress report.
- (c) The main responsibility for the development of infrastructure facilities in the existing schools, National Colleges of Education, Teachers Colleges, etc. in the island has been entrusted to the Engineering Branch and accordingly, an amount of Rs. 8,431,290,000 had been allocated for 41 constructions as per the Action Plan for the year 2025. During the examination of the progress achieved during the year through those activities, there were 10 activities that were not completed and 16 activities with less than 50 percent physical progress.
- (d) In the evaluation conducted regarding the placement of students completing courses in the professional employment sector, which was one of the main objectives of the Vocational Education Sector, the Department and the 15 other institutions operating under this sector had not implemented follow-up programmes regarding the employment of trainees who had completed vocational training, and a data system had not been established regarding the employment of trainees.
- (e) Although the Vocational Education Division under the Ministry, which consists of 18 institutions and one department, was supposed to perform its functions and tasks

towards the goal of producing a highly paid employee from every family in line with the government's national policy framework of "A Prosperous Country, a Beautiful Life" with the vision of "A Skilled Workforce" and the mission of "Preparing the Background for Creating a Harmonious Society Full of Knowledge, Professional Competence and Skill", a strategic plan had not been prepared and actions had not been taken accordingly to accomplish that task during the year under review..

4.1.2 Non-attainment of the expected level of completion.

Following observations were made.

- (a) It was observed that out of the tasks planned to be completed in the year 2025, there were 21 tasks belonging to 05 sectors that did not make any progress, and their estimated value was Rs. 761,167,500, and there were also activities for which the estimated value could not be identified..
- (b) The progress of 37 tasks belonging to 09 branches of the Ministry ranged from 2 percent to 50 percent, and according to the progress report, the estimated value of unachieved tasks was Rs. 3,783,760,597, and there were also activities for which the value could not be identified..
- (c) The audit observed that the number of unresolved investigations in the Ministry of Education as of December 31, 2025 was 99. Since they were categorized into various fields such as financial fraud, disciplinary violations, child abuse and misconduct, and a system for completing the investigations with a weighting system was not established, the errors in those files were further taken as a precedent and were not being resolved in a timely manner, and justice was not being served to the victims..
- (d) The creation of a national education system that would enable Sri Lankan children and youth to confidently address global challenges, which had been identified as a key task of the Ministry, had not been achieved as expected..
- (e) The official website of the Ministry of Education was created by a private company in 2024 as a CSR project. Since the Ministry should own the rights to the templates, plug-ins, etc. required for the development of the relevant website, it was appropriate for the Ministry of Education to purchase the relevant software and specifications. Approval was received from the Secretary of Education in February 2024 for the relevant purchases. Although a provision of 5,000,000 had been allocated, the software required for the creation of the website had not been purchased and although the website of the Ministry of Education had been created by the relevant institution, due to the fact that the plugins were not properly included in the website and the search tool was not functioning properly, all parties were unable to browse the circulars of the Ministry of Education from the website of the Ministry of Education. The circulars and guidelines issued in relation to the internal control policy plans, etc. based on the units established throughout the island, such as 100 regional offices, 396 national schools, 20 colleges, etc., had not been received by the relevant parties as scheduled by 20 May 2026.
- (f) Although the target number of student enrollments for the 13 vocational training institutions under the Ministry in the year 2025 was 132,937, the number of students enrolled was 106,725. Accordingly, 26,212 students or 20 percent less than the target number were enrolled. Although the number of students enrolled in the year under review was a 2 percent increase compared to the previous year, it was a decrease of 1,494 and 13,530 compared to the number of students enrolled in the years 2022 and 2023, respectively. Furthermore, although the Vocational Education Division had

conducted 27,016 awareness programs for 528,378 students during the year under review, the target enrollment was not achieved.

- (g) Under the Self-Employment Generation Initiative Sub-loan (SEPI) program, it was targeted to provide loans of Rs. 950 million from 2016 to 2027, but by the end of 2025, only Rs. 595.7 million had been provided to 1,221 beneficiaries. Although the Ministry had planned to provide Rs. 420 million for the year 2025 and later allocated Rs. 350 million, only Rs. 24.7 million had been spent on 28 beneficiaries..

4.1.3 Delays in Implementing Projects

Following observations were made.

- (a) Submission of project proposals for approval by the UNESCO Commission..
 - i. Funds are provided on behalf of member countries for the implementation of project proposals covering the main areas that are focused on achieving the Sustainable Development Goals by UNESCO. Accordingly, although 28 project proposals were to be submitted for approval by the Sri Lanka UNESCO Commission in the years 2018-2025, only 12 proposals were approved out of 25 project proposals.
 - ii. It was observed that the Commission had not identified a specific program for submitting proposals to the UNESCO High Commission, while also improving the project proposals submitted under the targeted areas, and that the project proposals submitted had not been able to attract the maximum amount of money that could be attracted to the country, and that about 50 percent of the project proposals submitted had been rejected. Furthermore, out of the 12 projects approved, 03 projects had not been completed by the date of audit.
- (b) Austrian project to improve training activities at the Katunayake Institute of Engineering Technology
 - i. The three-storey new building and workshop constructed under the project had been put into use by the institution since February 27, 2021. Although the total cost of the project was Rs. 326.155 million, the assessed value of the two buildings as per the assessment conducted by the Government Valuation Department as on December 06, 2021 was Rs. 51.75 million. Accordingly, the assessed value had decreased by Rs. 274.405 million compared to the construction value within one year of the buildings being put into use. Also, under this project, the Katunayake Institute of Engineering and Technology had issued a project completion letter subject to the receipt of training equipment worth Rs. 13.73 million, which had not been received until then, and the equipment had not been obtained by December 31, 2025, the date of audit..
 - ii. The renovation work of 03 buildings of the Institute of Engineering Technology related to the renovation of buildings under the project had been completed by 27th February 2021 and the cost incurred for it was Rs. 101.91 million, however, as per the valuation conducted by the Government Valuation Department as on 06th December 2022, the assessed value of those buildings was recorded as Rs. 78.25 million..
- (c) The contract for the construction of a 12-storey building for the Faculty of Medicine of the University of Ruhuna, Karapitiya, with the aim of increasing the number of students who can be admitted to the Faculty of Medicine and developing research capabilities, was awarded to the Central Engineering Consultancy Bureau in

September 2020 for Rs. 3,195,108,044. Although the work of this contract was to be completed and handed over to the University by 06 September 2021, the contract period had been extended 06 times by the end of the accounting year. However, although the structural work of this project had been completed, the Medical Faculty building had not been usable as the work of interior and exterior painting, electrical wiring, AC pipe installation, tiling etc. had to be completed.

- (d) The project to establish a Professorial Unit at Karapitiya Hospital was awarded to Central Engineering Services Private Limited in June 2019 at a cost of Rs. 2,807,933,000 with the aim of achieving the goals of increasing the number of medical degree candidates by 300, improving the national health services, medical and nursing professions, improving the recruitment of post-doctoral trainees, and improving the quality of teaching in clinical training. Although the work was expected to be completed on June 16, 2022 as per the agreement, extensions were obtained on several occasions up to April 19, 2026, but by May 2026, the unit could not be used anymore due to problems in the installation of the mechanical, electrical and air conditioning system of this project.

4.1.4 Abandoning projects without completing

The renovation of the Aruppola Technical College, Nuwara Eliya, which commenced on 22 October 2021 under the Tech Udana project at an estimated cost of Rs. 205 million (excluding VAT), was halted midway without being completed as per the contract agreement..

4.1.5 Projects that have not made progress despite the release of funds

Following observations are made.

- (a) In order to attract the youth for vocational training, a provision of Rs. 500 million was allocated in the year under review for the development of technical colleges and technical institutes under a unified architectural model under the Tech Udana program. Although only Rs. 194.7 million or 39 percent was spent for this purpose, the expected objectives had not been achieved..
- (b) Although the Skills Development and Vocational Education Division had allocated Rs. 225 million for 04 projects implemented for the National Apprenticeship and Technical Training Authority in the year 2025, due to non-utilization of the provisions, a financial progress of Rs. 67.041 million or only 30 percent had been achieved by the end of the year under review..
- (c) The Skill Sector Development Programme (SSDP) implemented under the Skill Development and Vocational Education Division had completed only the ground floors of 11 Vocational Training Centres of the Sri Lanka Vocational Training Authority and the National Apprenticeship and Technical Training Authority during the period 2014-2018. Recognizing that these partially completed buildings should be completed to prevent damage due to direct sunlight and rain and to ensure the safety of the students undergoing training on the ground floor, this division had planned to spend an estimated cost of Rs. 870 million for the purpose in several phases during the period 2023-2025 and complete the work of all the buildings, but the relevant constructions had not been completed. Out of the amount of Rs. 202.91 million allocated for this purpose in the year under review, only Rs. 48.96 million had been spent.
- (d) **Project to build the Faculty of Medicine at the University of Moratuwa**
In view of the need to increase the number of doctors available to improve national health standards, it was decided to establish the Faculty of Medicine at the University

of Moratuwa by the Cabinet decision dated 05 April 2021, and a Cabinet paper dated 20 April 2021 was forwarded to the Faculty of Medicine at the University of Moratuwa to obtain the infrastructure and other resources of the South Asian Institute of Technology and Medicine (SAITM) and the Dr. Neville Fernando Teaching Hospital (NFTH), but since approval had not been received so far, the entire provision of Rs. 37,000,000 provided for the expenditure of the project in the year under review remained.

4.1.6 Non receipt of expected benefits

Following observations were made.

- (a) During the performance review of the Ministry of Education under the National Education Management Information System (NEMIS), the data obtained from the National Education Management Information System (NEMIS) as of August 15, 2025, and the data identified through physical audit inspections were analyzed individually and in ad hoc manner, as appropriate. When analyzing the data obtained from the management information system by province and district, it was observed that the number of teacher surpluses and vacancies was contradictory, and the number of teacher surpluses was 516 by province and 654 by district. Similarly, the number of teacher vacancies was 2,394 and 2,532 by province and district respectively.
- (b) In the analysis of the data related to the service period of teachers included in the database, there were 30,473 teachers with more than 10 years of service in one school. Accordingly, the database shows that there are 1,356 teachers who have served in the same school for more than 1/4 of their total service period. According to the analysis conducted further by province, it was observed that there are 6,425 and 5,814 teachers in the Central and Sabaragamuwa provinces who have served in the same school for more than 10 years, and more than 3,000 teachers in the Western, Uva, Southern and Northwestern provinces, and a larger number of these are in popular national schools. Accordingly, it was observed that the Teacher Transfer Division has not properly implemented the teacher transfer policy.
- (c) Due to the shortcomings in the basic aspects of the accuracy, completeness, up-to-dateness and relevance of the data system established by the Ministry of Education, the Ministry of Education has been unable to correctly utilize the existing data system in the currently implemented Module 02 for tasks such as teacher transfers, teacher balancing and human resource management and to make decisions.
- (d) Due to the shortcomings in the basic aspects of the accuracy, completeness, up-to-dateness and relevance of the data system established by the Ministry of Education, the implementation of the new education reform program, which was supposed to be implemented under the Ministry of Education from the year 2020, was reviewed. Under the Visions of Prosperity Policy Statement, the State Ministry of Education Reforms, Open Universities and Distance Education was established by the Extraordinary Gazette No. 2187/27 dated August 20, 2020 and education reform activities were initiated. According to the letter of the Secretary to the President No. PS/SAD/Education/2023 dated March 13, 2023, it was informed to temporarily stop submitting proposals for education reform. Accordingly, education reform activities were temporarily suspended and education reform activities were resumed from December 2024. Accordingly, although the National Education Commission had been reviewing the 2020-2030 Ten-Year National Education Policy Framework and drafting an education policy, making recommendations since 1992, 2003, 2016 and 2018, in the year 2023, the draft had been set aside and a new 2023-2033 Ten-Year Education Policy Framework had been prepared and the approval of the Cabinet had been obtained, but parliamentary approval had not been obtained for it. Similarly, from

December 2024, at the beginning of the new education reform program, the responsibility for preparing the national education policy had been reassigned to the National Education Commission in the year 2024, but as of May 10, 2026, a national education policy had not been prepared and parliamentary approval had been obtained. The Ministry of Education was unable to properly utilize and make decisions on the data system available in Module 02 for tasks such as teacher transfers, teacher balancing, and human resource management.

- (e) The new education reform programme was started from December 2024 through 05 pillars namely curriculum development, human resource development, infrastructure development and education administration reform, assessment and evaluation, public awareness and promotion. According to the short-term, medium-term and long-term timelines for the new education reform programme proposed to be implemented, the parties responsible for the activities assigned to the related institutions should implement the new education reform under a long-term, specifically identified programme with estimated allocations and specific deadlines. A road map was not prepared for the new education reforms with an initiative and monitoring programme. Thus, despite a delay of 05 years since the implementation of the new education reforms, the audit could not identify that the new education reform programme will be implemented by May 10, 2026 by approving a proposed road map to implement the new education reforms.
- (f) The Ministry of Education had prepared an action plan that included activities related to educational reforms under each of the Ministry's departments, but the Ministry of Education had not prepared an annual plan for new educational reforms.
- (g) The allocations for activities related to the new education reforms under the respective departments of the Ministry of Education had been allocated in a general manner in the budget under Head 126 in a manner that could not be identified. Accordingly, the allocations allocated for the activities of the new education reforms in the years 2025 and 2026 could not be identified according to the budget document. Since the new education reforms are a project that will be implemented for a long period of time, the relevant budget had not been properly allocated since the year in which the new education reforms were entrusted to the Ministry of Education.
- (h) Although there were no direct provisions regarding curriculum reform and development in the the National Institute of Education Act No. 28 of 1985, the Gazette No. 409/5 of 31 August 1987 indirectly authorized it and the institution had been engaged in curriculum reform activities for about 40 years. Similarly, the Hansard report containing the discussion held in Parliament on the establishment of the the National Institute of Education on 11 July 1985 also stated that the National Institute of Education would be established to carry out the functions of curriculum framework and curriculum development. Although the National Institute of Education was entrusted with the development of the subject framework and subject of the modules under the new education reforms through the letter No. ED/RF/03/02/11 dated 09 February 2022 of the Secretary to the State Ministry, it was identified that the Act of that institution should be amended from the year 2021, but the task was assigned to the National Institute of Education in the year 2022 without such amendment of the Act.
- (i) Under the National Education Reforms, it was observed that the National Institute of Education had prepared 541 modules for grades 1-5 and grades 6-11 during the period 2020-2024. However, as per the Cabinet decision of the Secretary to the Ministry of Education dated March 7, 2026 and May 20, 2026, the responsibility for the preparation and printing of the modules required for all grades, starting with the modules related to grades 2 and 7 scheduled for the year 2027, was assigned to the

Department of Educational Publications. However, according to the information submitted by the National Institute of Education for audit, the level of preparation of the modules prepared at a cost of Rs. 483,332,938 was confirmed by May 2026 and a formal takeover was made with the specifications at the level at which the modules were prepared. The Chief Accounting Officer had not taken steps to include this and only the acceptance of drafts of modules for grades 2 and 7 had been included in that memorandum.

- (j) The Cabinet Memorandum No. ED/RET/26/26 dated 30 April 2026, titled Transfer of Responsibility from the National Institute of Education to the Department of Educational Publications for the Preparation of Modules under the Education Reform Process, did not mention the recommendations of a feasibility study conducted by a qualified expert committee. Accordingly, it was not observed during the audit that the Department of Educational Publications has the capacity and institutional capacity to prepare the modules to be prepared with a significant structural change and whether the Department of Educational Publications has the capacity and capability compared to the National Institute of Education to prepare the modules, which are one of the five main pillars under the new education reforms.
- (k) In the resumption of education reform activities from the year 2024, attention was focused on reviewing the modules that had been prepared at that time and accordingly, the Secretary of Education had assigned that responsibility to the subject directors of the Ministry of Education. Accordingly, the committees appointed by the subject directors had reviewed the modules and made recommendations in the third quarter of 2025, but without following up on the correction of those recommendations. In the same modules, the responsibility of the modules had been assigned to the editing board of each module and the Secretary of Education had given approval for the module printing work on the new education reform process and module review dated September 8, 2025. It was observed according to the reports of the meetings held.
- (l) It was observed during the audit that due to certain problematic situations regarding the contents of the printed English medium module for Grade 6, which was not carried out in a responsible and formal manner, out of the curriculum reforms for Grade 1 and Grade 6 that were scheduled to be implemented in 2026 under the new education reforms, Grade 6 was suspended and only Grade 1 was implemented. Accordingly, 6,840,800 copies of the first semester modules of Grade 6 were printed to implement the new education reforms in the year 2026, but due to the non-implementation of the reforms for Grade 6, 2,100,545 copies of textbooks under the old syllabus had to be reprinted at a cost of Rs. 278,210,186, and the printing cost of the English medium module, whose content was problematic, had become a wasteful expense.
- (m) Since teachers also perform specific duties according to a school schedule, teachers' time is also managed, and in the year 2024, over Rs. 593 million was spent on applied resource centers, but as of May 10, 2026, not a single teacher training had been conducted and the project with 208 applied resource centers (Resource hubs) that were lying idle had not been activated and teacher training had not been conducted through information technology methods.
- (n) Under the new education reform programme, the training programme for teachers and trainers has been assigned to the National Institute of Education, but without subjecting to a joint teacher training plan of the National Institute of Education, training programmes were also conducted by the Ministry of Education, Provincial Education Departments, and Sri Lanka Examinations Departments. Since teachers had not been recruited for the new subjects introduced under the new education reforms, teachers teaching concurrent subjects had been trained, and it is observed that this cannot be identified as a permanent and successful solution for this. It was also

observed that the fact that teacher balances have not been carried out and teacher vacancies have not been identified by subject and recruitment has not been made accordingly is also a disadvantageous situation for the implementation of education reforms.

- (o) Considering the progress of the 05 main pillars of education reforms as of 10 May 2026, there was no significant progress in the other pillars except for the insufficient implementation of the 02 pillars of curriculum development and human resource development. Infrastructure and education administration reforms and assessment and evaluation reforms were in the initial stages. In order to successfully carry out this education reform programme, all the pillars should be implemented in parallel and expeditiously, otherwise there is a risk of fragmentation in the functioning of the new education reforms.

4.2 Foreign Funded Projects

4.2.1 Performance of the Foreign Funded Projects

Following observations were made.

- (a) Under the assistance of the Republic of India, a decision of the Cabinet of Ministers No. AMA/16/24/66/742/039 was received on December 07, 2016 for the construction of a new national school with multiracial and trilingual education in Polonnaruwa district and as of this date, Rs. 270,520,976 (inclusive of VAT) with 100 percent physical progress with scope restrictions and by 31 December 2025 for Phase 02 building at Rs. 111,426,123 (with VAT) and a physical progress of about 42 percent had been achieved. Accordingly, including the cost of preparing the land for the construction of the building, although it was planned to start a Trilingual National School at a cost of Rs. Although 08 years had passed, the objective of starting the project had not been fulfilled..
- (b) Although a provision of Rs. 265,081,413 was allocated in the year 2025 for the construction of a new national school with multi-ethnic and trilingual education in the Polonnaruwa district, no amount was spent in the year under review and no specific decision had been made regarding the utilization of this building..
- (c) Weaknesses in the proper accounting and distribution of foreign grants
 - i. Regarding foreign grants, the Director General of the Treasury Operations Department, in his letter dated October 29, 2025, TO/GR/miscellaneous, had informed the Secretary of the Ministry of Education that the expenditure on foreign grant projects allocated to the Ministry of Education in the annual budget estimate for the year 2025 was at a minimum level and attention had also been drawn to the Public Accounts Circular No. 30/94 dated April 30, 1994 regarding foreign grants. However, the Ministry had not taken steps to approve an expenditure item for each grant for foreign goods grants and as a result, a formal methodology had not been established to account for foreign or local material assistance received by the Ministry of Education.
 - ii. Although details of equipment and materials received as foreign grants should be recorded immediately in the inventory book or in any other document maintained by the Ministry for this purpose, 14,326 sets of school equipment worth Rs. 158,090,275 provided by CORUS International, a non-governmental organization in the United States of America, had not been recorded.
 - iii. Due to the long time it took to release the customs import duties and surcharge import cess of Rs. 45,914,068 payable on the above-mentioned goods received by

the Ministry in the year 2023, and to pay the social security taxes and VAT of Rs. 43,456,056, it took almost 02 years from the receipt of the goods to distribute these goods to school children, in April 2025.

- iv. The Ministry's Primary Education Branch had selected primary schools with less than 50 children to distribute the aforementioned equipment kits received as foreign donations through Save the Children Sri Lanka. After receiving the items at the zonal level, the Ministry of Education had informed the Provincial Education Directors to send the signed document certifying that the relevant equipment was provided to those children back to the Ministry of Education. However, as of March 31, 2026, the signatures of the parents had been submitted stating that the items had been received only from the Galewela Division of the Central Province. The audit was unable to obtain confirmation for the remainder and the Ministry had not introduced a formal methodology for distributing the items received as foreign donations.
- v. When receiving foreign grants through non-governmental organizations (NGOs), a Memorandum of Understanding had not been established with them and accordingly, the necessary follow-up activities had not been carried out to ensure that these equipment kits were received by the relevant students.

4.2.2 Projects that started work after a delay

Following observations were made.

- (a) The Ministry of Education had planned to construct an ICT Hub as a result of a comprehensive proposal for the implementation of Information and Communication Technology in the general education system of Sri Lanka submitted in 2014. Since the proposed lands for the construction of the ICT Hub under the USD 30 million loan assistance had been changed from time to time due to technical issues, the project could not be activated even though the loan agreement for the project was signed in 2019. A committee had been appointed to review the project based on a decision taken in a meeting held on January 03, 2025 and it was decided to continue the project as per the report of that committee. Accordingly, after deciding that the approval of the Cabinet of Ministers should also be obtained for the same, steps were being taken to obtain the approval of the Cabinet of Ministers, but no steps had been taken to initiate the basic activities of the project such as establishing a project management unit related to the project and selecting a consultancy firm. Due to this, the project was delayed by 12 years from its proposal and 8 years from the contract date, and in a context where equipment worth about Rs. 593 million was purchased under the Secondary Education Sectoral Development Program (SESIP) as a concurrent project and 208 Applied Resource Hubs were being established across the country, the objectives of this project were delayed.
- (b) The Cabinet of Ministers had approved this project worth Rs. 300 million on June 19, 2019, to develop the infrastructure facilities of 09 selected estate schools in the Central, Uva, Sabaragamuwa and Southern provinces under the assistance of the Government of India, but citing the inadequacy of the assistance of Rs. 300 million for the said project and the increase in prices, on three occasions from the year 2019 to the year 2024. The estimates were revised to Rs. 600 million and a provision of Rs. 200 million was allocated for the year under review. Accordingly, this project had been delayed for 07 years and by February 28, 2026, only the procurement documents had been prepared and bids had been invited, but no steps had been taken to effectively implement it and achieve the benefits in a timely manner.

4.3 Procurements

Following observations are made.

- (a) While preparing the procurement plan for the Ministry of Education, Higher Education and Vocational Education, a joint procurement plan should have been prepared to minimize procurement costs by including procurements related to goods, services and constructions related to the education, higher education and vocational education sectors in order to achieve the objectives of merging the ministries, but this had not been done in the year under review. The Ministry's annual proposed procurement plan and detailed procurement plan for the year 2026 had been prepared without including consumables, construction works and repairs, including stationery, which should have been included in the procurement plan of the education sector.
- (b) The proposed procurement plan for the year 2025, which was revised on 04 June 2025, was revised again on 31 December 2025. It included 30 procurement activities with an estimated total cost of Rs. 236,000,000 related to the Supply Branch and 25 procurement activities for which the cost was not stated, totaling 54 procurement activities and 02 procurement activities with an estimated cost of Rs. 57,000,000 related to the National Academies of Education were not included in the procurement plan at the end of the year and Rs. 57,000,000 which were planned to be completed during the year 2025 but could not be completed by 31 December 2025. The progress of 19 procurement tasks worth 7,504,000,000 ranged from 30 percent to 75 percent.
- (c) Although the Secretary to the Ministry is responsible for the establishment of a Procurement Management Division, procurement planning and pre-planning activities, pre-contract activities and post-contract activities, with the assistance of experts, consultants and other relevant staff members involved in procurement decision-making, as per Section 2.3 of the Procurement Guidelines 2024, the Chief Accounting Officer had taken steps to establish 02 Procurement Management Divisions (PMDs) under the Additional Secretary (Procurement) and the Chief Financial Officer - 2 for the Education Division of the Ministry of Education, Higher Education and Vocational Education, based solely on the scope of duties, while establishing the first task, a Procurement Management Division (PMD).
- (d) Purchase of uniform fabric to provide free uniforms to school students for the year 2024
 - i. The People's Republic of China had agreed to provide 80 percent of the estimated amount of fabric, i.e. 9,259,256 meters of fabric, for free to provide uniforms to school students for the year 2024, but since the estimate was prepared less than the requirements, the Ministry had to purchase 25,644 meters of fabric more than the Ministry's share. For this, Rs. 13,993,499 including Rs. 835,864,014 had been paid to the Sri Lanka State Trading (Miscellaneous) Corporation Limited for the purchase of the remaining 20 percent of the fabric..
 - ii. The Ministry had reimbursed the bank overdraft interest amounting to Rs. 14,073,058.62 on 16 May 2024 without any legal basis in relation to the bank overdrafts obtained by the Supplier from the People's Bank, in accordance with clause 12.1 of the bidding document for this procurement work, while it had agreed to pay only for the cost, insurance and freight (CIF) local costs and had not provided an analysis of the local costs relevant to the payment and had not agreed to reimburse the Supplier for the costs related to other obligations incurred.
- (e) Obtaining server facilities to implement the National Official Learning Management System or e-Thaksalawa for General Education

- i. In the year 2024, 08 servers with a total capacity of 267.654 terabytes and other related equipment were purchased at a cost of Rs. 259,000,000, and as of March 31, 2026, those servers were underutilized without being used for the intended purpose..
- ii. In the year 2023, the Ministry purchased Rs. 125,871,317 (excluding tax) of the total capacity of 03 servers with 196.23 terabytes, which was used only for the E-Thaksalawa Learning Content Management System and the Ministry website, and a further 139.62 terabytes of capacity was underutilized. When purchasing new servers, regardless of the underutilized capacity of the existing machines, Rs. 125,871,317 (excluding tax) was purchased in the year 2024 to implement the E-Thaksalawa Learning Management System. 08 servers with a total capacity of 267.654 terabytes and other related equipment had been purchased at a cost of 259,000,000, but as of December 31, 2025, those servers had not been used for the intended purpose.
- iii. Although it was stated in Section 3.5 of the Cabinet Memorandum No. ED/ST/REF/20/02 dated 27 November 2020 that a National Learning Content Approval Framework and a Committee comprising subject experts should be established to include high-quality learning content created within or outside the general education system in "e-Thaksalawa", no such National Learning Content Approval Framework or Committee comprising subject experts had been appointed.

(f) Providing computers, printers and smart boards to Pirivena institutions

- i. In the rapidly digitizing world, by providing computers, smart boards and other technological equipment, to develop digital capabilities in the Piriven education system and thereby support a digital transformation of education, to develop digital skills required by the government and industry, to motivate Piriven teachers and students to systematically implement blended learning and thereby promote efficient and effective learning and teaching processes, a desktop computer, a laptop computer, a printer and a smart board were provided to 342 Piriven institutions at a cost of Rs. 398,886,020, but no guidelines had been issued in the teacher guidebooks, textbooks, etc. on how to use digital equipment for the learning and teaching process in Piriven.
- ii. After evaluating the bids for this procurement, instead of 305 sets of equipment related to the brands, models and specifications requested in accordance with the contract award letter issued on 23 July 2024, without any call for quotations, at the request of the supplier and without the approval of the funding institution, 342 sets of equipment according to the specifications submitted by the supplier with other brands, models and prices were purchased and a total of Rs. 319,108,816 was paid to the Sri Lanka State Trading (Miscellaneous) Corporation on 31 December 2024 and Rs. 79,777,304 on 09 September 2025, totaling Rs. 398,886,020.

(g) Purchase of All-in-one computer equipment kits for 35 national schools

During the Covid-19 emergency, Rs. 251,454,379 was spent to provide 35 UPS machines, 35 Access Point devices and 735 All in One computers to 35 selected national schools to empower the school system through digitalization under the Component for Emergency Response (CERC) with World Bank loan assistance. The following points were observed in this regard.

- i. The decision to package 3 items related to the procurement without a rational basis and without seeking expert advice, stating that the total price of all items will be considered for evaluation under the evaluation criteria in the bidding documents relating to this procurement, resulted in the loss of the opportunity to save Rs.2,222,500 by purchasing 35 Access Points from C/S Abans Private Limited, which had submitted a minimum price of Rs. 40,000 for an Access Point device and had completed other specifications.
It was decided to award the bid to Softlogic Information Technologies (Pvt) Ltd., the winning bidder who had submitted the second lowest price for this package. However, due to the supplier's failure to deliver the goods within the stipulated time as per the bidding documents and contract, the Ministry of Education had allowed an additional period of 01 year and 04 months to complete this procurement work under specification changes and price adjustments, but due to this, the procurement work had completely deviated from the purpose for which it was initiated.
 - ii. The Cabinet of Ministers, which met on 05 December 2022, had decided to extend the term of the Treasury Committee appointed to revise prices based on foreign exchange fluctuations in the country, in accordance with Cabinet Decision No. CP/22/1007/504/037 dated 19 July 2022, until 30 June 2023 only. Furthermore, as agreed upon in the meeting held with the World Bank Procurement Specialist via Zoom on September 09, 2021, it was not possible to make payments after June 30, 2023 for the foreign exchange variations of this procurement, which was carried out in accordance with the local procurement guidelines, but without the approval of the Committee established under the chairmanship of the Deputy Treasury Secretary to consider price variations in the procurement of goods, Rs. 67,749,004 was paid as foreign exchange variations for the procurement of All in one Computers, Access Point & UPS for 35 National Schools on April 10, 2024. Furthermore, the supplier had supplied the equipment with a delay of 01 year and 03 months and since both the government and the supplier had made a fixed weighting for foreign exchange fluctuations when paying the supplier, and had paid the entire amount without deducting the exchange rate fluctuations, the Ministry of Education had not made any adjustment for the damage caused by the inability to achieve the desired objectives within the stipulated time, resulting in a loss to the government.
 - iii. This procurement, which was initiated in 2021 with the aim of digitizing the education system, failed to achieve value for money due to the fact that 735 sets of computer equipment related to this procurement were distributed to schools with a delay of 01 year and 03 months, which resulted in the objectives of this procurement, which had been identified without considering the end-user needs, completely changing.
- (h) In accordance with the Cabinet Memorandum submitted by the Minister of Finance, Economic Stabilization and National Policies on 07 July 2022 entitled "Provision of Instructions for Price Variation in the Provision of Goods and Services Contracts under the Current Economic Situation" and the Cabinet Decision No. Amap/22/1007/504/037 dated 19 July 2022, copies of which were sent to all the Secretaries of the Ministries, it is necessary to consider the requests submitted by the Secretaries of the Ministries for the procurement of essential goods and services one by one for "revising the prices based on foreign exchange fluctuations" under the prevailing situation in the country and to obtain the recommendations of the Committee appointed under the Chairmanship of the Deputy Secretary to the Treasury regarding the revision of the procurement conditions, however, the period from 2021 to 2024, the domestic A total of Rs. 177,018,715 as foreign exchange variations had been paid to suppliers without obtaining the approval of the said committee for 4

procurement tasks with a total contracted price of Rs. 400,428,850, which were carried out following the procurement guidelines.

(i) Suraksha Student Insurance Scheme

- i. While selecting a suitable provider under the Suraksha Student Insurance Scheme, which was initiated in 2017 with the primary objective of creating an environment to provide uninterrupted education to students who are unable to pursue their education due to health issues, the Cabinet Memorandum No. 2017/ED/E/29 dated 10th August 2017 and the relevant Cabinet Decision No. Amap/17/1763/742/033/TBR dated 30th August 2017 emphasized that the procurement process should be followed in accordance with the government's approved procurement guidelines and the winning insurance company should be selected. Although institutions were selected for student insurance under 07 occasions from 01st October 2017 to 30th June 2027, out of which 03 occasions were selected through competitive bidding following the procurement process and When there was no reason to deviate from the competitive bidding process, a private insurance company and the Sri Lanka Insurance Corporation were selected directly in 04 cases based on the decisions of the Cabinet of Ministers, submitting Cabinet papers outside the procurement process.
- ii. The insurance services obtained under the Suraksha Student Insurance Coverage for each period had to be extended on four occasions due to the failure to initiate and complete the procurement process when there was sufficient time for the relevant period to expire. The Suraksha Insurance Coverage for the year 2022 was scheduled to expire on December 01, 2022, but due to the failure to carry out the procurement activities with sufficient time, the Suraksha Program had not been implemented from December 02, 2022 to June 30, 2024, despite the provision of Rs. 2,000,000,000 for the year 2023.
- iii. Although the Suraksha Insurance Programme has been in operation since 2017, a specific insurance benefit plan had not been prepared and approved as of the audit date of March 31, 2026, and the annual insurance benefits available to students under this insurance programme had been changed on a number of occasions.
- iv. According to the procurement carried out by the Ministry of Education for the Suraksha Sisu Insurance for the year 2024/2025, an amount of Rs. 6,027,440,467 (excluding VAT) was provided to the insurance company for the next 03 years from the year 2024, and for the period from July 01, 2024 to June 30, 2025, a price of Rs. 60,000,000 for the initial year and Rs. 20,000,000 each for the second and third years had been submitted for advertising activities, but a plan for advertising activities had not been submitted and the Ministry of Education had spent Rs. 1,770,360 for advertising activities through the print media. While steps had been taken to inform school students about this program through a circular signed by the Ministry Secretary and printed information leaflets at the school level, the responsible officials of the School Health and Nutrition Branch of the Ministry of Education, who were responsible for applying clauses to the company's advertising activities, had acted negligently in order to make the Ministry liable for the advertising expenses.
- v. As of 30 June 2025, the Sri Lanka Insurance Corporation General Limited had paid 19,307 claims out of a total of 37,677 claims received under the 2024/2025 Suraksha Sisu Insurance Program, resulting in a total claim benefit value of Rs. 644,769,356. Although the total contract value including VAT of Rs. 2,292,702,575 had been paid to the insurance company by the end of the first year of the contract period, the claim benefit value paid by the insurance company was 36 percent of

the contracted insurance claim value. Accordingly, the insurance company had received a profit of Rs. 1,647,933,219 due to the non-submission of insurance claim applications in the initial year alone. Accordingly, it was observed during the audit that the insurance company had been given the opportunity to make unlimited profits due to the failure of officials including the Additional Secretary (Procurement) and the Director (School Health and Nutrition) to include clauses regarding the responsibilities assigned to the Ministry on behalf of the government in the event that a sufficient number of applications were not submitted by students.

(i) Although the contracted values were determined considering the number of students covered under this programme as four million, the minimum number of applications submitted for insurance coverage between 2017 and 2025 was 33,615 and the maximum number of applications was 50,455, ranging from 0.84 percent to 1.26 percent.

(ii) Although the Ministry of Education had paid Rs. 12,735,000,000 to various insurance institutions for the Suraksha Sisu Insurance from 2017 to 2025, out of which Rs. 10,847,000,000 worth of benefits had been received by 270,054 school children. Accordingly, it was observed that the average value of the total expenditure was 0.96 percent, considering the total number of students as four million, and therefore, no significant benefit had been achieved for the expenditure borne by the government.

(iii) While implementing this programme, attention was not paid to the children of employees in the public and private sectors who are covered under other insurance schemes, and although under the recommendations of the Minister of Monetary Economic Stabilization and National Policies dated 17th May 2023 to review and prepare a new system on issues such as the evaluation of each insurance benefit, the category of students who should necessarily be provided with benefits, providing free insurance only to children of low-income families, and providing benefits according to a certain payment method taking into account their economic capacity, were also included, due to the failure to conduct such a review and prepare a new methodology by 30 September 2025, the government had to bear the cost of providing unlimited profits of Rs. 3,659,000,000 to private companies for the period.

- (h) With the aim of establishing an updated and improved secondary education system through the establishment of Applied Resource Centers, the Secondary Education Sector Improvement Programme (SESIP) had purchased technical equipment for the National Applied Resource Hub and 25 District Applied Resource Hubs at a cost of Rs. 493,062,994 under World Bank funds. However, due to the absence of a master action plan, absence of training officers, absence of a proper coordination programme, absence of a teacher training programme and absence of a formal regulatory and monitoring programme, the equipment purchased under this programme was not being used for the intended purpose and remained underutilized as of March 31, 2026.

4.4 Construction Contracts

Following observations are made.

- (a) Venivelkola Shishyoda National Institute of Special and Inclusive Education
- i. For the construction of classrooms, an auditorium, a library, hostels, a canteen, a water treatment pool, a vocational training building, and a playground with a pavillion for the Kahathuduwa Veniwekola Shishyoda Special and Inclusive Education National Institute, Rs. 340,672,314 was spent from 2015 to 2024.

Currently, the institution has 05 classrooms, 02 vocational training classrooms and a hostel facility consisting of 200 beds. As of 31 December 2025, the number of students studying in this institution, including 08 students undergoing vocational training, was 32. Also, since no student used the hostels, those assets remained underutilized.

- ii. According to the preliminary project estimate prepared for the construction of the Vocational Training Building for the National Institute for Special and Inclusive Education, the construction cost for the Vocational Training Building, Pavilion, Security hut and Landscaping for Special Education Center at Venivelkola project was identified as Rs. 49,848,520 and since the Bill of Quantities (BOQ) was not prepared for the said construction, which was a general building construction and infrastructure construction, the Measure and Pay method was not followed and Rs. 1,585,000 had to be paid for the Design.
- iii. Although the Special Specification of the Bid Documents states that the pest control treatment (Anti Termite Treatment) should be applied by an approved specialist with a warranty period of 10 years upon the confirmation of the Supervising Engineer, fungus had emerged from inside the wall of the women's toilet on the ground floor of the building where construction work was completed in 2024 and caused damage.
- iv. The construction of the three-storey building was identified as a Design and Construction project and the construction work was awarded for Rs. 82,522,802 (excluding taxes), but while the construction work was being stopped, the supervising engineer had made payments for a total value of Rs. 56,731,954 without taking measurements and certifying it. Although a price of Rs. 35,000 had been submitted for the As Build Drawing according to the contractor's Price Schedule, the As Build Drawing for the three-storey building that had been constructed had not been provided until March 31, 2025.
- v. The value of the three-storey building was Rs. 56,731,954 when it was abandoned, and as per the estimate dated 15th September 2023 of the Homagama Divisional Engineer, a value of Rs. 39,805,603 had been identified for the remaining works. Accordingly, the cost of the works had been exceeded by Rs. 14,014,755, i.e. 17 percent, compared to the initial construction estimate of Rs. 82,522,802. The approval of the relevant Procurement Committee had not been obtained for this as per Section 4.3.3 of the Procurement Guidelines, 2006.
- vi. Although the procurement process should have been followed and a contractor should have been selected for the contract related to the completion of the remaining works, contrary to that, the original contractor who had completed the construction contract of the initial three-storey building, based on the misinterpreted decision of the Cabinet of Ministers No. 485/23/0366/607/034 dated 08 March 2023, had been awarded the contract for the completion of the remaining works with an engineering estimate value of Rs. 39,805,603, and a total of Rs. 7,350,876 had been paid under the initial contract, while a total of Rs. 8,771,054 had been paid under the contract for the completion of the remaining works for 03 works for which a total of Rs. 7,350,876 had been paid under the initial contract..
- vii. Although a total of Rs. 3,588,217 had been paid for the preparation of the playground, including the provision of soil, filling, crushing and fixing of the turf, the playground remained unusable by students due to the failure to properly perform the work until 31 March 2026. Furthermore, the wastewater treatment

unit, which was completed by the year 2020 and was constructed at a cost of Rs. 7,500,000, was not in a functional condition by 31 March 2025.

- viii. It has taken more than 10 years to make the Kahathuduwa Veniwekola Shishyoda Special and Inclusive National Institute, which was built under the establishment of the National Resource and Information Center for Special Education in accordance with Cabinet Memorandum No. 2013/ED/E/40 dated 27 August 2013, operational and due to the lack of a formal operational plan, supervision and direct policy decisions, it has not been possible to achieve the objectives of providing inclusive education to all students, including providing national level educational facilities for students with special educational needs and special needs, as expected by 31 December 2025.
- (b) The construction work related to the national schools implemented during the period from 2016 to 2020 under the Ministry of Education's Nearest School Best School Project remained incomplete as of December 31, 2025, and the physical progress of 37 projects as of December 31, 2025 ranged from 5 percent to 85 percent. Out of these, a total of Rs. 113,083,851 had been paid as Mobilization Advance for 12 projects, but as of May 22, 2026, Rs. 69,192,542 had not been recovered.
- (c) Under the remaining works of the second phase of the building expansion project, under the completion of the remaining works of the 6th, 7th and 8th floor auditorium, as per the contract agreement dated 29th June 2018, the Central Engineering Consultative Bureau (CECB) on works had identified that the electrical equipment including wires and switch gears worth Rs. 1,574,824, which had been paid under Bill of Quantities No. 11 for the remaining electrical works of the auditorium, had been misplaced and informed the Director (Engineering) through a letter on 15th December 2025 to take necessary action. In this regard, in accordance with the decisions taken at the meeting held under the chairmanship of the Secretary to the Ministry of Education on 21st January 2026, although the decision had been taken to conduct a FR 104 investigation, install CCTV cameras on the 8th floor and restrict access to outsiders to the 8th floor, it was observed that only a police complaint had been filed until 31st April 2026 and that the Additional Secretary (Administration) had not paid sufficient attention to this matter.

4.5 Assets Management

Following observations are made.

- (a) The 100x20 feet building consisting of 05 nos. of grade 11 classrooms of Hambantota National School was in a very dilapidated condition and the pillars there were cracked and stuck. Hambantota District Engineer's letter No. DEBOH/1/WK/PR1/2024 and addressed to the principal dated July 23, 2024 informed that this building should be removed from the use of students from the year 2025, but it was observed that 212 children are still studying in five classrooms on July 26, 2025, which was the audit date. The necessary measures were not taken by the School Building Division of the Ministry and the lives of the students remained unsafe.
- (b) A building complex in the Kegalle area was acquired in 2022 in relation to the project to establish 05 city universities identified under the special priorities of the Gazette No. 2209/14 dated 04 January 2021, and by the year 2023, maintenance expenses of Rs. 17.94 million had been incurred for it. By August 2025, electricity bills and security expenses of Rs. 16,087.51 and Rs. 78,468.64 respectively were spent on this unused building, thus incurring a monthly expenditure of over Rs. 100,000 and it was maintained even at the end of the year under review..

- (c) Three vehicles, which were included in the CigaS Fixed Asset Register as assets owned by the Higher Education Sector, but were identified as being in a state of disrepair for various reasons, with an estimated value of Rs. 71,500,000 as of the year end, were decaying in the open vehicle parking lot of the Ministry of Education premises.

Losses and Damages

Following observations are made.

- (a) 08 cases of non-completion of activities in accordance with the Financial Regulations regarding shortage of library books were observed, and accordingly, 32,067 books were missing and out of these, 2,731 books were worth Rs. 1,465,350.
- (b) 25 cases of non-completion of activities in accordance with the Financial Regulations regarding vehicle accidents were worth Rs. 13,341,124.
- (c) There were 11 cases of non-completion of activities in accordance with the Financial Regulations regarding theft of goods in schools, teachers' colleges and the Ministry of Education, and out of these, 6 cases had a gross value of Rs. 20,697,178.
- (d) There were 5 cases where the financial regulations regarding school laboratory fires had not been completed and the gross value of 3 of these incidents was Rs. 34,182,504.

4.7 Failure to respond to audit queries

Following observations were made.

- (a) The Chief Accounting Officer had not taken steps to respond to 128 audit inquiries, including 13 audit inquiries issued to the Chief Accounting Officer with a delay of more than 02 years and 21 audit inquiries with a delay of more than 1 year.
- (b) Due to the fact that a mechanism had not been established in the Ministry of Education to consider and take action on the matters observed regarding officers through the audit inquiries of the Government Audit Division in situations such as retirement, salary increment, issuance of driving licenses, promotions, transfers and releases of officers, certain misconducts regarding officers were included in the audit inquiries, but action had been taken in the above-mentioned cases without considering them.

4.8 Management Deficiencies

Following observations are made.

(a) Non-submission of Financial Statements

- i. Although it was stated that the accounts should be submitted to the Auditor General for audit in accordance with Sections 9.2 and 9.3 of the UNESCO Scholarship Fund Act No. 44 of 1999 and in accordance with Paragraph 4.4 (a) of the Public Accounts Circular No. PF/423 dated 22 December 2006, and that the financial statements of the Fund should be submitted to the Auditor General along with the performance report within two months of the end of the accounting year in accordance with Paragraph 4.3 of the Circular, the financial statements for the period 2015-2025 for 10 years were not submitted to the Auditor General in this manner.
- ii. Although financial statements related to the Technical Education Development Program (TEDP), a foreign loan project, were to be submitted to the Auditor General annually in accordance with paragraph 10 of the Memorandum of Understanding, those financial statements were not submitted to the Auditor General from the year 2023.

(b) Examination of approval of foreign leave when school students go abroad

i. In accordance with the circular of the Secretary of Education No. HRD/EKVD/2002/26 dated 04 October 2002 relating to the leave granted to students going abroad, when a student returns from a period of 6 months or less with the approval of the relevant Provincial Director of Education or with the approval of the Secretary to the Ministry of Education, Higher Education and Vocational Education, the Principal should allow him to study in that school. If a student who has been granted such leave does not return within 06 months of going abroad, the name of that student should be removed from the student register, but 09 cases were observed in a Colombo National School where the above action was not taken.

ii. Although, as per Section 3.2 of the Secretary of Education's Circular 27/2025 dated 07 September 2025, the Principals of the schools were required to calculate the number of vacancies in each grade as on 31st January and 31st June of each year and submit them for publication, the number of vacancies, which was 96, for students who had taken foreign leave had not been mentioned in the vacancies submitted in the year 2026. As a result, the children who were hoping to get admission in the above college had lost the opportunity to get admission in the school.

(c) Lack of monitoring of the management of physical resources in schools and the activities of alumni associations

i. Although the circular No. 52/2023 dated December 29, 2023 of the Secretary of Education states that physical resources including swimming pools, auditoriums, theaters, playgrounds, sports complexes are the assets of the school and should be managed by the School Development Society, it was observed that although the swimming pool of a National School in Colombo was established on the land owned by the school as a donation, the management activities here are being carried out contrary to the said circular. That is, it was observed that the administration here is being carried out by a committee called the "Swimming Pool Management Committee". Similarly, although the sports pavilion established at the cricket and rugby stadium of the college was built as a donation by an old student, its administrative activities are also not being carried out as per the circular and its administration is also being carried out by a committee of old students called the "Playground Management Committee". The above situation in the college was brought to the attention of the Secretary of Education through the audit on 08 October 2025, but even though 06 months had passed as of 30 April 2026, no corrective action had been taken.

ii. Although recommendations had been made regarding the ownership, use, maintenance and repair of the relevant assets, use of funds and staff recruitment and allowances as per the circular, it was observed that 09 types of assets owned by a National School in Colombo were not being operated as per the said circular and the income generated from those assets was not identified in the financial statements of the School Development Society. Also, the audit was able to identify that the Old Students' Associations of many schools were receiving the income arising from those assets as income of the Old Students' Associations instead of transferring it to the schools. Furthermore, no necessary steps had been taken to rectify the situation by identifying all the national schools where this situation existed.

iii. In accordance with Section 03 of Circular No. 2008/41 dated 3rd November 2008, it is prohibited with immediate effect for the Old Students' Associations/ other associations to collect or receive money/ goods for various projects using students inside or outside the school, or to collect or receive money/ goods from school

students/ parents for any reason. During the audit, it was found that in many schools, Old Students' Associations had collected money from students and incurred expenses for the relevant programmes without crediting it to the School Development Society account, but the Education Secretary had not paid sufficient attention to this matter and had not taken steps to introduce a programme with appropriate circulars and guidelines to rectify such situations operating within the school system itself.

- iv. The Ministry of Education had drafted a circular regarding the functioning of alumni associations in schools in the last quarter of 2024, but as of 30 April 2026, the circular had not been issued.
- (d) Failure to carry out the necessary preliminary work to implement the UNESCO Commission
- i. The approval for the establishment of the "Sri Lanka National Commission for UNESCO" was given by the Cabinet Decision No. Amap/24/1182/607/105 dated 25 June 2024 and the legal power to establish the UNESCO Commission was obtained after its publication in the Gazette from 05 July 2024. Although a Commission called the Sri Lanka National Commission for UNESCO was to be established in terms of Section 2 of Part I of the Act, the said Commission was appointed after a delay of 06 months after the passage of the Act, i.e. on 29 July 2025. Although 06 National Committees were to be appointed on the recommendations of the Secretary General to assist in the implementation of its tasks and functions i.e. the powers assigned, prescribed or imposed on the Commission in terms of Section 15 of the UNESCO Commission Act, the objectives of establishing the Commission could not be properly achieved as those committees had not been appointed by the audit date of 30 April 2026.
 - ii. Although a recruitment procedure for the National UNESCO Commission should be prepared and approved by the Department of Management Services in accordance with Section 03 of the letter of the Director General of the Department of Management Services No. DMS/1875 dated 09 June 2023, an approved recruitment procedure for the UNESCO Commission had not been prepared even after 2 1/2 years of the approval of the staff plan.
- (e) Illegal use of government funds for the Oriental Language Association, which was not legally established.
- i. The Additional Secretary (Educational Quality Development) had not taken steps to establish the Oriental Language Institute as a statutory body and to make the necessary legal provisions to properly maintain those functions, as well as to establish all the activities required for the higher education of the students who have completed their basic Pirivena education, as well as all the activities required for the policies, syllabus preparation for the Pirivena that conducts studies for Oriental education in about 230 Pirivenas throughout the island, and to provide the necessary legal provisions.
 - ii. Although an institution called the Oriental Language Institute was operating, due to the fact that no steps had been taken to pass the Act, the functions mentioned in the draft Act were being carried out without proper authority and using government funds in the absence of legal provisions.
- (f) As per the Committee on Public Accounts Meeting Order No. 09 dated February 12, 2016, it was ordered to prepare and implement a systematic computer system containing information on school students and teachers, but as of May 20, 2026, a systematic National Education Management Information System had not been created.

It is mandatory to digitize the entire education system in planning the future of education and formulating policies, and for that, the Education Secretary had failed to prepare an information system containing updated and accurate data prepared according to the education modules as of April 30, 2026.

- (g) According to the National Education Management Information System, the actual number of teachers in national schools was 57,654, of which 30,473 were teachers with more than 10 years of service. Accordingly, it was observed that 53 percent of the teachers were teachers with more than 10 years of service in the same school. Based on the information obtained from 15 selected schools, when examining the teachers with more than 10 years of service and the transfer process, the number of teachers whose service period exceeded 10 years was 286. When considering the service periods of those 286 teachers, it was observed that there were 18 teachers with a service period between 20 and 29 years, 27 teachers with a service period between 15 and 19 years and 241 teachers with a service period between 10 and 14 years. Due to the above, it was revealed that the Teacher Transfer Division had been unable to properly implement the National Teacher Transfer Policy Circular No. 2007/20 dated 13 December 2007, as it was observed that teachers had been serving in the same school for more than 10 years, both according to the data system and during physical inspection.
- (h) Although it is stated in Section 04 of Circular 03/2017 dated 19 April 2017 issued by the Ministry of Public Administration and Management that all public sector officials should use fingerprints to mark their attendance and exit, it was observed during sample audits that despite the installation of fingerprint machines, the educational and non-academic staff of many schools in the school system had not acted accordingly and were only marking their attendance and exit using a register.
- (i) During sample audits conducted on schools, it was observed that schools were not completing the syllabus for each grade in a timely manner during the academic semesters while implementing the teaching-learning process to prepare school students for national level examinations, and that this situation had an adverse impact on the performance of the schools.
- (j) According to the 2nd paragraph of the Secretary to the Ministry of Education's circular No. 2006/45 dated 06 December 2006, it is essential for students studying in grades 12 and 13 to attend school regularly in order to cover the syllabus prescribed for them during the two-year period of studying G.C.E. (Advanced Level) in government schools and to properly carry out the school-based activities that must be carried out in this regard. It has been informed that it will also help in organizing remedial teaching etc. in accordance with the syllabus at the school level. The audit observed that the responsible parties i.e. Secretary to the Ministry, Additional Secretary (School Activities) and relevant Directors had failed to attract Advanced Level students within the school system itself, although it is necessary to make relevant arrangements to operate the system as required, to provide salary increments based on performance and to continuously implement follow-up measures and to provide solutions to this situation as a national problem. Furthermore, during the audit inspection, such situations were continuously observed by the audit, and it was observed that the attendance of grade 12 students in many schools is at a minimum level and that grade 13 is not fully implemented at the Weeraketiya Rajapaksa College in Hambantota.
- (k) It was further observed that even after more than a year had passed since the appointment of Principals recruited to Grade III of the Sri Lanka Principals' Service on a limited basis, as per the call for audit information, there were still a large number of officers who had not been specifically posted in the Zonal Offices as of 30th November 2024 and that even after almost two years of appointment, there were still

officers who had not been specifically posted in the Western Province as of 03rd October 2025.

- (l) While the two Pirivena Training Institutions at Seethawakapura and Venamulla, which were established under Section 13 of Part III of the Pirivena Education Act No. 64 of 1979, were underutilized due to the lack of sufficient number of students, another similar institution was established by Venerable Kumbalgoda Thero, who held the position of Director (Piriven) on a contractual basis, had taken steps to start a new training institute as the Siri Dhammathilaka Tripitaka Dharmayathanaya and Meditation Training Center in the Pirivena where he is the incumbent at a cost of Rs.10 Millions. Without obtaining approval on a separate policy decision for the establishment and maintenance of a new institution, had taken steps to allocate funds for this institution only by submitting a paper to the Pirivena Board of Education meeting by Venerable Kumbalgoda Thero who was acting as the Secretary of the Board of Education, and thereby obtaining approval.
- (m) Arrangements had been made to obtain full insurance coverage for 03 vehicles which were in non-running condition owned by the Higher Education Division, and identified as being in need of disposal, by paying Rs. 332,862.67 for the year 2026..

5 Sustainable Development

5.1 Identification of Sustainable Development Goals

The Ministry's Vocational Education Division had identified 04 Sustainable Development Goals, but progress in achieving those goals was slow.

5.2 Progress of Achieving Sustainable Development Goals

Following observations were made.

- (a) According to the 2025 Performance Report of the Vocational Education Sector, three goals were identified under the Sustainable Development Goal of ensuring inclusive and equitable quality education and providing lifelong learning opportunities for all, and the progress of 02 goals had reached 75 percent and 100 percent, while the participation rate of the youth population between the ages of 15 and 25 in the vocational training sector was between 0 percent and 49 percent..
- (b) Three challenges to achieving the Sustainable Development Goals were observed, including limited digital infrastructure (slow adoption of blended learning methods, online assessment and digital content development), limitations in access and equity (inadequate inclusion of underrepresented groups including women, persons with disabilities and rural youth), and low attractiveness of female students to existing courses in the vocational sector. However, the vocational education division failed to overcome these challenges and achieve the desired goals.

6 Good Governance

6.1 Providing services to the public/ Dealing with public complaints

It was observed that various institutions and the public had to face problematic situations due to the inability to access circulars issued by the Ministry of Education from the Ministry's website.

6.2 Internal Audit

Following observations are made.

- (a) According to the Internal Audit Division's Internal Audit Plan for the year 2025, in examining the audit areas and audit activities identified by Internal Audit based on risk assessment, most of the internal audit reports were limited to the financial audit of national schools and insufficient attention had been paid to the performance audits of the established divisions of the Ministry.
- (b) Although it is stated in terms of Financial Regulation 133 (1) that the Internal Auditor should participate in the internal control system of the Ministry's financial affairs and conduct an ongoing review and independent evaluation of the regularity and adequacy of the internal controls used to prevent and detect errors and fraud in those affairs, it was observed from the internal audit plans and reports that the Ministry's Internal Audit Division has not spent sufficient time to prevent and detect errors and fraud, to examine internal control systems and to introduce new internal control systems.
- (c) Although a report stating the decision of the Internal Auditor on the expenditure head of the Ministry was required to be submitted to the Secretary of the Ministry in terms of Section 33 (2) of the Public Finance Management Act, No. 44 of 2024, such a report had not been submitted.

6.3 Audit and Management Committee

According to the report of the first meeting of the Audit and Management Committee dated 10 April 2026, almost 02 years have passed since the 13 audit observations identified by the audit were discussed, but the Audit and Management Committee was still unable to resolve the issue as of 10 April 2026.

7 Human Resource Management

The facts observed in the sample inspection regarding the approved cadre, actual cadre and appointments in the Education sector and Vocational Education sector of the Ministry of Education as of December 31, 2025 were as follows.

7.1 Attached Cadre and the Actual Cadre

- (a) It was observed that although 4 posts have been approved for Building Administration as Building Administration Officer and Building Inspector, no officer responsible for Building Administration in the Ministry of Education has been recruited as of December 31, 2025 and May 15, 2026. Also, 19 posts out of the 48 approved posts for Information and Communication Technology remained vacant.
- (b) Although the number of approved posts of Document Assistant for the Ministry of Education was 1, 69 officers were employed in that post. It was 68 more than the approved number of posts. The Secretary to the Ministry, as the Budget Accountant and the relevant Appointing Authority, was responsible for amending the unapproved posts and allocating provisions from the National Budget.
- (c) According to the quarterly cadre information forwarded to the Department of Management Services, 2,202 senior level posts were approved, consisting of 396 school principal posts, 782 deputy principal posts and 1,024 assistant principal posts, but 452 posts remained vacant out of the actual number of officers being 1,750. According to the information submitted by the Ministry, since the vacant posts were not allocated to each service and post, it could not be utilized in national management and policy decision-making.
- (d) The posts of the Sri Lanka Teachers Service and the Sri Lanka Library Service were included under the tertiary level in schools and it was observed that there were 1,187 teacher vacancies in national schools as the approved number of teaching posts for

national schools was 41,881 and the actual number of posts was 40,694. It was observed that there were 343 posts approved in the Sri Lanka Library Service but the actual number of posts was 54, leaving 290 vacancies. The number of vacancies in the previous year was 279 and it had increased to 289 in the year under review.

- (e) The number of approved Development Officer Grade I, II, III posts in the secondary level cadre posts in national schools is 1,297 and the actual number of cadre as of December 31, 2025 is 1,981, leaving 684 surplus cadre. Also, although 258 hostel wardens were approved for schools, the actual number was 73, leaving 185 posts vacant. In the previous year, the number of vacancies was 178 and 07 new vacancies had arisen in the year under review. It was observed that the continuous vacancy of those posts affects the control and supervision of the activities of the children residing in the schools.
- (f) A total of 1,165 posts, including 20 posts of Presidents, 65 Vice Presidents posts and 1,080 Lecturer posts, had been approved for the senior level of Teacher Educators in the National Colleges of Education. According to the detailed cadre information, it was observed that 8 President posts and 57 Vice President posts were vacant and officers had been appointed to those posts on an acting basis. Also, 225 Lecturer posts were vacant and it was observed that this had a serious adverse effect on the learning process of the learners in the National Colleges of Education. There were 541 vacancies in the previous year, which has reduced to 225 in the year under review, but it was observed that even that number could have a significant adverse impact on the functioning of the Colleges.
- (g) 152 posts of Hostel Wardens (Male/ Female) and Assistant Hostel Wardens (Male/ Female) required for hostel activities in the National Colleges of Education have been approved, but 68 posts of Hostel Wardens (Male/Female) and 46 posts of Assistant Wardens and 89 posts out of 285 approved chef posts were vacant as on 31st December 2025.
- (h) 20 Special Grade Librarian posts and 97 Grade I, II, III Librarian posts had been approved for the National Colleges of Education, but as of December 31, 2025, all 20 Special Grade Librarian posts and 81 Grade I, II, III Librarian posts were vacant.
- (i) 18 posts of Sick Room Attendant (Male) and 47 posts of Sick Room Attendant (Female) were approved for the National College of Education, but 07 and 42 posts respectively remained vacant during the year under review. It was observed that the fact that 42 out of the 47 approved posts of Sick Room Attendant (Female) were vacant could have a significant adverse impact as the majority of the students studying in the National College of Education are female students.
- (j) Out of the 524 approved posts of lecturers in the tertiary level teacher educators' service for teacher training centres, 246 posts remained vacant during the year under review. Similarly, it was observed that 336 posts of development officers were approved at the secondary level but 254 posts were vacant as on 31st December 2025 and that there was a surplus of 58 posts over and above the 112 approved posts at the primary level.
- (k) During the inspection of the cadre information of the 08 Teachers' Colleges under the Ministry of Education, it was observed that 7 out of 8 Principals' posts of Teachers' Colleges were appointed on the basis of acting appointment, and it was observed that 209 out of 273 Lecturer posts, 8 Librarian posts and 13 out of 16 Hostel Warden and Assistant Warden posts belonging to the approved Teacher Educators' Service were vacant. The audit observed that the performance of Teachers' Colleges is at a low level

and the demand for teacher training courses has also decreased and this human resource issue has had a severe adverse effect on it.

- (l) In terms of Sections 18 and 19 of Part II of the UNESCO Commission Act, the Minister of Education shall appoint the Secretary-General of the Commission, who shall appoint and manage the staff for the posts approved by the Commission. Although the Department of Management Services had approved 07 posts vide letter No. DMS/1875 dated 09 June 2023, out of those posts, except for 02 posts of Secretary-General and Deputy Secretary-General, the remaining posts remained vacant as on 31 December 2025.
- (m) According to the NEMIS data system, when considering teacher vacancies and redundancies divided into primary, secondary and Advanced Level, it was observed that there are 2,631 teacher vacancies in national schools for Advanced Level subjects, 35 primary teacher redundancies and 718 secondary (6-11) teacher redundancies. The audit observed that the existence of such a number of teacher vacancies only in national schools, related to the Advanced Level study period, which is a crucial period for school children, has a major adverse impact on the future of children and the overall literacy of the country.
- (n) Vocational Education Division: It is observed that the existence of vacancies of 08 senior level officers, 02 tertiary level officers, 09 secondary level officers, and 13 primary level officers among the approved cadre for this division and the fact that other officers had to cover the duties of 33 officers who were on unpaid leave locally and abroad have hindered the achievement of the desired objectives of this division, which operates with the aim of creating a workforce equipped with the necessary skills to achieve national development goals..
- (p) As of April 30, 2026, 154 out of 396 national schools had been given principalship without appointing permanent principals. Although 27 of these schools were national schools where a Grade 01 officer of the Sri Lanka Educational Administrative Service was supposed to hold the position of principal, 23 out of the 154 schools had been given principalship without appointing a permanent principal for more than 3 years.
- (q) Arrangements had been made to provide appointments to 4,672 re-appointees of the Sri Lanka Principals Service under the 2019 II Phase (2023) of the recruitment to Grade III of the Sri Lanka Principals' Service from among the candidates who passed the 2018/2019 Limited Competitive Examination, effective from 16th November 2023. Accordingly, arrangements had been made to place 4,305 principals in provincial schools and 367 principals in national schools. It was observed that the placement of officers in each province had been done without due attention to the actual need, and that although there was still a significant shortage of principal posts in some provinces, officers had been placed in some provinces in excess of the approved number of posts. These officers had not been directed to the provinces in accordance with a proper plan after identifying the need for principals in the provinces, and as a result, there had been no balance in the principal posts. Accordingly, it is observed that these officers are being underutilized and that steps have been taken to pay idle salaries to these surplus officers, and it was observed that this has a sufficient adverse effect on the administrative work of national schools, provincial schools, and zonal offices, which is not being carried out as expected.
- (r) Although the Pirivena Education Act No. 64 of 1972 provides for the supervision and regulation of Pirivena Education by the Director of Pirivena Education, steps had not been taken to prepare and approve a recruitment procedure for the post of Director (Piriven) for a long time, as of the date of audit on 30 April 2026, Cabinet memoranda had been submitted from time to time to recruit for the vacant post of Director

(Piriven) and officers had been appointed to act for that post. The tenure of Venerable Kumbalgoda Thero, who had been appointed on a contract basis, had ended on 09 March 2026 and a recruitment procedure for that post had not been prepared and approved and an officer had not been formally appointed to that post until 31 December 2025.

7.1.2 Failure to legally pay salaries based on recruitment and passing efficiency bars examinations

- (a) Taking steps to recruit lecturers and staff for posts that are not properly qualified and approved.
 - i. Although the qualifications to be fulfilled for the appointment of lecturers to SL (1) Class III under Gazette Notification No. 02 A iv dated 17th May 2017, include a degree from a recognized University in the relevant subject area or a Pandita degree from the Sri Lanka Oriental Linguistic Society or a degree recognized at an equivalent level and a Postgraduate Diploma in Education, a teaching experience of 10 years, and an age not exceeding 40 years, being a ordained Parivenacharya of a Pirivena approved under the Pirivena Education Act, there were instances where lecturers serving at the Venamulla Social Service Bhikkhu Training Institute and the Seethawakapura Pirivena Teacher Training Institute were not recruited on the basis of the prescribed qualifications.
 - ii. As per Section 03 of Gazette No. 1497/28 dated 17th May 2017, it has been stated that for promotion to Grade 2, lecturers holding permanent posts should have completed 10 years of satisfactory service as Assistant Lecturers. Although it had been informed in Exception (a) of the said Gazette that recruitment to the post of Assistant Lecturer should be made on the basis of having obtained a degree with a 1st class or 2nd class (upper) pass from a recognized University and a Postgraduate Diploma in Education or a Postgraduate Degree in Education in the relevant subject area, lecturers who did not have the above qualifications were placed in Grade 2 and paid salaries.
 - iii. It was observed that although the regulations regarding the recruitment procedure for revising the salary upholdings of the Principals and Lecturers of Pirivena Teacher Training Institutions No. 03 of 2007 by Gazette Notification No. 1497/28 dated 17th May 2017 and No. 03 of 2007 have been mentioned in the regulations, it has been observed that even now, except for 08 academic staff posts at the Seethawakapura Teacher Training College, these officers have been recruited and paid salaries without the approval of the Department of Management Services and without the approval of the Public Service Commission through a formal recruitment procedure.
 - iv. It was observed that the appointments of non-academic staff serving in these institutions were made without the approval of the Secretary to the Ministry of Education, and as a result, problems had arisen in the permanent appointment of these officers and in conducting efficiency bar examinations for them, and also in the retirement of these officers.
- (b) Not having passed the specified efficiency bar exam.
 - i. According to Article No. 05 of Gazette No. 1497/28 dated May 17, 2017, lecturers of training institutes must obtain a higher degree in education or a related subject within the first efficiency bar of 05 years and second language G.C.E. (O/L) examination or as a pass in the English language in the final examination of the preliminary examination of pirivena, the second efficiency bar should have been

passed before 07 years, but some officials had not passed the efficiency bars as scheduled.

- ii. In accordance with Chapter 11.7 of the Establishments Code, if the officer is not determined to be fit and qualified in all respects for confirmation in the service, the appointing authority should terminate the appointment of such officers and increments should be suspended in accordance with Section 7.1 of the Salary Manual for failure to pass the prescribed efficiency bar, but it was observed that the Secretary of Education, the appointing authority, had acted contrary to this in relation to the above officers of Pirivena Training Institutions. It was observed that instead of suspending the salary increments for officers who did not pass the efficiency bar, salary increments were also given. Therefore, it is observed that action should be taken to calculate and collect the salary increments paid in excess in relation to the relevant officers and report it to the audit and further steps should be taken in relation to the officers who paid salary increments carelessly.



V. D. Sita
Deputy Auditor General
For Auditor General

Chapter 4 Performance Indicators

4.1 Performance Indicators of the Institution (Based on the Action Plan) As at 31.12.2025

Specific Indicator	Achieved Output	Actual output as a percentage (%) of expected output		
		90% - 100 %	75% - 89%	50% - 74%
Enhancing the access to and retention in education and completion of education up to secondary level				
Net Enrolment Rate *	Primary (1-5) : 95.45 % Junior Secondary : 95.99 % Senior Secondary : 88.55 % Secondary : 93.69 % Compulsary Education Age Limit : 94.42 %	√ √ √ √	√	
Gross Intake Rate **	Primary (1-5) : 95.85 % Junior Secondary : 96.69 % Senior Secondary : 90.09 %	√ √ √		
Gross Survival Rate	Primary(1-5) : 98.87% Junior Secondary : 100 % Senior Secondary : 96.22 %	√		
Transition Rate of Education	Primary (1-5) : 100 % Junior Secondary : 98 % Senior Secondary : 66 %	√ √		√
Completion Rate of Education	Primary (1-5) : 98.38% Junior Secondary : 96.49% Senior Secondary : 93.48 %	√ √ √		

* Note : (Net enrolment rate of students) These calculations do not include international school students, special education students, students in private schools who follows international curriculum, students who sit for the O/L as their second attempt, students studying in other religious education centers. The mid-year population estimate figures published by the Department of Statistics have been used for this calculation.

**** Note :** (Net enrolment rate of students) These calculations do not include international school students, special education students, students in private schools who follows international curriculum, students who sit for the O/L as their second attempt, students studying in other religious education centers. The mid-year of 2025 population estimate figures published by the Department of Statistics have been used for this calculation.

Specific Indicator	Achieved Output	Actual output as a percentage (%) of expected output		
		90% - 100 %	75% - 89%	50% - 74%
Improvement of quality of general education				
Percentage of students in the Grade 5 Scholarship Examination 2025	Percentage of students obtained 70 - 70.43 %			√
Percentage of school candidates those who qualified for G.C.E. (A/L) at the G.C.E. (O/L) examination 2024	73.45%			√
Percentage of school candidates those who have passed each subject at the G.C.E. (O/L) examination (2024)	Sinhala Language - 87.73 % Tamil Language - 87.03 % Mathematics - 69.07 % English - 73.82 % Science - 71.06 % History – 82.17 %		√ √ √	 √ √ √
Percentage qualified for the university entrance at the G.C.E. (A/L) examination (2024)	Biology - 59.12 % Physics - 63.86 % Arts - 68.55 % Commerce - 73.98% Engineering Technology - 69.68% Bio Systems Technology - 75.02 % Other - 54.47 %		 √	√ √ √ √ √ √

Key Education Data and Indicators

Indicator	2020	2021	2022	2023	2024	2025
Schools (a)						
No of government schools	10,155	10,146	10,126	10,096	10,076	10,047
As per the type of schools (b)						
1AB schools	1,000	1,011	1,008	988	1,009	1,009
1C schools	1,932	1,941	1,951	1,975	1,959	1,962
Type 2 schools	3,224	3,226	3,221	3,273	3,252	3,244
Type 3 schools	3,999	3,968	3,946	3,860	3,856	3,832
As per the grade span						
Primary grades only	3,884	3,893	3,883	3,860	3,856	3,832
From grade 1 to 8	115	75	63	64	249	252
From grade 1 to 11	3,204	3,206	3,202	3,185	2,983	2,972
From grade 1 to 13	1,949	1,975	1,986	1,997	2,003	2,004
From grade 6 to 11	20	20	19	24	20	20
From grade 6 to 13	983	977	973	966	965	967
As per the governing authority						
National schools	373	396	396	396	396	396
Provincial schools	9,782	9,750	9,730	9,700	9,680	9,651
As per the medium of instruction						
Sinhala only	6,357	6,323	6,290	6,247	6,204	6,157
Tamil only	3,042	3,026	3,032	3,011	2,995	2,977
Sinhala and Tamil	42	40	39	39	36	34
Sinhala and English	524	552	563	581	607	630
Tamil and English	157	170	168	183	196	209
Sinhala, Tamil and English	33	35	34	35	38	40
As per the location (c)						
Urban	1,034	1,032	1,039	1,037	1,052	1,050
Rural	9,121	9,114	9,087	9,059	9,024	8,997
As per the no. of students						
1 - 50	1,439	1,419	1,473	1,506	1,576	1,645
51 - 500	6,382	6,418	6,406	6,404	6,382	6,343
501 - 2500	2,158	2,130	2,074	2,017	1,945	1,891
2501 - 5000	171	172	167	163	166	162
More than 5000	5	7	6	6	7	6
No of private schools (d)	90	93	95	95	95	95
No of special education schools (e)	30	30	31	32	27	27
No of pirivenas	816	819	822	822	822	822
Teachers (a)						
No of teachers in government schools	249,494	241,054	236,738	237,787	238,506	242,309
As per the gender						
Female	187,747	182,519	56,817	181,217	183,481	186,896
Male	61,747	58,535	179,921	56,570	55,025	55,413
As per the qualifications						
Graduates	121,569	136,998	138,339	139,056	153,504	154,850
With professional qualifications (f)	n.a.	90,371	101,603	101,261	114,361	114,034
Without professional qualifications	n.a.	46,627	36,736	37,795	39,143	40,816
Trained teachers (g)	121,796	96,838	93,302	93,929	82,832	85,296
Untrained/ Trainee / Other	6,129	7,218	5,097	4,802	2,170	2,163

Indicator	2020	2021	2022	2023	2024	2025
Percentage of teachers with professional qualifications (h)	n.a.	n.a	82.3	82.1	82.7	82.3
Teacher - student ratio	16	17	17	16	16	15
No. of NCoEs	19	19				
No of Teachers' Colleges	8	8				
No of Teacher Centres (i)						
Students (a)						
No of students in government schools	4,063,685	4,048,937	3,969,597	3,882,688	3,816,234	3,747,544
As per the Gender						
Female	2,045,534	2,034,616	1,999,761	1,959,097	1,888,620	1,856,100
Male	2,018,151	2,014,321	1,969,836	1,923,591	1,927,614	1,891,444
As per the main medium of instruction						
Sinhala	2,978,133	2,968,086	2,900,802	2,827,538	2,759,397	2,692,039
Tamil	986,156	977,184	955,060	934,579	922,668	913,364
Bilingual (w)	99,396	103,667	113,735	120,571	134,169	142,141
As per the learning cycle						
Primary (Grade 1-5)	1,640,647	1,618,867	1,567,689	1,521,394	1,471,394	1,427,829
Junior Secondary (Grade 6-9)	1,357,437	1,343,485	1,318,284	1,291,066	1,287,445	1,280,744
Senior Secondary (Grade 10-11)	636,985	652,331	655,729	651,377	636,378	622,213
Senior Secondary (Grade 12-13)	421,114	426,964	420,577	411,305	413,443	409,325
Special Education Units	7,502	7,290	7,318	7,546	7,574	7,433
No of students in pirivena	69,878	70,310	69,134	69,108	69,744	66,840
Clergy	36,497	37,360	36,574	36,565	37,017	34,823
Lay	33,381	32,950	32,560	32,543	32,727	32,017
No of students in private schools (Including special schools)	138,726	141,219	141,719	140,107	139,842	140,069
No of students in private schools	136,230	138,828	139,412	137,869	137,886	138,190
No of students in special schools	2,496	2,391	2,307	2,238	1,956	1,879

In 2023, the definition of Type 3 schools was revised to include only primary schools, and Type 2 schools were expanded to include schools with grades 1 - 9. Therefore, there are no longer schools with grades 1 - 8 in the current system.

Chapter 05

Performance in Achieving Sustainable Development Goals

5.1 Identified Sustainable Development Goals (2025)

Goal	Target	Indicators	Progress Achieved upto now		
			0% - 49%	50% - 74%	75%- 100%
Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes	4.1.2a Completion rate of primary education			√
		4.1.2b Completion rate of lower secondary education			√
		4.1.2c Completion rate of upper secondary education		√	
		4.1.3.a Net enrolment rate for last grade of primary education			√
		4.1.3.b Net enrolment rate for last grade of lower secondary education			√
		4.1.4.a. Proportion of students those who do not go to school out of children those who of the age of compulsory education (primary education)*Progress-Indicator value is less than 25%			√
		4.1.4.b. Proportion of students those who do not go to school out of children those who of the age of compulsory education (lower secondary education) *Progress-Indicator value is less than 25%			√
		4.1.4.c. Proportion of students those who do not go to school out of children those who of the age of compulsory education (upper secondary education) *Progress-Indicator value is less than 50%		√	
		4.1.7. No of years guaranteed the (a) free education and (b) compusory education within the legal framework Progress a - 13 Yrs, b - 11 Yrs)			√

Goal	Target	Indicator	Progress Achieved upto now		
			0% - 49%	50% - 74%	75%-100%
	4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education	4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex			√
	4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	4.6.2. Adult literacy rate			√
Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all	4.a.1.a Proportion of schools with electricity (Primary)			√
		4.a.1.a Proportion of schools with electricity (Secondary)			√
		4.a.1.b Proportion of schools with access to internet for pedagogical purposes (secondary)		√	
		4.a.1.c Proportion of schools with access to computers for pedagogical purposes (secondary)			√
		4.a.1.e Proportion of schools with access to basic drinking water (primary)			√
		4.a.1.e Proportion of schools with access to basic drinking water (secondary)			√

Goal	Target	Indicators	Progress Achieved upto now		
			0% - 49%	50% - 74%	75%- 100%
Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all	4.a.1.f Proportion of schools with single - sex basic sanitation facilities (Primary)			√
		4.a.1.f Proportion of schools with single - sex basic sanitation facilities (Secondary)			√
		4.a.1.i Proportion of schools with basic handwashing facilities (Primary, Secondary)			√
		4.a.1.i Proportion of schools with basic handwashing facilities (Secondary)			√
Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States	4.c.3. Percentage of qualified teachers (Primary Education)			√

5.2 Achievements and Challenges in Achieving Sustainable Goals (2025)

Progress towards achieving the targets set to ensure quality education under Sustainable Development Goal 4 is measured annually. Of these goals, data relevant to Sri Lanka have been updated for 21 targets and benchmarks to be achieved by 2030 for 8 internationally reportable indicators have been updated.

The first global assessment to measure the percentage of students achieving minimum achievement levels in reading and mathematics under target 4.1.(1) has been completed in Sri Lanka in 2025.

Accordingly, in order to determine the percentage of students who reached the minimum achievement levels in reading and mathematics in Grade 3 and Grade 6, and to enable global comparison of achievement levels, the Assessment for Minimum Proficiency Levels (AMPL) tools developed in line with the Global Competency Framework were adapted to Sri Lanka in 2025. This, which is scheduled to be implemented in 2026, will be an indicator that clearly reflects the quality and learning outcomes of primary education. Similarly, expanding the provision of breakfast to school children to cover all students in primary grades, providing scholarships, programs including health insurance, programs providing school stationery vouchers and sanitary napkin vouchers for female students, and expanding social protection mechanisms, etc., will support access to education and increase the completion rate under Target 4.1.(2). Furthermore, the number of students enrolled in the Advanced Level Vocational stream for the 2025/26 academic year has increased by 46% compared to the previous year. Furthermore, a pilot project to provide vocational training with reasonable accommodation facilities has been initiated in 2025 to increase access to students with disabilities under this stream. Target 4.1.(2) contributes to increasing the secondary education completion rate, reducing the out-of-school rate of school-age children, and expanding equitable access as set out in Target 4.5.

The approval and launch of the Early Childhood Curriculum Framework in 2025, which is required to implement a single curriculum for all preschools islandwide from 2027, is a special achievement achieved under Target 4.2.

The increase in computer and digital literacy levels of Sri Lankan youth compared to 2024, as shown in Target 4.4.(1), is positive, and may be a result of Sri Lanka gradually reaching the goals of improving basic facilities in schools as set out in 4.a.

The new education reforms, which strengthen skills-based education for students in general education, introduce assessment models based on them, plan for further expansion of vocational access methods in general education, introduce IT innovations, etc., and rapidly develop digital infrastructure, are transformative milestones in achieving the Sustainable Development Goals. Furthermore, implementing these reforms to improve the quality of human resources in the education system will contribute to achieving Goal 4.c.

The period from 2025 to 2030 has been introduced at the global level as a period for intensifying activities to achieve the Sustainable Development Goals. Accordingly, the establishment of data collection mechanisms for certain indicators, which have not been prepared in Sri Lanka so far, has been planned for 2025 and will be implemented from 2026. Furthermore, to produce globally comparable information, it is necessary to conduct surveys, research studies, increase investments in early childhood education, increase the number of girls enrolled in STEM (Science, Technology, Engineering and Mathematics) education and vocational education, and increase the number of boys enrolled in secondary and tertiary education, and increase investments in the professional development of teachers.

It is essential to increase the allocations for education and strengthen the mechanisms for efficient and effective utilization of the allocations, and to make decisions based on accurate data and up-to-date information, identifying existing challenges. For this, building strong partnerships with stakeholders in the education sector as well as other state and non-state stakeholders is also a fundamental requirement.

It is a priority of this Ministry to efficiently implement policy decisions through innovative and creative plans, using quality education as the main strategy, to achieve sustainable development that integrates economic, environmental and social progress in Sri Lanka.

Chapter 06

Human Resource Profile

6.1 Cadre Management (As at 31.12. 2025)

Information regarding the Officers Belongs to the Combined Service in the Ministry

Level	Approved Cadre	Existing Cadre	Shortage/ Surplus
Senior	82	71	(11)
Tertiary	481	149	(332)
Secondary	9725	7741	(1984)
Primary	9682	8020	(1662)
Total	19970	15981	(3989)

6.2 The influence of either shortages or surpluses of human resources on the performance

It has been observed that the following common factors contribute to staff shortages across all the service levels mentioned above.

- Vacancies arising in relevant positions at the time of granting promotions to officers.
- Release of officers to serve in other institutions or services.
- Failure to appoint replacements for officers who have been transferred.
- Release of officers to other institutions based on secondary appointments.
- Retirement.
- Vacation of posts.

Cadre Information as at 31.12.2025
Non-academic and Combined Services Division

Level	Approved Cadre	Existing Cadre	Vacant/Excess (-) (+)
Senior			
♦ Ministry of Education	82	71	- (11)
♦ Colleges of Education	-	-	-
♦ National Schools	-	-	-
♦ Teachers' Colleges	-	-	-
♦ Teacher Development Centres	-	-	-
Tertiary			
♦ Ministry of Education	90	75	- (15)
♦ Colleges of Education	48	21	- (27)
♦ National Schools	343	53	- (290)
♦ Teachers' Colleges	-	-	-
♦ Teacher Development Centres	-	-	-
Secondary			
♦ Ministry of Education	812	833	+ 21
♦ Colleges of Education	579	303	- (276)
♦ National Schools	4457	3998	- (459)
♦ Teachers' Colleges	3495	2489	- (1006)
♦ Teacher Development Centres	40	34	- (06)
♦ Venivelkola Special Education Institute	336	82	- (254)
Primary	06	02	- (04)
♦ Ministry of Education			
♦ Colleges of Education	255	228	- (27)
♦ National Schools	1064	783	- (281)
♦ Teachers' Colleges	8140	6753	- (1387)
♦ Teacher Development Centres	96	77	- (19)
♦ Venivelkola Special Education Institute	112	170	+ 58
	15	09	- (06)
	19970	15981	- (3989)

The information related to the human resource profile of officers in the Sri Lanka Principal Service is as follows.

Level	Approved Cadre	Existing Cadre	Shortages
Senior			
Tertiary	16512	*12643	3869
Secondary			
Primary			
Total	16512	12643	3869

* The officers currently, covering/ acting in the duties of schools (including officers of the Sri Lanka Teachers Service).

- As stated in the Gazette No. 2094 dated 19th October 2018, arrangements have been made to recruit officers to the Sri Lanka Principal Service on 2019.10.01, 2022.08.01 and 2023.11.16 and 2024.04.02, based on the candidates who passed the limited competitive examination for the recruitment of officers to the Sri Lanka Principal Service and the Supreme Court case settlement, on the basis of the candidates who obtained equal marks. The number of vacancies in the Sri Lanka Principal Service as of 2025.12.31 after the said recruitment.

It is further informed that the information regarding the recruitment, confirmation, promotion and retirement of officers of the Sri Lanka Principals' Service for the year 2025 is presented as follows.

Subject	Amount
Confirmation in service	839
Retirements	791
Promotions - Grade II	920
Grade I	452

There was no recruitment to Grade III of the Sri Lanka Principals' Service during this period

The information regarding the officers of the Sri Lanka Teacher Educator Service for the year 2025 is as follows:

Service and grade	Number Recruited	Other Matters
Sri Lanka Teacher Educators Service	591	-
	No of promotions	
	Grade I – 102	
	Grade II – 97	

The information related to the human resource profile of officers in the Sri Lanka Teacher Educator Service is as follows

Level	Approved Cadre	Existing Cadre	Shortages/ Surplus
Senior	2098	1333	-
Tertiary			
Secondary			
Primary			
Total	2098	1333	-

Officers of the Sri Lanka Education Administrative Service as at 2025.12.31 - Ministry of Education

As at 2025.12.31		Approved Cadre	Existing Cadre	Vacancies	Excess	Reasons for Vacancies/ Excess
Senior	Special	8	6	2	-	Retirement of officers in accordance with Public Administration Circular 19/2022
	Grade I	44	66	-	22	As per the Sri Lanka Educational Administrative Service Minute No. 1928/28 and dated 21.08.2015, Grade II officers are promoted to Grade I under the unrestricted system upon completion of qualifications, there are Grade I officers in the Sri Lanka Educational Administrative Service in excess of the number of Grade I posts. Therefore, Grade I officers are engaged in the duties of Grade II/III posts.
	Grade II/ III	104	66	38	-	
Total		156	138	40	22	Total No of vacancies - 18

Information on recruitment and promotions for positions in educational services

Service and Grade	No Recruited/ No promoted	Other Matters
Sri Lanka Education Administrative Service - Grade III	04	
Recruitments on service experience and merit		
Recruitments on open basis	88	
Recruitments on limited basis	411	
Sri Lanka Education Administrative Service - Special Grade		There are 02 vacancies as of 01.07.2025 and 01 vacancy as of 01.01.2026, and a letter has been sent to the Secretary of the Education Services Committee of the Public Service Commission dated 15.12.2025 to obtain approval to call for applications simultaneously to fill the vacancies for both dates.
Sri Lanka Education Administrative Service - Grade I	Promotions - 137	
Sri Lanka Education Administrative Service - Grade II	Promotions - 195	

6.3 Human Resource Development

Efforts have been made to properly maintain educational development and management activities through capacity development of officials of the entire education system, including officials of the Ministry of Education. Under this, relevant training has been provided to officials at all levels of the education system, including teachers who directly contribute to the learning and teaching process in schools. Efforts have been made to train officials with the aim of acquiring skills relevant to the training and duties of all services related to education.

6.3.1 Local Programmes

A.5.1 Local Programmes					
Programme	No. of Officers Trained	Duration of the Programme	Investment Rs. Million		Attained Knowledge/ Training Given
			Local	Foreign	
Special Education, Non-Formal Education, and Inclusive Education					
Non-Formal Education Officers Training Program on Adult Education	Non-Formal Education Officers 70	02 days each 04 days	0.504		• Role and strategies in implementing adult education programs • Importance of implementing adult education programs
Non-Formal Education Officers Training Program on Community Education	Non-Formal Education Officers 260	02 days each 04 days	0.508		• Introducing measures to be taken to improve the quality of life of the community.
Teacher Training Program on Reading Hearing Charts of Hearing Impaired Children and Reading Visual Examination Reports of Visually Impaired Children	Inclusive Coordinators 60	02 days March 27, 28, 2025	0.163		• Training in reading hearing charts of hearing impaired children and reading vision test reports of visually impaired children. • Identifying visually impaired and visually impaired children at school level

Programme	No. of Officers Trained	Duration of the Programme	Investment Rs. Million		Attained Knowledge/ Training Given
			Local	Foreign	
Special Education, Non-Formal Education, and Inclusive Education					
Commonwealth Program to Educate Special Education Professionals in Inclusive Education	Officers and Teacher Advisors 65	02 days	0.206	--	Identifying the factors that have led to the loss or deprivation of educational opportunities for children and raising awareness about the measures to be taken to remove or minimize those barriers.
Training Program for Special Education Teachers in Braille and Sign Language	Special Education Teachers 152	03 days and 02 days each	0.820	--	Train special education teachers in Braille and sign language
Special Education Professionals Training Program on “School Infrastructure and Environmental Design” Circulars and Guidelines and “Equitable Space in Education Guidelines” on Interdisciplinary Education	Inclusive Coordinators 176	02 days each Day 04	0.527	--	- Empower professionals to identify the educational needs of children with special needs and other necessary facilities. - Train education professionals on providing relevant access facilities to ensure the rights of students with special needs in the construction of new buildings in schools, in the renovation of buildings and in the preparation of school environments. - Raise awareness about the role of education professionals in promoting inclusive education

Programme	No. of Officers Trained	Duration of the Pro-gramme	Investment Rs. Million		Attained Knowledge/ Training Given
			Local	Foreign	
Special Education, Non-Formal Education, and Inclusive Education					
Awareness program for teachers in special schools	60 teachers in special schools	Programs 01 2 days	0.643	--	Knowledge, skills and attitudes related to the development of the capacity of teachers engaged in teaching in these schools for the educational development of children studying in
Awareness program for parents of children with special needs	266 parents of children with special needs	Programs 03 One day each	0.411	--	Identifying children with special needs at the initial stage, obtaining medical records, and educating parents to identify methods of intervention in their education and general activities in early
'Towards Inclusive Education....' Teacher Guidelines I and II Training Program (GEMP) for Special Education Teachers	80 special education teachers	Programs 01 3 days	--	0.606	Teaching and learning methods for children with intellectual disabilities and severe disabilities
Training Program on Inclusive Education for Special Education Professionals	30 principals in special schools	Programs 01 3 days	--	0.209	The role of special education professionals in implementing inclusive education

Programme	No. of Officers Trained	Duration of the Pro-gramme	Investment Rs. Million		Attained Knowledge/Training Given
			Local	Foreign	
Special Education, Non-Formal Education, and Inclusive Education					
Primary Education Teacher Training Program (GEMP) on Identification of Children with Special Needs by Classification	Primary Education Teacher Advisors 433	Programs 07 06 program one day each 01 program for 5 days each	--	4.015	- Introducing Classifications of Students with Special Needs (14 Categories) - Identifying and confirming students according to the characteristics found in those categories - How the teacher should intervene for the educational development of those students
Health Sector Officers Awareness Program on Special Education Programs	Health Sector Officials 171	Programs 02 02 days each	--	0.656	Education Circular No. 37/2020 and 33/2022 on special educational needs and providing educational facilities for children with special needs, including provision of interactive education for all children and circulars and guidelines on special education assessment
Special School Teacher Training Program on New Education Reforms	Special Needs School Teachers 127	Programs 01 2025 Dec. 05 days each	--	1.581	Educating teachers about the education of gifted special school students according to the new education reforms

Programme	No. of Officers Trained	Duration of the Pro-gramme	Investment Rs. Million		Attained Knowledge/ Training Given
			Local	Foreign	
Tamil Schools Development					
Capacity Development Program Chavakachcheri Hindu College - Jaffna	Number of children - 250 Number of teachers - 30 Number of parents -125	02 days	0.217		To investigate and provide necessary counseling to GCE A/L students for psychological problems affecting their education, and to provide necessary counseling to obtain the support of teachers and parents to achieve high results.
Capacity Development Program Saraswathi Tamil College - Badulla	Number of children -80 Number of Teachers - 30 Number of parents -80	02 days	0.186		
Capacity Development Program Mada/ Kaludawali Central College - Kaludawali	Number of children -115 Number of teachers - 40 Number of parents - 75	02 days	0.196		
Capacity Development Program Ya/Nelliadi Central College - Jaffna	Number of children -122 Number of teachers - 40 Number of parents - 80	02 days	0. 201		
Capacity Development Program Rakwana St. John's Tamil National School - Rakwana	Number of children -133 Number of teachers - 40 Number of	02 days	0.197		

Programme	No. of Officers Trained	Duration of the Pro-gramme	Investment Rs. Million		Attained Knowledge/ Training Given
			Local	Foreign	
Muslim Schools Development					
A capacity development workshop for the Principals, Deputy Principals and Heads of Departments of Muslim schools in Kegalle District was successfully held at Badriya Central College, Mawanella.	79	01 day	0.113500		To provide Principals, Deputy Principals and Heads of Departments with a better understanding of their own approach to leadership and innovative ideas to optimize administration and maintain its potential.
A capacity development workshop for the Principals, Deputy Principals and Heads of Departments of Muslim schools in Kebitigollewa and Galenbindunuwewa Educational Zones was successfully held at Baduddin Mahamud Maha Vidyalaya, Horowpothana.	61	01day	0.124950		
A capacity development workshop for the Principals, Deputy Principals and Heads of Departments of selected Muslim schools in Matale District was successfully held at Zahira College, Matale.	80	01day	0.176850		
A capacity development workshop for the principals, deputy principals and heads of departments of selected Muslim schools in the Trincomalee district was successfully held at the Mollipothana Muslim Maha Vidyalaya.	80	01 day	0.162625		

Programme	No. of Officers Trained	Duration of the Programme	Investment Rs. Million		Attained Knowledge/ Training Given
			Local	Foreign	
Muslim Schools Development					
A capacity development workshop to improve the teaching skills of Arabic language and Arabic literature for Muslim school maulvi teachers in the Central Province was held at Siddilebbe Muslim College, Kandy	58	01 day	0.213300		Improving the teaching skills of Maulavi teachers in Arabic language and Arabic literature
A capacity development workshop to improve the teaching skills of Arabic language and Arabic literature for Muslim school maulvi teachers in the Trincomalee District was held at Kinniya Al Aksha Muslim College	80	01 day	0.162326		
Estate Schools Development					
Capacity Development Residential Training Workshop for Estate School Principals	60	02 days	0.442		An observation visit was conducted at Jaffna Hindu College to train 60 estate school principals. Practical training was provided on how to administer a school efficiently and effectively and how to conduct financial administration transparently.

Programme	No. of Officers Trained	Duration of the Programme	Investment Rs. Million		Attained Knowledge/ Training Given
			Local	Foreign	
Estate Schools Development					
Residential Training Program on Counseling for Estate School Teachers	60	02 days	0.483		A counseling training program was provided to 60 estate school teachers. The teachers' capacity for counseling services was improved. Through this, they gained the ability to create a generation of children with a clear mental level and to identify children with mental disorders.
Education for peace and reconciliation					
“Sanhinda Pamula” two-day residential program to promote the concept of good citizenship	NCoE Lecturers- 30 NCoE Trainees - 1093	06 Programs (Two-day residential)		2.81	Training of NCoE trainers and imparting knowledge to NCoE teachers and students regarding activity-based manuals prepared for transmitting the concept of good citizenship to the school system

Programme	No. of Officers Trained	Duration of the Programme	Investment Rs. Million	Investment Rs. Million	Attained Knowledge/ Training Given
Commerce					
G.C.E. (A/L) Economics Subject Teachers Capacity Development Programme. (Tamil Medium)	75	01 Day	0.146275	-	G.C.E. (Advanced Level) Subject-specific teacher training and teacher skill development in Economics.
G.C.E. (A/L) Commerce Subject School Officers Programme - North Western Province	130	01 Day	0.199400	-	G.C.E. (Advanced Level) Subject-specific teacher training and teacher skill development in Commerce stream.
G.C.E. (A/L) Business Studies Subject Teachers Capacity Development Programme. (Tamil Medium)	65	01 Day	0.086775	-	G.C.E. (Advanced Level) Subject-specific teacher training and teacher skill development in Business Studies.
G.C.E. (A/L) Accounting Subject Teachers Capacity Development Programme. (Tamil Medium)	75	01 Day	0.096275	-	G.C.E. (Advanced Level) Subject-specific teacher training and teacher skill development in Accounting.
Special Progress Review Programme for All Provincial Science Subject Directors	107	02 Days (residential)	0.677725	-	Annual plan progress review and awareness on subject development programs.
G.C.E. (A/L) Business Statistics Subject Teachers Capacity Development Programme.	37	02 Days (residential)	0.226000	-	G.C.E. (Advanced Level) Subject-specific teacher training and teacher skill development in Business Studies.

Programme	No. of Officers Trained	Duration of the Pro-gramme	Investment Rs. Million		Attained Knowledge/ Training Given
			Local	Foreign	
National Schools Development					
Capacity Development, Conducting Workshops/ Programs	(a) 396 Principals of 396 National Schools * (Principals' Meeting held at the Ministerial Auditorium (4th Floor) on 27.09.2025)	01 Day		0.55	(a) Proper administration/ management to be maintained in the school system/ educational quality development/ discipline/ anti-bribery and corruption act/ awareness of abuses occurring during school hours and the problems/ solutions that have arisen in this regard (b) Preparation of the annual school budget and the provisions of circular No. 54/2023, dated 29.12.2023 (c) How to prepare and implement the projects implemented by the School Development Societies included in the annual estimate (d) How to comply with and implement financial regulations (e) Audit issues that arise in school operations and how to provide answers to them (g) Awareness about circulars and instructions related to the construction of new buildings, renovations, demolition of dilapidated buildings, removal of dangerous trees in national schools

Programme	No. of Officers Trained	Duration of the Pro-gramme	Investment Rs. Million		Attained Knowledge/ Training Given
			Local	Foreign	
Science Education Development					
Conducting capacity development programs to empower teachers for the use of innovative teaching methods. Preparing the relevant guidelines and conducting capacity development programs to empower teachers for the use of innovative teaching methods and providing the necessary funds to the Provincial Education Departments to conduct zonal level camps by trained teachers (STEAM, Inquiry based learning, Blended Learning, Multi-level learning, project based learning, Research based learning, Authentic Learning & Evaluation tools).	4312 +	80 Days		12	Three pilot programs (for 120 teachers) on STEAM, Inquiry based learning, Blended Learning, Multi-level learning, project based learning, Research based learning, Authentic Learning & Evaluation tools were conducted and the remaining funds were provided to the Provincial Education Departments for the continuation of the program.
Seminar for Empowering Advanced Level Teachers by conducting brainstorming sessions along with practical sessions in collaboration with the Sri Lanka Atomic Energy Board and the academic staff of the University (for the subject of Physics)	20	2 Days		0.269995	To provide students with accurate knowledge and understanding of the concepts related to the subject matter by identifying the subject units required to update subject knowledge and based on the analysis of the Advanced Level examination

Programme	No. of Officers Trained	Duration of the Programme	Investment Rs. Million		Attained Knowledge/ Training Given
			Local	Foreign	
Organizing field study tours for managers of science field study centers to observe environment-related activities.	40	3 days		0.367393	Providing knowledge on how to conduct a scientific field study and how to prepare a report on preparing a field study report
Conducting training workshops for laboratory assistant/ employee post holders at the provincial level.	368	14 days		0.93283	Previous knowledge test. Providing knowledge on practical exercises in the laboratory, equipment usage, practical knowledge of biology/ chemistry/ physics related to the syllabus and practical knowledge related to preparing equipment assemblies. Knowledge on maintaining stocks and maintaining records in the laboratory Knowledge test provided at the end of the training
Procurement					
Awareness Workshop on New Procurement Guidelines and Manual - 2024 (Refreshments Rs.224,280/- and Resource Allowances Rs.12,000/-)	280	01 day	0.23628	-	Awareness regarding the new procurement guidelines 2024
Awareness on Bid Evaluations (02 Days) (Hall Facilities Rs.34692/-, Resource Allowances Rs.24000/- and Refreshment Expenses Rs.156,950/-)	180	01 day	0.21564	-	About the bid evaluations in the new procurement guidelines 2024

Programme	No. of Officers Trained	Duration of the Programme	Investment Rs. Million		Attained Knowledge/ Training Given
			Local	Foreign	
Mathematics Development					
Resource program on new trends in mathematics	72	2 days	1.02		3 2-day programs were conducted and 72 resource persons were trained on new trends in mathematics.
Teacher discussion on the beauty of mathematics	120	1 day	0.11		Conducted a brainstorming session for 120 teachers representing all provinces in conjunction with the 2025 International Mathematics Day.
Conducting research related to mathematics education involving education officers, teacher consultants and teachers.	27	2 days	0.06		Conducted one program and trained 27 teachers. Conducted one program and trained 27 teachers.
Conducting teacher training programs on "STEAM" approaches.	263	1 day	0.55		Conducted 4 programs in the 4 provinces of North Central, Sabaragamuwa, Central and Uva and trained 263 teachers.
Teacher training program on "Blended learning".	136	1 day	0.17		Trained 136 teachers. (Program on Blended Education - Resourced by the University of Peradeniya)
Conducting awareness programs for Sinhala media officers on mathematics clubs.	111	3 days	0.49		Trained 111 Sinhala media officers on establishing and supervising mathematics clubs.
Student program on establishing school mathematics clubs (Tamil medium)	65	3 days	0.82		Conducted one program and trained 65 Tamil medium students.
Student program on establishing school mathematics clubs (Sinhala medium)	120	2 days	1.14		Conducted one program and trained 120 students on establishing mathematics clubs.
Development of higher-order thinking skills	24	5 days	1.6		Conducted 4 training sessions for 24 students under the Higher Thinking Skills Development Program and had them participate in the International Mathematical Olympiad Competition

Programme	No. of Officers Trained	Duration of the Programme	Investment Rs. Million		Attained Knowledge/Training Given
			Local	Foreign	
Mathematics Development					
Conducting programs on statistics for teachers of advanced mathematics and combined mathematics.	138	1 day	0.115		Conducting training sessions on statistics for 138 combined mathematics teachers in the Southern and Western provinces.
Conducting capacity development programs on mathematical concepts and mathematics education for resourceful individuals.	110	2 days	0.851		Training 110 resource persons on mathematical concepts and the development of mathematics education.
Foreign Agencies and Foreign Affairs Development					
Activities related to foreign trips of officials of the Ministry of Education and other institutions affiliated to it	303			5.01590363	Participation in various foreign studies, training, seminars, meetings, programs and competitions.
Conducting training programs for officials of the Educational Administrative Service	20	14 weeks	0.02425		Sharing knowledge and experiences gained from foreign training

Programme	No. of Officers Trained	Duration of the Programme	Investment Rs. Million		Attained Knowledge/ Training Given
			Local	Foreign	
English and Foreign Languages					
Develop a guide on setting up speech clubs	40	March, April, August		0.361697	Awareness of running a speaking club
Conduct meetings/ sessions on innovative practices./ Distribute learning materials	6	March/ October/ November		0.0105	Awareness of new trends
Conduct CPD session on training of trainers on speaking and listening activities/ classroom-based assessments	76	February/ March/ July		0.427229	Knowledge of listening and speaking skills assessment
Conduct English language improvement programmes for GCE Ordinary Level teachers in low-performing areas	218	February/ March/ April/ September		0.874415	Knowledge of marking criteria and techniques
Introduce methods and techniques for teaching Ordinary Level and Advanced Level English and English Literature.	81	February / September		0.412054	Knowledge of literature teaching methodology
Conduct CPD for ISAs, conduct RESC and research seminar on research and print certificates.	129	February/ March/ September/ November		0.797027	Action research methodology and participation.
Conduct CPD for staff and officers of the Sri Lanka Education Administrative Service (Procurement).	60	December		1.14	Knowledge of writing project proposals
Conduct capacity development programme for GCE (Advanced Level) Ordinary Level English teachers and train trainers on teaching methods	92	September		0.492712	Methodology and pedagogical awareness of Advanced Level General English

Programme	No. of Officers Trained	Duration of the Pro-gramme	Investment Rs. Million		Attained Knowledge/Training Given
			Local	Foreign	
English and Foreign Languages					
To provide a 3-day (CPD) programme on teaching techniques for teachers in underperforming regions in collaboration with the British Council in selected provinces.	58	February / March / April		0.338721	Methods and techniques for assessing listening and speaking skills at the classroom level
To conduct a CPD programme to improve teaching methodologies for foreign language teachers (Chinese, Korean, French, Hindi, German, Japanese and others).	158	February / March / October / November		0.868312	Methodology and pedagogical knowledge of foreign languages
To conduct innovative sessions to explore new trends in education for foreign language teachers.	127	November		0.180525	Methodology and pedagogical knowledge of foreign languages
To conduct ABOE introductory workshops for primary teachers / NCOE trainees.	489	January/ February / March		1.01793	Awareness of how to teach
To conduct SPEAK programme for first key stage teachers (TOT)	108	March		0.583030	Techniques for exposing primary school students to English
To conduct workshops on innovative teaching strategies for primary/ secondary English teachers.	223	November		0.333517	New trends in the field of teaching English

Programme	No. of Officers Trained	Duration of the Programme	Investment Rs. Million		Attained Knowledge/ Training Given
			Local	Foreign	
Establishment of speech clubs in underperforming areas (School Grant Allocation)	82 National School Fund	September		2.050	How to conduct speech clubs
Selecting the best GEMP schools - School Grants	School Grants for 9 Provinces	June		1.13232	Activities to develop English at the classroom level
Printing of picture dictionary to improve English vocabulary	40000 Picture Dictionary	March		11.271360	Vocabulary to expose to a language-rich environment
(Responsibilities) Printing of English Promotion Teacher's Guide	70 Teacher Guide Books	March		0.575351	Guidelines for teaching
(Responsibilities) Printing of Language Promotion Student's Book for Ordinary Level and Advanced Level students	5000 Course Books	March		2.233858	A supplementary book to develop English language skills
Preparation of support materials for Ordinary Level and Advanced Level	39	November		0.242300	A supplementary book to promote English language
Procurement of tablets for 45 GEMP schools (7 tablets * 45 schools) to promote English language skills	225 Tablets for 45 Schools	May/ July/ September		18.82808	Tablets
Allocating resources to teaching strategies and innovative practices for new curriculum reforms	Grants for 9 Provinces	May		5.0	Improving techniques using technology
Allocation of funds to provinces to conduct CPD for teachers teaching Advanced Level General English (.2* 2 WS* 25 districts)	Grants for 9 Provinces	June		10.0	Improving general English methodology and teaching.

Programme	No. of Officers Trained	Duration of the Programme	Investment Rs. Million		Attained Knowledge/ Training Given
			Local	Foreign	
Conducting competitions for foreign languages and preparing guidelines.		July / August / October		1.061016	Motivating students to learn foreign languages
Classroom Listening and Speaking Assessment - Provincial Level Training 2x 25	Grants for 9 provinces	May		4.900000	Awareness of listening and assessing speaking skills
Procurement to strengthen District Level Teacher Training Infrastructure (ARH/RESC).	Bluetooth speakers - 15 for RESC / 15 multimedia / 14 projectors	November		7.978635	Providing facilities for conducting training
Conducting English Day competitions and printing certificates and medals.	270 medals and 614 certificates	September	2.452985		Motivating students to use English
Providing provisions for conducting Grade 3 ABOE WS for provinces.	Grants for 9 provinces	May	15.0		Techniques of methodology for teaching
Allocation of grants for conducting SPEAK program for 9 provinces (3M* 9 provinces).	Grants for 9 provinces	May	27.0		Techniques for exposing primary students to English
Allocation of grants for conducting language improvement camps for provinces.	Grants for 9 provinces	May	21.3		Exposure of students to English

Programme	No. of Officers Trained	Duration of the Programme	Investment Rs. Mil-lion		Attained Knowledge/ Training Given
			Local	Foreign	
Technical Education - Training Programmes					
Training program on preparing unique tables for creating model question papers	24 teachers	02 days		0.154004	Knowledge of preparing special tables for preparing model question papers prepared annually by the Technical Education Branch Knowledge of the procedures to be followed in creating innovations
Teacher training program on online, distance education and blended learning methods for the learning and teaching process	37 teachers	02 days		0.151055	Use of online, distance education and blended learning methods in teaching technology in schools for the learning and teaching process
Training program for principals and teachers in charge of innovation laboratories of those schools regarding the high-tech equipment procured and distributed in the year 2024	157 principals and teachers	02 days		0.359048	Educate teachers in those schools regarding the use of high-tech equipment procured and distributed in the year 2024
Training program on introducing innovation portfolio (Western Province)	105 teachers	01 day		0.126275	Knowledge of the procedures to be followed in creating innovations

Programme	No. of Officers Trained	Duration of the Programme	Investment Rs. Million		Attained Knowledge/ Training Given
			Local	Foreign	
Innovation Portfolio Introduction Training Program (Uva and Sabaragamuwa Province)	55 teachers	1 day		0.074300	Knowledge of the procedures to be followed in creating innovations
Teacher Training Program on Online, Distance Education and Blended Teaching Methods for the Learning and Teaching Process	32 teachers	02 days		0.227017	Use of technology in teaching and learning processes, online, distance education and blended learning methods at school
Teacher Training Program on Online, Distance Education and Blended Teaching Methods for the Learning and Teaching Process	35 teacher advisors	02 days		0.251175	Use of technology in teaching and learning processes, online, distance education and blended learning methods at school
Teacher Training Program on Online, Distance Education and Blended Teaching Methods for the Learning and Teaching Process	15 teachers	02 days		0.190360	Use of technology in teaching and learning processes, online, distance education and blended learning methods at school Knowledge of the procedures to be followed in creating innovations
Innovation Portfolio Introduction Training Program (Southern and North Central Provinces)	55 teachers	1 day		0.078775	Knowledge of the procedures to be followed in creating innovations
Student Awareness Program on Tertiary Education	185 students	1 day		0.182365	Knowledge of the students' orientation to tertiary education after the GCE A/L examination

Programme	No. of Officers Trained	Duration of the Programme	Investment Rs. Million		Attained Knowledge/ Training Given
			Local	Foreign	
Program to sensitize principals on the subject of Technology for Life in Educational Reforms	75 Principals	01 day		0.133050	Knowledge of implementation of Technology for Life subject in education reforms
Program to sensitize students on tertiary education	130 Students	01 day		0.146300	Knowledge about students' transition to tertiary education after GCE A/L exam
Training program to introduce innovation portfolio (Northern and Eastern Provinces)	115 Teachers	03 days		0.371320	Knowledge of procedures to be followed in generating innovations
Other Programmes					
Preparation of teacher training module on online, distance education blended learning methods for the learning teaching process related to Technology subjects	10 Resource Persons	03 days		0.239015	
Preparation of list of capital equipment and goods required for Technology subjects	09 Resource Persons	01 day		0.047900	
Review of Module on Technology for Life subject	14 Resource Persons	02 days		0.084875	
Supervision of schools where Technology subjects are implemented	14 schools	07 days		0.099921	
Review of Module on Technology for Life subject	13 Resource Persons	02 days		0.113708	

Programme	No. of Officers Trained	Duration of the Programme	Investment Rs. Million		Attained Knowledge/ Training Given
			Local	Foreign	
Preparation of model question paper for G.C.E. O/L Design for Technology subject	13 resource persons	02 days		0.024250	Phase 1
Programme to review the progress of the branch	11 provincial coordinating officers	01 day		0.021500	
Preparation of model question paper for G.C.E. A/L Engineering Technology subject	11 resource persons	03 days		0.132550	Phase 1
Preparation of model question paper for G.C.E. A/L Engineering Technology subject	11 resource persons	03 days		0.129250	Phase 2
Preparation of model question paper for G.C.E. A/L Science for Technology subject	13 resource persons	03 days		0.165230	Phase 1
Preparation of model question paper for G.C.E. A/L Science for Technology subject	13 resource persons	03 days		0.162855	Phase 2
Preparation of model question paper for G.C.E. O/L Design for Technology subject	13 resource persons	03 days		0.122200	Phase 2
Preparation of question paper for All-island Home Economics Competition	7 resource persons	03 days	0.058775		
Preparation of teacher training modules	12 resource persons	05 days		0.257555	
Conducting All-island Robot Technology Competition	270 students	01 day	3.259622		
Conducting All-Lanka Home Economics Competition	332 students	01 day	1.607490		

Programme	No. of Officers Trained	Duration of the Programme	Investment Rs. Million		Attained Knowledge/ Training Given
			Local	Foreign	
Setting Minimum Standards for Innovation Labs	15 Resource Persons	02 days		0.161655	
Branch Progress Review Program (End of Year Program)	40 Provincial Coordinating Officers	01 day		0.084892	
Medal and Certificate Distribution Ceremony of All-Ceylon Home Economics Competition	47 Winners	01 day	0.328,102		
School Library Development					
First Review Meeting of 2025	13	01 day	0.00055	-	Conducting a progress review meeting on the 2025 annual plan
Preparation of Training Manual for Library Assistants	15	01 day	0.074525	-	Preparing a manual for training library assistants in line with the module
Training of Teachers/ Librarians in Charge of School Libraries	288	01 day And 02 days	0.741630	-	Training teachers/ librarians in charge of school libraries in zones
Aesthetic Education					
Teacher Capacity Development	128	01 programme		0.34	Developing teacher capacity to enhance students' skill levels.
Training of National Youth Orchestra	100 students	40 training sessions	0.90		Assessing students' skill levels through presentations.

Programme	No. of Officers Trained	Duration of the Programme	Investment Rs. Million		Attained Knowledge/ Training Given
			Local	Foreign	
Conducting All-Island Aesthetic Competitions (Under 5 Subjects)	Participation of 52775 students for the competitions	5 competitions	10.75		Increasing the level of presentation skills by expanding the opportunities for students to present them selves
Aesthetic Subject Module Review Program		29 programmes	1.44		Developing the aesthetic subject stream in relation to the new education reforms of 2025
Physical Education and Sports					
Health and Physical Education Subject Development Programme Implementation and Workshop	100	01 day	0.104150	-	Health and Physical Education Subject Training
Capacity Development Training Workshop for Sri Lanka School Association Officers	82	01 day	0.099275	-	Capacity Development Training
Making aware Sports School Principals and Chief Instructors	43	01 day	0.071019	-	On the Development of Sports
Module Workshop on Curriculum under New Education Reforms	12	01 day	0.097200	-	Health and Physical Education Subject
Preparatory Meeting on All Island School Games - 2025 with Coordinating Officers and Technical Officers	40	01 day	0.054950	-	On the Pre-Organizational Activities
Meeting of Sri Lanka Badminton Association and Sri Lanka School Badminton Association	12	01 day	0.0024	-	Settlement of Officers of the Two Associations

Programme	No. of Officers Trained	Duration of the Programme	Investment Rs. Million		Attained Knowledge/ Training Given
			Local	Foreign	
All-Island Pre-Organizational Meeting with Provincial and Zonal Directors	14	01 day	0.0115	-	On preparatory matters
All-Island Pre-Organizational Meeting with Provincial Directors	15	01 day	0.018225	-	On preparatory matters
Religious and Value Education					
To achieve the concept of "Clean SL" through social, environmental and ethical development by conducting training programs for principals.	257	08 days	0.138		How to teach values to children
To achieve the concept of "Clean SL" through social, environmental and ethical development by conducting training programs for teachers.	381	06 days	0.096		How to teach values to children
To conduct training programs to update teachers' religious subject knowledge and raise awareness about educational reforms.	137	06 days	0.443		Religious education
To conduct training programs to develop the capacity of religious subject teachers through blended learning.	40	01 day	0.142		Basic computer skills
To conduct capacity building programs to support the mental well-being of the staff of the Ministry of Education.	410	03 days	0.088		Supporting mental well-being

Programme	No. of Officers Trained	Duration of the Programme	Investment Rs. Million		Attained Knowledge/ Training Given
			Local	Foreign	
Agriculture and Environmental Studies Branch - Capacity Development Programmes					
Capacity Development Programme for Teachers Teaching G.C.E. (A.L) Biosystems Technology and G.C.E. (A.L) Agricultural Science	88 teachers	06 days	-	0.916	Theoretical knowledge and practical training on automation related to electronics and biosystems technology
					Training to develop teachers' knowledge and skills on practical activities such as tissue culture, plant propagation and gardening as part of the G.C.E. (A/L) Agricultural Science syllabus
Capacity Development Programme for Subject Officers of G.C.E. (A/L) Biosystems Technology, Agricultural Science, G.C.E. (O/L) Agricultural and Food Technology and Environmental Subjects at Provincial/Zonal Level	64 ISAs/ officers	03 days	-	0.296	Planning programs for the year 2025 and capacity development programs on future programs to be implemented by the Ministry of Education Practical training and blended learning and inquiry-based learning methodology
Training Programme for Faculty of Technology (Biosystems Technology) Laboratory Assistants	71 laboratory assistants	04 days	-	0.720	Practical activities related to the subject of Biosystems Technology and training on the maintenance and use of laboratory equipment
Training Programme on Implementation of Green School Training Programme	24 teachers	02 days	-	0.190	Educating all schools on the critical importance of maintaining them effectively as green schools
Conducting Practical Camps for Biosystems Technology at Provincial Level	Students studying and teachers teaching Biosystems Technology	May - September	-	8.000	Enhancing student achievement by providing students with practical knowledge by conducting practical camps on the subject of Biosystems Technology

Programme	No. of Officers Trained	Duration of the Programme	Investment Rs. Million		Attained Knowledge/ Training Given
			Local	Foreign	
Subject related / Not related programmes					
Research on the implementation of GCE O/L Agricultural and Food Technology and A/L Agricultural Science subjects in schools	Students and teachers studying G.C.E. (A/L) Agriculture and G.C.E. (O/L) Agriculture and Food Technology subjects	04 days	-	0.247	To analyze the trend of choosing the G.C.E. (A/L) Agriculture subject, to identify student problems and teacher problems in the learning and teaching process, to increase the number of students choosing the subject, to identify developmental strategies and suggestions to increase the level of student achievement.
Preparation of guidelines on higher education opportunities available to students who have studied GCE (A/L) Agricultural Science and Biosystems Technology subjects	G.C.E. (A/L) Agriculture subject and G.C.E. (O/L) Biosystems Technology students and teachers	04 days	-	0.369	To make students aware of other higher education opportunities and vocational education opportunities that students can access after studying the G.C.E. (A/L) Agriculture and Biosystems Technology subject, in addition to pursuing university education.
Preparation of guidelines including criteria for implementing the Green School Program in line with the UNESCO Green School Concept	Principals and teachers of schools where the Green School Program is implemented	04 days	-	0.350	To prepare a Green School Program in line with the UNESCO Green School Program criteria and to provide the necessary training to implement the Green School concept

Programme	No. of Officers Trained	Duration of the Programme	Investment Rs. Million		Attained Knowledge/ Training Given
			Local	Foreign	
Subject related / Not related programmes					
Preparation of model question papers for G.C.E. (A/L) Biosystems Technology, G.C.E. (A/L) Agricultural Science and G.C.E. (O/L) Agricultural and Food Technology subjects and distribution to schools through Provincial Education Departments	Students studying G.C.E. (A/L) Biosystems Technology, G.C.E. (A/L) Agriculture and G.C.E. (O/L) Agricultural and Food Technology	02 days	-	0.070	To improve the subject achievement level of students studying G.C.E. (A/L) Biosystems Technology, G.C.E. (A/L) Agricultural Science and G.C.E. (O/L) Agricultural and Food Technology
Provision of financial assistance to purchase laboratory equipment, chemicals, consumables for the 326 schools teaching Biosystems Technology subject	326 schools	June - December	-	89.40	To develop the practical skills of students and improve the achievement level
Conducting an All-Island Agricultural Science Competition	Students studying G.C.E. (O/L) Agricultural and Food Technology	May - November	2.102		To create interest in the subject of Agricultural Science among students and create a practical environment at school, zonal, provincial and national levels and to improve the results of G.C.E. (O/L) Agricultural and Food Technology

Programme	No. of Officers Trained	Investment Rs. Million		Attained Knowledge/ Training Given
		Local	Foreign	
Co-curricular, Guidance and Counseling Development				
Career Guidance Capacity Development Program conducted by the Ministry of Education	54		0.560587	Providing awareness and training to Provincial/Zonal Officers and Teacher Advisors on Professional Psychometric Testing (Northern Province)
Counseling and Career Guidance Teachers Capacity Development Program	1957		1.838269	Providing knowledge on counseling and guidance to teachers
Leadership Training Capacity Development Program for school prefects	390		1.355579	Providing knowledge and skills required for leadership development to student leaders in selected schools
Capacity Development Program for Principals regarding the National Cadet Corps	300		0.239700	Informing principals on initiating and maintaining cadet training as a co-curricular activity in schools
School-Based Drug Prevention Capacity Development Program	294		1.041283	Providing awareness to selected school children on drug prevention
School Disaster Management Capacity Development Program	267		0.749246	Updating School Disaster Management Safety Committees and providing awareness to provincial, zonal and teacher principals on how to identify and act on disaster situations in the relevant areas
School Road Safety Society Teachers Capacity Development Program	385		0.657226	Providing awareness to teachers in charge of school road safety society subjects on road rules and how to act in an emergency disaster situation.

Programme	No. of Officers Trained	Duration of the Programme		Investment Rs. Million	Attained Knowledge/ Training Given
				Foreign	
Management and Quality Assurance					
Empowerment of Provincial and Zonal Level Coordinating Officers regarding the School Internal Evaluation Process for Quality Assurance in GEMP Schools 2024/2025	59	01 day		0.20	Updated guidelines for conducting school evaluation processes for quality assurance as external evaluators
	37	01 day			
Strengthening schools in relation to the Education Quality Assurance Improvement Program for schools under the General Education Modernization Project	55	North Central Province	03 Days	1.16	Updated guidelines for conducting internal school evaluation processes related to quality assurance
	76				
	81				
	40	Eastern Province	02 Days		
	88				
	106	North western Province	01 Day		
	72	Uva Province	03 Days		
	72				
	98				
	102	Sabara gamuwa Province	01 Day		
	49	Northern Province	03 Days		
	60				
	49				

Programme	No. of Officers Trained	Duration of the Programme	Investment Rs. Million		Attained Knowledge/ Training Given
			Local	Foreign	
National Colleges of Education					
Training Course on Procurement Guidelines and Manual	62 Officers involved in the financial sector	02 Days		0.38	Providing further training on the instructions of the 2024 Procurement Guidelines and Manual
Training Workshop to Inform National College of Education Students on Digital Technology	4358	November December		2.95	Developing the digital knowledge of trainees
Capacity Training Program on English Training for National College of Education Lecturers	120	02 Days		0.65	Providing capacity training on English training
National College of Education Sports Festival	1000 trainees	May		4.8	Conducting the Inter-College Sports Festival through the development of sports skills
National College of Education Cultural Festival	1480	01 Day		9.4	Conducting a successful cultural festival through the development of the aesthetic skills of the trainees
Printing of English Guidelines	4568 trainees	November		0.75	Printing English guidelines and providing them to the trainees
Provision of funds for the purchase of learning aids for all National Colleges of Education		02 Months		3.8	Providing basic raw materials used to prepare the necessary learning aids for teacher trainees
Training Program to Inform Lecturers on Educational Reforms (TOT)	1049	November December		3.6	Providing knowledge on the new education reforms of 2026

Programme	No. of Officers Trained	Duration of the Programme	Investment Rs. Million		Attained Knowledge/ Training Given
			Local	Foreign	
National Colleges of Education					
Conducting an English week and day for second year students of all National Colleges of Education	4568 inturns	November 3-10		6.8	Conducting an English week and day to improve the English knowledge of the students
Capacity training program for National Colleges of Education lecturers	80	December		1.89	Providing training on institutional administration for Deans and Vice-Deans
Providing knowledge on educational reforms for intern students of all National Colleges of Education	6000	November December		26.4	Providing knowledge on the new education reforms of 2026
Research seminar for all National Colleges of Education lecturers and printing	35	01 Day		0.25	Providing opportunities for lecturers of universities to research and present their innovative ideas for the development of pre-service teacher education and to present best practices
Information and Communication Technology					
Conducting training workshops for teachers on integrating Artificial Intelligence (AI)-related methodologies into the teaching and learning process. .	800 teachers	11 training programmes of 2 days	1. 571		Implementing Artificial Intelligence (AI)-related methodologies for the teaching and learning process
Educating school teachers on safe internet use	80 teachers	01 day	-		Conducting cybersecurity awareness sessions

Programme	No. of Officers Trained	Duration of the Programme	Investment Rs. Million		Attained Knowledge/ Training Given
			Local	Foreign	
Educating Ministry officials on the use of AI for digital transformation in public service	150 staff officers	1 day	0.149800		Disseminating AI knowledge to all staff officers in the education sector Improving the quality of public sectors by applying AI knowledge
Educating NCoE teachers and students on safe internet use	800	2 programmes of 1 day	The resource personnel were provided by the Sri Lanka Computer Emergency Response Team (SLCERT).		Educating college teachers and students on the positive, ethical and efficient use of the Internet and social media and on safe Internet use
Educating school students on safe internet use	1500 students	10 schools of 1 day	The resource was provided by the Sri Lanka Computer Emergency Response Team (SLCERT).		Educating school students on the positive, ethical and efficient use of the Internet and social media and on safe Internet use
Conducting workshops to educate teachers on the use of smart devices	1000 teachers from selected schools	1 day	0.531		Using smart boards to improve the teaching and learning process

Programme	No. of Officers Trained	Duration of the Programme	Investment Rs. Million		Attained Knowledge/ Training Given
			Local	Foreign	
Teacher Education Administration Branch					
School-based Professional Teacher Development Program	128	02 days	-	0.604	Evaluation of the implementation of the Teacher Professional Development (SBPTD) program through the new education reforms
School-based Professional Teacher Development Program	214	02 days	-	0.852	Identification of the proposed teacher professional development programs to be implemented by the Teacher Professional Development Centers.
Support Staff Capacity Development Program required to implement new education reforms	205	03 days	-	1.442	Development of staff skills, attitudes and knowledge.
Informing new officers of Teacher Professional Development Centers.	50	01 day	-	0.005	Understanding of the role of the centers
Creating Google websites for Teacher Professional Development Centers.	181	02 days	-	0.910	Providing the technical knowledge required to implement the SBPTD program more efficiently
Training of newly recruited Teacher Educators under the SBPDT programme (Sinhala Medium)	95	03 days	-	0.855	Providing the knowledge required to implement the SBPTD program more efficiently to new officers
Training of newly recruited Teacher Educators under the SBPDT programme (Tamil Medium)	42	03 days	-	0.303	Providing the knowledge required to implement the SBPTD program more efficiently to new officers

Programme	No. of Officers Trained	Duration of the Programme	Investment Rs. Million		Attained Knowledge/ Training Given
			Local	Foreign	
Teacher Education Administration Branch					
Capacity Development Program in line with the new education reforms	123	03 days	-	0.960	Training of academic staff in line with the new education reforms, (Western, Northwestern, Southern, Sabaragamuwa Teacher Professional Development Center Managers and Lecturers)
Capacity Development Program in line with the new education reforms	143	03 days	-	1.180	Training of academic staff in line with the new education reforms, (Northern, Eastern, Central, Uva and North Central Teacher Professional Development Center Managers and Lecturers)
Module Program related to the Teachers' Efficiency Barometer Test	133,705	2200 programmes	30.0		

Programme	No. of Officers Trained	Duration of the Pro-gramme	Investment Rs. Million		Attained Knowledge/ Training Given
			Local	Foreign	
Policy Planning, Monitoring, Research and Data Management					
IIEP Education planning	120	10 days		Direct finacial contribution (GPE)	Sectoral analysis, preparation of plans for medium-term plans related to education and guidance in the preparation of plans. Providing the necessary knowledge for the regulation of those plans.
Training of principals of schools being developed under the Primary School Development Project	30	4 days		0.52	Providing knowledge, leadership, social and emotional skills required for a principal and training in good health habits management skills Training and awareness on planning related to primary schools
Monitoring and Performance Review Branch					
Advanced Certificate Course in Monitoring and Evaluation - University of Sri Jayewar-denepura	40	04 months (120 hrs)		2.06	To enhance the capacity of officials in monitoring and evaluation, to obtain support for the implementation of the National monitoring and Evaluation Framework, to prepare and implement a monitoring plan relevant to their workplace, and to organize follow-up evaluations of implemented projects.

Programme	No. of Officers Trained	Duration of the Pro-gramme	Investment Rs. Million		Attained Knowledge/ Training Given
			Local	Foreign	
Research and Development					
To enhance the capacity of stakeholders involved in educational research (educational administration, principals, teachers, teacher educators)	200	06 days		0.47	Conducting brainstorming sessions and capacity development programs based on action research with selected regional education professionals to identify areas of research study that are of urgent importance for the quality development of the general education system
To develop training modules on qualitative research		01 day		0.02	A basic model was developed to prepare a training module to enhance the knowledge of education professionals on qualitative research.
To conduct technical training workshops to enhance the quality of research	35	03 months		1.225	Conducting a course to improve the academic writing practice of researchers engaged in educational research at the National Institute of Business Management
To conduct research identified according to current needs				0.015	Preparation of concept papers for the identified research areas to be commissioned for independent institutions and approval for the same were obtained. Those have been submitted to start the procurement process
To monitor, review and evaluate research proposals, articles and academic reports	30 articles			0.05	Reviewing research articles to provide opportunities for education professionals to publish their research studies for the Education Perspectives journal

Programme	No. of Officers Trained	Duration of the Pro-gramme	Investment Rs. Million		Attained Knowledge/Training Given
			Local	Foreign	
Research and Development					
Conducting Research Week/Day activities	600 students 50 teachers	01 day		0.40	Issuance of Circular No. 29/2025 dated 2025.09.04 including the instructions regarding the School Research Week. To hold the School Research Day program on 2025.06.20 in conjunction with the 'School Research Week' at Eheliyagoda Central College with the participation of 600 students and 50 teachers
Publishing educational research journals	1000 copies			0.58	To print and distribute a poster in trilingual to inform all Provincial Education Departments, Zonal Education Offices, Teacher Training Institutes and University Faculties of Education to receive articles for the Education Perspectives magazine. Printing of the Education Perspectives Journal, Volume 11, to publish research articles by education professionals. Obtaining approval to publish an action research journal named 'Inquire & Inspire' to popularize the findings made through that research genre with the aim of encouraging action research in the general education system and informing all stakeholders about it.

Special Notes (Tasks performed with no financial cost)

- Reviewing the research proposals and questionnaires related to research studies conducted by local/ foreign undergraduate/ postgraduate students based on schools, confirming that they are suitable for conducting in the school system and granting the necessary approval to conduct such research in the school system.
- Establishing a Research Advisory Committee for the Ministry of Education, Higher Education and Vocational Education with the aim of providing strategic guidance and expert knowledge on educational research.
- Publishing a joint thesis titled "The Impact of Variation in Classroom Size on Student Achievement".

Programme	No. of Officers Trained	Duration of the Programme	Investment Rs. Million		Attained Knowledge/ Training Given
			Local	Foreign	
Educatio for All					
Under Sustainable Development Goals 4.3, Making aware the principals of 09 provinces about the Advanced Level Vocational stream and conduct capacity development related to Sustainable Development Goals 4.3	1438	Covering 9 provinces with one day programme each.	1.527582		• Circulars related to the vocational stream, • Discussion on the development plans and addressing issues of the Advanced Level Vocational Stream • Exchange of experiences and capacity development of schools that are successfully implementing the stream
Making aware the relevant officials at the provincial and regional levels about the progress, future work and issues of the Advanced Level Vocational stream and conduct capacity development related to Sustainable Development Goals 4.3	120	One day programme.	0.12613		
Conduct a capacity development programme for teachers regarding providing vocational guidance to students with disabilities.	14	Two days programme.	0.06073		• Training teachers on identifying students with disabilities in the vocational stream, identifying the skills and competency levels of the students and providing appropriate career guidance..

Programme	No. of Officers Trained	Duration of the Pro-gramme	Investment Rs. Million		Attained Knowledge/ Training Given
			Local	Foreign	
Education for All					
Under Sustainable Development Goals 4.3 Making aware the staff officers of the Ministry about the Sustainable Development Goals Sustainable	138	01 day		0.072767	• Identifying targets under Sustainable Development Goal No. 4, identifying capacity development needs and addressing issues related to data processing on indicators and under indicators.
Development Goals 4 Workshop/ meetings to develop capacity to identify development needs and obtain recommendations	40	02 days		0.0448	
Human Resources					
Capacity Development Programme for Promotion from Grade II to Grade I of the Sri Lanka Education Administrative Service	117	05 days	2.70		Capacity development to be completed for promotions based on Service Minute requirements
Capacity Development Programme for Promotion from Grade I of the Sri Lanka Education Administrative Service to Special Grade - 2009 Batch	130	05 days	4.46		
Capacity Development Programme for Promotion from Grade II to Grade I of the Sri Lanka Education Administrative Service	105	15 days	9.80		
Induction Training Programme for Officers Recruited on the Basis of Service Experience and Merit for Grade III of the Sri Lanka Education Administrative Service	57	02 months	7.00		Induction training for new officers recruited under the Service Minute
Induction Training Programme for Officers Recruited on a Limited Basis for Grade III of the Sri Lanka Education Administrative Service	398	03 montha	48.00		

Programme	No. of Officers Trained	Duration of the Programme	Investment Rs. Million		Attained Knowledge/ Training Given
			Local	For- eign	
Induction Training Programme for Officers Recruited on Open Basis for Grade III of the Sri Lanka Education Administrative Service	87	01 year (06 months completed)	21.25		Induction training for new officers recruited under the service minute
Induction Training Programme for Officers Recruited on Limited Basis for Grade III of the Sri Lanka Education Administrative Service	580	01 month	33.25		
Capacity Development Programme for Development Officers/ Information and Communication Technology/ Management Services Officers	289	12 hrs	0.20		Minimum 12 hours of training as per 6.1 of Public Administration Circular No. 02/2018,
Capacity Development Programme for Office Assistants	58	12 hrs	0.10		

Data Management					
Provincial level training programs for entering provincial school academic staff information into the academic staff data system	248	5 programmes of 5days	0.199998	-	Provincial and zonal level education planning officers and data officers were trained on how to enter the approved and existing staff numbers of academic staff (teachers and principals) of provincial schools into the information system in a standardized format and thereby calculate deficiencies and surpluses.
Training programs to sensitize national school deputy principals/data officers on entering and updating data into the national school academic staff information system	110	2 programmes of 1day	0.0859	-	Training programs were conducted for deputy/ assistant principals and data officers of schools on how to update the National School Academic Staff Information System with accurate and truthful information on a monthly basis.

Programme	No. of Officers Trained	Duration of the Programme	Investment Rs. Million		Attained Knowledge/ Training Given
			Local	Foreign	
School Health and Nutrition Education					
School Meals Programme					
Nutrition program related progress review meetings (03 meetings)	09 Provincial Officers 2025.01.15	01 day	–	0.04 (WFP)	To educate on how to properly implement programs related to nutrition/ health subjects and discuss progress
	62 Provincial and Zonal Officers (Northwest, Sabaragamuwa, Uva, Central and South) 2025.07.17-18	02 days	0.06	2.72 (WFP)	
	47 Provincial and Zonal Officers (North, East and North Central) 2025.07.24-25	02 days	0.04	2.44 (WFP)	
Preparation of data system related to school meals program	66 Nutrition Subject Teachers in the Eastern Province 2025.01.28, 29,30,31	04 days	0.02	0.71 (WFP)	To systematically enter data related to the nutrition program into the data system
Making aware national school principals regarding the nutrition program (2025.09.16-17)	110 Officers including Provincial Nutrition Coordinating Officers, Zonal Health Promotion Subject Officers, Principals and Nutrition Subject Teachers (Uva, Sabaragamuwa, Central)	02 days	0.44	–	To make aware on the nutrition program and to provide the necessary knowledge to improve the physical and mental health of students
Making aware food suppliers in the Colombo zone. (21.11.2025)	130 Suppliers and Provincial Officers in the Colombo Zone	01 day	0.12	–	To educate on the role of food suppliers in making the nutrition program successful

Programme	No. of Officers Trained	Duration of the Pro-gramme	Investment Rs. Million		Attained Knowledge/ Training Given
			Local	Foreign	
School Health and Nutrition Education					
School Meals Programme					
Awareness raising for food suppliers in the North Central Province	110 suppliers in North Central Province	01 day	0.09	–	To raise awareness about the role of food suppliers in making the nutrition program successful.
SABER Study and Progress Review Meeting	40 including all provincial officials/ World Food Programme officials	01 day	0.03	2.64 (WFP)	To conduct a formal scientific study to improve the nutritional status of children, develop good food and health habits, and accustom them to the local food pattern.
Health Promotion Programme (GEMP)					
Psychosocial Wellbeing Awareness Program - Sarvodaya, Trincomalee	Northern and Eastern Teacher Advisors/ Provincial Officers - 66	02 days	–	0.50	Improving the mental health of school students
Psychosocial Wellbeing Awareness Program - South Asian Teacher Development Center, Meepe	Teacher Advisors and Zonal Officers - 50	02 days	–	0.14	Educating about improving the mental health of school students

Programme	No. of Officers Trained	Duration of the Pro-gramme	Investment Rs. Million		Attained Knowledge/ Training Given
			Local	Foreign	
School Health and Nutrition Education					
Health Promotion Programme (GEMP)					
Psychosocial Wellbeing Awareness Program - Sri Lanka Forestry Institute, Nuwara Eliya	Walapane Zone Teacher Advisors/Principals/ Teachers - 90	02 days	—	0.77	Conducting a regulatory project in schools selected as health promotion schools in the Walapane zone
Health Promotion Guidelines Update Program - CETRAC Institute	Teachers/ Doctors/ Principals - 35	02 days	—	0.10	Obtaining in formation required to update the health guide
Health Camp - CP/ Wal/Pallegama Central College, Wilgamuwa Zone	Teachers/ Principals and Zonal Office Officers - 200 (Wilgamuwa Zone)	01 day	—	0.15	Educating students in schools about protecting them from non-communicable diseases and maintaining good health.
Survey on Mental Health of School Students - Sri Sumangala Balika Vidyalaya, Panadura	School Principals/ Student Counseling Teachers - 30	01 day	—	0.03	Conducting surveys to obtain the views of education officials on the psychosocial problems of children aged 11-15 in Kalutara, Batticaloa and Ratnapura districts and providing necessary advice
Survey on Mental Health of School Students - Provincial Education Department (Ratnapura)		01 day	—	0.02	
Survey on Mental Health of School Students - Zonal Education Office (Batticaloa)		01 day	—	0.06	

Programme	No. of Officers Trained	Duration of the Programme	Investment Rs. Million		Attained Knowledge/ Training Given
			Local	Foreign	
Distance Education					
Conduct training sessions for Teacher Development Digital Competency Framework (Non-IT Teachers) - GEMP	teachers 602	3-day training programs × 18 workshops		0.4546	*Providing knowledge on 6 modules
Conduct training sessions for implementation of blended learning. (IT Teachers)	200 teachers	5-day training programs × 4 workshops 4-day training programs × 2 workshops 3-day training programs × 4 workshops	4.196654	-	*Providing teacher training on the use of technology for e-learning and education
Conduct training sessions for implementation of LMS at school level. (IT Teachers)	638 teachers	4-day training programs × 21 workshops 3-day training programs × 3 workshops	8.572915	-	*Providing knowledge on the use of digital tools and methodologies for the teaching and learning process of IT teachers in schools that provide digital devices including smart boards under the digital transformation of schools

Programme	No. of Officers Trained	Duration of the Programme	Investment Rs. Million		Attained Knowledge/ Training Given
			Local	Foreign	
Education Reforms					
Capacity Development Program for Digital Content Development/ Local and Foreign Training (IT and Non-IT Teachers)	492 teachers	4-day training programs × 13 workshops 3-day training programs × 1 workshop	7.461835	-	*Providing teacher training on the use of technology for e-learning and education *Providing knowledge on the use of digital devices and methodologies for the teaching and learning process of IT teachers in schools that provide digital devices including smart boards under the digital transformation of schools.
Education Reforms					
Proposed teacher training program related to new curriculum reforms	130,322	Last 6 months of the year 2026	531.713155	-	Training on the Activity-Based Curriculum for Grade 1 and Training on the Module-Based Curriculum for Grade 6

Special Notes -

- Through our branch of the Ministry of Education, financial allocations were provided to the Provincial Education Departments to conduct teacher training programs on curriculum reforms for teachers teaching in grades 1 and 6 in schools in the year 2026 at the provincial/ zonal level.
- Although the following amount was invested for teacher training programs, out of which Rs. 415.82292337 million has been incurred as expenses for provincial/ zonal teacher training as of 31.12.2025.

Programme	No. of Officers	Duration of the	Investment Rs.		Attained Knowledge/
			Local	Foreign	
National Languages Education					
⇒ 01. Workshops for preparing mock papers					
• GCE (O.L) mock paper preparation workshop and proofreading workshop for Sinhala Subject, Communication and Media Studies	21	03 days		0.23	Setting up of question paper sets Standardization and proofreading
• GCE (O.L) mock paper preparation workshop for Sinhala Language and Literature, Sinhala Literary Studies	08	04 days	0.085		
• GCE (O.L) mock paper preparation workshop for Tamil Language and Literature 01	16	03 days		0.26	
• GCE (O.L) mock paper preparation workshop for Tamil Language and Literature 01	10	03 days		0.23	
• GCE (O.L) mock paper preparation workshop for Second National Language GCE (O.L) Sinhala/Tamil rehearsal paper preparation workshop 01	11	03 days	0.14	0.54	
• Workshops for preparing mock question papers for G.C.E. (A.L) History subject 01	15	04 days			
• Workshops for preparing mock question papers for G.C.E. (O.L) History, Geography and Civics subjects 01	14	03 days		0.31	
02. Conducting capacity development workshops					
Residential workshops for subject development of G.C.E. (A.L) Tamil teachers 02					Developing the subject knowledge of teachers teaching G.C.E. (Advanced Level) Tamil Language
• For Northern Province teachers	50	02 days	0.20		
• For Central Province teachers	50	02 days	0.26		

Programme	No. of Officers Trained	Duration of the Programme	Investment Rs. Million		Attained Knowledge/ Training Given
			Local	Foreign	
National Languages Education					
03. Conducting Module Review Workshops					
- Sinhala Language and Literature and Sinhala Literature Grade 6 Module Revision - First Term - Sinhala Language and Literature and Sinhala Literature Grade 6 Second and Third Term Module Review Workshop - Tamil Language and Literature Subject G.C.E. (O.L) Grade 6 Module Revision - First Term - Tamil Language and Literature Subject G.C.E. (O.L) Grade 6 Module Revision - Second and Third Term - History Civics and Geography Grade 6 Module Revision - First Term - History Civics and Geography Grade 6 Module Revision - Second and Third Term - Module Review Workshops in Second National Language (Sinhala/Tamil) Subjects 02 - First Term - Module Review Workshops in Second National Language (Sinhala/Tamil) Subjects 01- For Second and Third Term	- No participated 11 - No participated 10 - No participated 10 - No participated 10 - No participated 15 - No participated 14 - No participated 25 - No participated 20	02 days 03 days 02 days 03 days 02 days 03 days 03 days 02 days	0.053 0.18 0.086 0.24 0.092 0.26 0.22 0.24	}	Review modules and make recommendations

Programme	No. of Officers Trained	Duration of the Programme	Investment Rs. Million		Attained Knowledge/ Training Given
			Local	Foreign	
Miscellaneous Accounts					
Awareness program on the Public Finance Management Act No. 44 of 2024	240	2025.09.26 - 9.00 am - 12.00 p m (03 hrs)	0.0558		To make aware all staff officers about the Public Finance Management Act No. 44 of 2024 in order to maintain the financial management activities of the Ministry of Education, Higher Education and Vocational Education in a systematic manner.
General Administration					
Training session for office assistants recruited on a multi-tasking basis	63	1 1/2 days	0.0388		To provide an understanding of the position and its responsibilities. To provide knowledge of general conduct and discipline. To provide knowledge of office procedures and recruitment procedures.
Training course for ministerial drivers	21	1 1/2 days	0.126		To identify industrial defects and strategies to be taken and to provide knowledge of traffic rules.
Land training session for national school principals	514	2 days	0.42733		To provide knowledge of all matters relating to national school lands and subsidized school lands.

Programme	No. of Officers Trained	Duration of the Programme	Investment Rs. Million		Attained Knowledge/ Training Given
			Local	Foreign	
General Administration					
Other training courses that are important for all staff 4.1. Firefighting training session	324	1 1/2 days	0.073121		Introduction to how to act in the event of a fire (fire fighting, fire extinguishing methods, evacuation of officials, etc.)
For training requests from staff	1	2 days	0.01		Providing knowledge about the new procurement guidelines
5.1. New Procurement Guidelines Training					Providing knowledge about the new procurement guidelines
5.2. NILS Procurement Process Certificate Course	5	12 days	0.15		Providing knowledge about the procurement process
5.3. SLPSAS Workshop	2	2 days	0.016		Providing knowledge about the SLPSAS software for preparing the final accounts of the public service
5.4. SLIDA Course	1		0.138		Higher National Diploma in Public Procurement and Contract Administration
5.5. SLSI Institute Course	1	2 days	0.018154		A workshop on improving quality and productivity
Provisions were made for two officers for postgraduate degrees in this country.	2	A 16 months course and 2 yrs course	0.35		Postgraduate Degree in Human Resource Management
					Postgraduate Degree in Human Resource Management

Programme	No. of Officers Trained	Duration of the Programme	Investment Rs. Million		Attained Knowledge/ Training Given
			Local	Foreign	
Conducting a training course for drivers employed by the Ministry of Education	21	1 day (7 hrs)	0.126		Identifying vehicle electrical faults Understanding the dashboard of modern vehicles Identifying faults in the fuel system while driving Identifying faults in the brake system while driving and the measures to be taken Identifying faults in the cooling system while driving Things to follow and legal situation in the

Programme	No. of Officers Trained	Duration of the Pro-gramme	Investment Rs. Million		Attained Knowledge/ Training Given
			Local	Foreign	
Pirivena Education					
Tripitaka Dharma Teacher Capacity Program	375	15 days	1.697396		Proficiency Tests
Sinhala Dharma Teacher Capacity	318	16 days	1.888714		Teaching Methodology Identification Subject Concept Teaching
Pali Dharma Teacher Capacity	327	21 days	2.584065		Pali Subject Learning Teaching Capacity Development
Sanskrit Teacher Capacity	560	19 days	3.9		Spoken Sanskrit Language
English Teacher Capacity	382	25 days	2.264463		Subject Development
Mathematics Teacher Capacity	Sts-600, Teachers -750	21 days	2,567984		Student Feedback and Teacher Capacity
History and Geography Teacher Capacity	583	15 days	3.394836		Teacher Capacity Development
Health/ General Science Teacher Capacity	68	11 days	1.677345		Teacher Capacity Development
Tamil Teacher Capacity	127	6 days	0.853163		Tamil Language Development
Satipasala, Meditation and Counseling Teacher Capacity	470	46 days	2.676050		Attitude and Leadership Training
Meditation Training Teacher Capacity	286	14 days	0.868024		Meditation Training and Attitude Development
Novice Training and Monastic Discipline Teacher Capacity	Sts 400	12 days	0.531162		Monk Discipline Development
Hands-on Skills Teacher Capacity	Sts -700, Teachers 460	24 days	1.099260		Hands-on Skills Development
Information Communication Technology Teacher Capacity	30	4 days	0.159298		IT Syllabus
Art, Music, Drama and Performing Arts Teacher Capacity	644	20 days	1.004632		Teacher-Student Capacity Development

Programme	No. of Officers Trained	Duration of the Pro-gramme	Investment Rs. Million		Attained Knowledge/ Training Given
			Local	Foreign	
Capacity Development of Dancing Teachers	405 teachers and students	10 days	0.648700		Professional Development and Practical Training
Capacity Development of Social Science Teachers	224	12 days	1.505227		Development of Results through Evaluation Reports
Capacity Development of Library Teachers	119	4 days	0.619174		Orientation of Librarians
Pirit Chanting Training Program	81	07 hrs	0.047792		01. Understanding the Origin and Transmission of Pirith
	71	07 hrs	0.069574		02. Understanding the Traditions Associated with the Pirith Mandapa
	71	07 hrs	0.062575		03. Understanding the Methods of Pirith Chanting 04. Understanding Pirith chanting and related traditions 05. Understanding Punyanumodana sermons
Development officers training programme	300	07 hrs	0.283500		01. To provide knowledge about office procedures and general administration
	100	07 hrs	0.161739		
	55	07 hrs	0.053600		

Programme	No. of Officers Trained	Duration of the Programme	Investment Rs. Million		Attained Knowledge/Training Given
			Local	Foreign	
Pirith Chanting Training Program	80	07 hrs	0.067156		01.Understanding the Origin and Transmission of Pirith 02.Understanding the Traditions Associated with the Pirith Mandapa 03.Understanding the Methods of Pirith Chanting 04. Understanding Pirith chanting and related traditions 05. Understanding Punyanumodana sermons
	80	07 hrs	0.068586		
	92	07 hrs	0.077062		
	81	07 hrs	0.062971		
Pirith Chanting Training Program	65	07 hrs	0.057679		01.Understanding the Origin and Transmission of Pirith 02.Understanding the Traditions Associated with the Pirith Mandapa 03.Understanding the Methods of Pirith Chanting 04. Understanding Pirith chanting and related traditions 05. Understanding Punyanumodana sermons
	65	07 hrs	0.059900		
	65	07 hrs	0.067212		
	78	07 hrs	0.041215		
Pirith Chanting Training Program	80	07 hrs	0.063250		01.Understanding the Origin and Transmission of Pirith 02.Understanding the Traditions Associated with the Pirith Mandapa 03.Understanding the Methods of Pirith Chanting 04. Understanding Pirith chanting and related traditions 05. Understanding Punyanumodana sermons
	71	07 hrs	0.062575		
	71	07 hrs	0.062163		

Programme	No. of Officers Trained	Duration of the Programme	Investment Rs. Million		Attained Knowledge/ Training Given
			Local	Foreign	
Development Officer Training Program	60	07 hrs	0.126286		01. To provide knowledge about office procedures and general administration
	100	07 hrs	0.135250		02. To provide awareness about disciplinary control (Institutional Code, Public Service Commission Rules) 03. To provide awareness about accounting and financial discipline, administration and management 04. To provide awareness about cooperation and institutional unity
Dharma Sermon Training Program	50	07 hrs	0.061057		To provide a systematic understanding of Buddhist sermon styles and to create a generation of mature Dharma preachers and students
Staff Level Officer Training Program	100	07 hrs	1.283932		01. To provide knowledge about office procedures and general administration
					02. To create awareness about disciplinary control (Institutional Code, Public Service Commission Rules)
					03. To create awareness about accounting and financial discipline, administration and management
					04. To create awareness about cooperation and institutional unity

Programme	No. of Officers Trained	Duration of the Programme	Investment Rs. Million		Attained Knowledge/ Training Given
			Local	Foreign	
Staff Level Officer Training Program	80	07 hrs	0.082800		01. To provide knowledge about office procedures and general administration
					02. To make them aware of disciplinary control (Establishments Code, Public Service Commission regulations)
					03. To make them aware of accounting and financial discipline, administration and management
					04. To make them aware of cooperation and institutional unity
Work in charge Training Program	128	07 hrs	0.174476		To provide the Pirivena system with a group of creative working managers and supervisors in Pirivena institution administration, teacher-student regulation and Pirivena supervision.
Piriven Based Professional Teacher Development Program Kandy (Theldeniya, Kandy, Wattegama, Katugastota)	58	01 day	0.141615		To gain a clear understanding of the value and methods of conducting teachers' professional development on a Pirivena basis.
Piriven Based Professional Teacher Development Program Kandy (Gampola, Denuwara)	55	01 day	0.120850		
Piriven Based Professional Teacher Development Program Ratnapura	99	01 day	0.191304		

Programme	No. of Officers Trained	Duration of the Programme	Investment Rs. Million		Attained Knowledge/ Training Given
			Local	Foreign	
Pirivena Based Professional Teacher Development Program Kegalle	81	01 day	0.131650		Gaining a clear understanding of the value and methods of conducting professional development of teachers on a holistic basis.
Piriven Based Professional Teacher Development Program Wayamba 02	85	01 day	0.194170		
Piriven Based Professional Teacher Development Program Wayamba 01	66	01 day	0.127175		
Piriven Based Professional Teacher Development Program Galle	86	01 day	0.216650		
Piriven Based Professional Teacher Development Program Matara	79	01 day	0.160800		
Piriven Based Professional Teacher Development Program Hambantota	52	01 day	0.116950		
Piriven Based Professional Teacher Development Program Ampara	31	01 day	0.116375		
Piriven Based Professional Teacher Development Program Trincomalee	16	01 day	0.0459		

Chapter 07 Compliance Report

No.	The requirement to be taken into consideration	Compliance Status (Compliance/ Non-Compliance)	If not compliant, a brief explanation thereof	Proposed corrective decisions/ actions to prevent non-compliance in the future.
1.	The following financial statements/accounts have been submitted on due date			
1.1	Annual Financial Statements	Compliant		
1.2	Government Officers' Advance Account	Compliant		
1.3	Business and Production Advance Account (Commercial Advance Account)	Non compliant		
1.4	Inventory Advance Account	Non compliant		
1.5	Special Advance Account	Non compliant		
1.6	Other			
2.	Maintenance of books and documents(F.R. 445)			
2.1	To update and maintain Fixed Asset Inventory of the Public Administration Circular 267/2018	*		
2.2	Updating and maintaining personal salaries records / personal salaries cards.	Compliant		
2.3	Upgrading and maintaining Audit Quarries Register	Compliant		
2.4	Updating and maintaining the internal audit report register.	Compliant		
2.5	Preparation of all monthly account summaries (CIGAS) and submission to the General Treasury on due date.	Compliant		
2.6	Updating and maintaining the cheque and cash requisition register	Compliant		
2.7	Updating and maintaining the inventory.	Compliant		
2.8	Updating and maintaining the stock register.	Compliant		
2.9	Updating and maintaining the loss and damage register.	Compliant		
2.10	Updating and maintaining the liabilities register. .	Compliant		
2.11	Updating and maintaining the subdocument register (GA-N20)	Compliant		

*The Asset Management and Inventory Survey Division and the Administration Division have not confirmed that there is a fixed asset register related to the Ministry of Education, and have informed that it is being maintained by the relevant divisions.

No.	The requirement to be taken into consideration	Compliance Status (Compliance/ Non-Compliance)	If not compliant, a brief explanation thereof	Proposed corrective decisions/ actions to prevent non-compliance in
3.	Delegation of duties for financial control (F. R. 135)			
3.1	The delegation of financial authority has been intimated within the Institution	Compliant		
3.2	Making aware the institution on the delegation of financial powers	Compliant		
3.3	Financial authority has been delegated in such a manner that every transaction is approved by at least two or more officers	Compliant		
3.4	In accordance with State Accounts Circular No. 171/2004 dated 11.05.2014, the use of the Government Payroll Software Package is carried out under the supervision and control of Accountants.	Compliant		
4.	Preparation of Annual Plans			
4.1	Preparation of Annual Action Plan	Compliant		
4.2	Preparation of Annual Procurement Plan.	Compliant		
4.3	Preparation of Annual Audit Plan	Compliant		
4.4	Preparation of Annual Estimate and submit for the Department of National Budget on due date	Compliant		
4.5	The Annual Cash Flow Statement has been submitted to the Department of Treasury Operations by the stipulated deadline	Compliant		

No.	The requirement to be taken into consideration	Compliance Status (Compliance/ Non-Compliance)	If not compliant, a brief explanation thereof	Proposed corrective decisions/actions to prevent non-compliance in the future.
5.	Audit Quarries			
5.1	All audit inquiries have been responded to by the stipulated deadline set by the Auditor General.	Non Compliant	It takes more than 28 days to get answers to audit queries (through the Additional Secretary (School Affairs) to the Principal of National Schools through the Provincial Director of Education/ through the Chief Commissioner (NCoEs) to the Presidents/ to the Teacher Training Centers/ to the Teacher Training Colleges and to the relevant branches through the Additional Secretaries), and the answers are called again due to the insufficient replies received. Also, the lack of sufficient staff to provide answers to audit queries has delayed the provision of answers to these audit queries.	For the letter No.ED/12/01/14/2024-12 dated 2025.03.28 requesting approval for the creation of several new posts including an Accountant, it has been informed by letter DMS/CAD/MOEDU/CM dated 2025.07.21, that approval will not be granted for the letter sent to the Department of Management Services. However, it is not possible to provide answers to audit queries on the due date without approving the relevant posts as per the above request.
6.	Internal Audit			
6.1	In accordance with the FR 134 (2)DMA/1-2019, the Internal Audit Plan has been prepared after consultation with the Auditor General at the beginning of the year	Compliant		
6.2	Replies have been provided to every internal audit report within a period of one month	Non Compliant		
6.3	Copies of all internal audit reports have been submitted to the Management Audit Department in accordance with subsection 40(4) of the National Audit Act No. 19 of 2018	Compliant		

No.	The requirement to be taken into consideration	Compliance Status (Compliance/ Non-Compliance)	If not compliant, a brief explanation thereof	Proposed corrective decisions/actions to prevent non-compliance in the future.
6.4	In accordance with Financial Regulation 134(3), copies of all internal audit reports have been submitted to the Auditor General.	Compliant		
7.	Audit and Management Committee			
7.1	In accordance with DMA Circular 1-2019, at least four Audit and Management Committees have been maintained during the relevant year.	Compliant		
8.	Assets Management			
8.1	In accordance with Chapter 7 of Asset Management Circular No. 01/2017, information regarding asset acquisitions and disposals has been submitted to the Office of the Comptroller General.	Non Compliant	As no inquiries have been made, submissions have not been made after the year 2022. Vehicle information is being updated under the NFAMS system.	
8.2	In accordance with Chapter 13 of the above-mentioned circular, a suitable liaison officer has been appointed to coordinate the implementation of the provisions of the circular, and the details of the appointed officer have been reported to the Office of the Comptroller General.	Compliant		
8.3	In accordance with Public Finance Circular No. 05/2016, a board of survey has been conducted and the relevant reports have been submitted to the Auditor General by the stipulated deadline.	Compliant		
8.4	The surpluses, shortages, and other recommendations identified through the annual board of survey have been addressed within the time frame specified in the circular	Compliant		
8.5	Disposal of condemned items as per F.R. 772	Compliant		

No.	The requirement to be taken into consideration	Compliance Status (Compliance/ Non-Compliance)	If not compliant, a brief explanation thereof	Proposed corrective decisions/actions to prevent non-compliance in the future.
9.	Vehicle Management			
9.1	Preparation of daily running charts and monthly summary reports for pool vehicles and submission to the Auditor General by the stipulated deadline.	Compliant	-	-
9.2	Vehicles have been disposed of within a period of less than six months after being condemned	Compliant **		
9.3	Maintaining and regularly updating vehicle log books.	Compliant		
9.4	All vehicle accidents are handled in accordance with F. R. 103, 104, 109, and 110.	Compliant		
9.5	Re-examination of fuel consumption of vehicles has been carried out in accordance with the provisions outlined in Section 3.1 of Public Administration Circular No. 2016/30 dated 29.12.2016.	Compliant		
9.6	Full ownership of leased vehicles has been transferred after the lease period has expired, as recorded in the vehicle log books.	Compliant		

** The Parliamentary Affairs and Transport Branch has informed that the vehicle register to be disposed of will be forwarded to the Asset Management Division and the disposal of the vehicles

10.	Management of Bank Accounts			
10.1	Bank reconciliation statements have been prepared and certified on the due date and submitted for audit.	Compliant		
10.2	Inactive bank accounts carried forward from the review year or previous years have been settled.	Compliant		
10.3	Action has been taken in accordance with Financial Regulations regarding the balances identified through bank reconciliation statements, and such balances have been settled within a period of one month.	Compliant		

No.	The requirement to be taken into consideration	Compliance Status (Compliance/ Non-Compliance)	If not compliant, a brief explanation thereof	Proposed corrective decisions/actions to prevent non-compliance in the future.
11.	Utilization of allocations			
11.1	Expenditure has been incurred without exceeding the allocated provisions	Compliant		
11.2	In accordance with Financial Regulation 94(1), commitments have been made at the end of the year without exceeding the remaining provision limit after utilizing the allocated provisions	Compliant		
12.	Government Officers' Advance Account			
12.1	Compliance with limits.	Compliant		
12.2	A time analysis has been conducted on outstanding loan balances.	Compliant		
12.3	Outstanding loan balances exceeding one year have been settled.	Non Compliant	- The destruction of books and the existence of unidentified balances that occurred in 1984 and 1990. -Related activities are being carried out to clear the outstanding balances by investigating the reasons for the outstanding balances.	- Copies of Treasury printed notes relating to the years 2013 and 2015 have been found and an inquiry has been made from the Eastern Province to obtain the remaining documents related to it. - As of 30.09.2025, Rs. 8,947,360.33 of the outstanding loan balances that had been outstanding for more than a year have been settled.
13.	General Deposit Account			
13.1	Action has been taken regarding the lapsed deposits in accordance with F. R.571.	Compliant		
13.2	Maintaining and updating the control account for General Deposits	Compliant		

No.	The requirement to be taken into consideration	Compliance Status (Compliance / Non-Compliance)	If not compliant, a brief explanation thereof	Proposed corrective decisions/actions to prevent non-compliance in the future.
14.	Imprest Account			
14.1	At the end of the year under review, the cash book balance was forwarded to the Department of Treasury Operations .	Compliant		
14.2	The interim imprest issued in accordance with F.R.371 have been settled accurately within one month of completion of the relevant work.	Compliant		
14.3	Interim advances have been issued in accordance with F. R. 371, ensuring that the approved limits are not exceeded	Compliant		
14.4	Monthly reconciliation of the advance account balances with the Treasury books	Compliant		
15.	Revenue Account			
15.1	Refunds have been made from the collected revenue in compliance with the applicable regulations.	Not relevant		
15.2	The collected revenue has been directly credited to the revenue account without being deposited into the deposit account	Not relevant		
15.3	Reports on revenue shortfalls have been submitted to the Auditor General in accordance with F.R.176.	Not relevant		
16.	Human Resources Management			
16.1	Maintain the staff within the approved cadre.	Compliant		
16.2	Duty lists have been formally issued in writing to all staff members	Compliant		
16.3	All reports have been submitted to the Department of Management Services in accordance with MSD Circular No. 04/2017 dated 20.09.2017.	Compliant ***		

***Staff reports are forwarded based on information received from the relevant branches.

No.	The requirement to be taken into consideration	Compliance Status (Compliance/ Non-Compliance)	If not compliant, a brief explanation thereof	Proposed corrective decisions/actions to prevent non-compliance in the future.
17.	Provision of information to the general public			
17.1	Appointment of an Information Officer and maintenance of an updated information disclosure register in accordance with the Right to Information Act and related regulations.	Compliant		
17.2	Information regarding the institution has been made available through its website, and facilities have been provided for the public to submit compliments or complaints regarding the institution either through the website or via alternative channels	Compliant		
17.3	Reports have been submitted once or twice a year in accordance with Sections 8 and 10 of the Right to Information Act.	Compliant		
18.	Implementation of Citizen's Charter			
18.1	A citizen/service recipient charter has been prepared and implemented in accordance with the Ministry of Public Administration and Management Circulars No. 05/2008 and 05/2018 (1)	Compliant		
18.2	In accordance with Section 2.3 of the said circular, institutions have established a mechanism to supervise and evaluate the preparation and implementation of	Compliant		
19.	Preparation of the Human Resource Plan.			
19.1	A Human Resource Plan has been prepared based on the format of Annex 02 of the Public Administration Circular No. 02/2018 dated 24.01.2018.	Non compliant	Has been included in the Annual Plan of the branch	Action will be taken to prepare in 2026
19.2	It has been confirmed through the above-mentioned Human Resource Plan that each member of the staff is provided with a training opportunity of not less than 12 hours per year.	Compliant		

No.	The requirement to be taken into consideration	Compliance Status (Compliance/ Non-Compliance)	If not compliant, a brief explanation thereof	Proposed corrective decisions/actions to prevent non-compliance in the future.
19.3	Based on the format presented in Annex 01 of the above-mentioned circular, Annual Performance Agreements have been signed by the entire staff.	Compliant		
19.4	In accordance with Section 6.5 of the above circular, a senior officer has been appointed and assigned the responsibilities of preparing the Human Resource Development Plan, developing capacity-building programmes, and implementing skills development programmes.	Compliant		
20.	Responding to Audit Paragraphs			
20.1	Rectification of the deficiencies highlighted in the audit paragraphs issued by the Auditor General for the previous year.	Non Compliant	Most of the deficiencies highlighted in the audit paras have been rectified and action being taken to rectify the rest.	• Revising internal circulars. • Educating relevant officers through programmes and workshops. • Streamlining internal control systems. • Issuing timely instructions and guidelines



ଶ୍ରୀ. ପ୍ର. ପାଣିଗ୍ରାହୀ

ଅଧ୍ୟକ୍ଷ, ଶ୍ରୀ. ପ୍ର. ପାଣିଗ୍ରାହୀ (ଅଧ୍ୟକ୍ଷ, ଶ୍ରୀ. ପ୍ର. ପାଣିଗ୍ରାହୀ)

ପ୍ରଧାନ ଶାସନାଧିକାରୀ, ଶ୍ରୀ. ପ୍ର. ପାଣିଗ୍ରାହୀ