

2019

வார்டிக கார்டிகாடிக வார்டால
வருடாந்த ஸெயலாற்றுகை அறிக்கை
Annual Performance Report



அடிகாபக அலாநகாண்டெ
கல்வி அமைச்சு
Ministry of Education

Annual Performance Report - 2019



Ministry of Education

Prepared to be submitted to the Parliament in terms of para 2.4.1 of the Public Finance Circular
No 402.

May 2020

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

**Main Divisions, Designations and Officers of the Ministry of Education
(As at 31.12.2019)**

Minister of Education

Hon. Dullas Alahapperuma M. P.

State Minister of Education

Hon. Ranjith Siyambalapitiya M. P.

Secretary to the Ministry of Education

N. H. M. Chithrananda

Policy Planning and Performance Review Division

Additional Secretary

- Dr. (Mrs)Madura M. Wehella

Educational Quality Development Division

Additional Secretary

- H. U. Premathilaka

Education Services Establishment Division

Additional Secretary

- P. M. Salahudeen

Procurement Works and School Supplies Division

Additional Secretary

- Mrs. K. A. C. R. N. Jayasinghe

School Activities Division

Additional Secretary

- R. M. M. Rathnayake

Establishments Division

Additional Secretary

- Mrs. Anusha Gokula Fernando

Educational Reforms Division

Additional Secretary

- R. M. M. Rathnayake

Administration Division

Additional Secretary

- H. Hewage

Finance Division

Director General

- D. L. A. Wijanayake

Chief Financial Officer

- Y. M. S. Gunasekara

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Chapter 01

Institutional Profile

1.1 Introduction

The pioneering responsibility of the effective implementation of education while recreating it to suit the changing world in order to realize national goals in relation to general education within the national educational framework has been devolved upon the Ministry of Education.

One major role of the Ministry is to formulate, implement and follow up programmes for the implementation of National Education Policies in collaboration with the provincial authorities while being responsible for the implementation of provisions and regulations imposed by Laws and Acts related to the field of education. Provision of human and physical resources required for the development of the teaching learning process as well as the implementation of a systematic evaluation process in ensuring the standards within the system of education too come under the responsibilities of the Ministry of Education. In realization of the above, teacher education and teacher development play a prominent role. It is the responsibility of the Ministry of Education to provide human and physical resources essentially required for ensuring educational standards and to implement a systematic evaluation process.

Ministry of Education bears responsibility in the follow up and ensuring the quality of the functions entrusted upon the institutions coming under the purview of the Ministry such as formulation of school curricular, composition of text books and the process of evaluation and assessment.

In terms of the Gazette Notification dated 10.12.2019, the functions of the Ministry of Education and the details of its affiliated institutions have been indicated under 1.3, 1.5 and 1.6.

1.2 Vision, Mission 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.

Objectives of the Institution

- ◆ Providing equal education, ensuring compulsory free education and optimizing the utilization of educational resources through the expansion of primary and secondary educational facilities while providing adequate and qualitative human and physical resources.
- ◆ Ensuring equal opportunities for access and participation of meaningful learning through minimizing disparities in education.
- ◆ Upgrading the total quality, productivity and relevance in the education process in upgrading student learning outcomes and ensuring studying for students of all levels of education.
- ◆ Upgrading efficiency, accountability and ownership of general education.
- ◆ Facilitating the upgrade of 21st century skills, social and personal skills, problem solving, learning skills and communication skills.
- ◆ Reaching international standards of the quality in education.
- ◆ Assigning the authority of providing educational services in to each level.
- ◆ Strengthening provisions of service and good governance within the process of education.

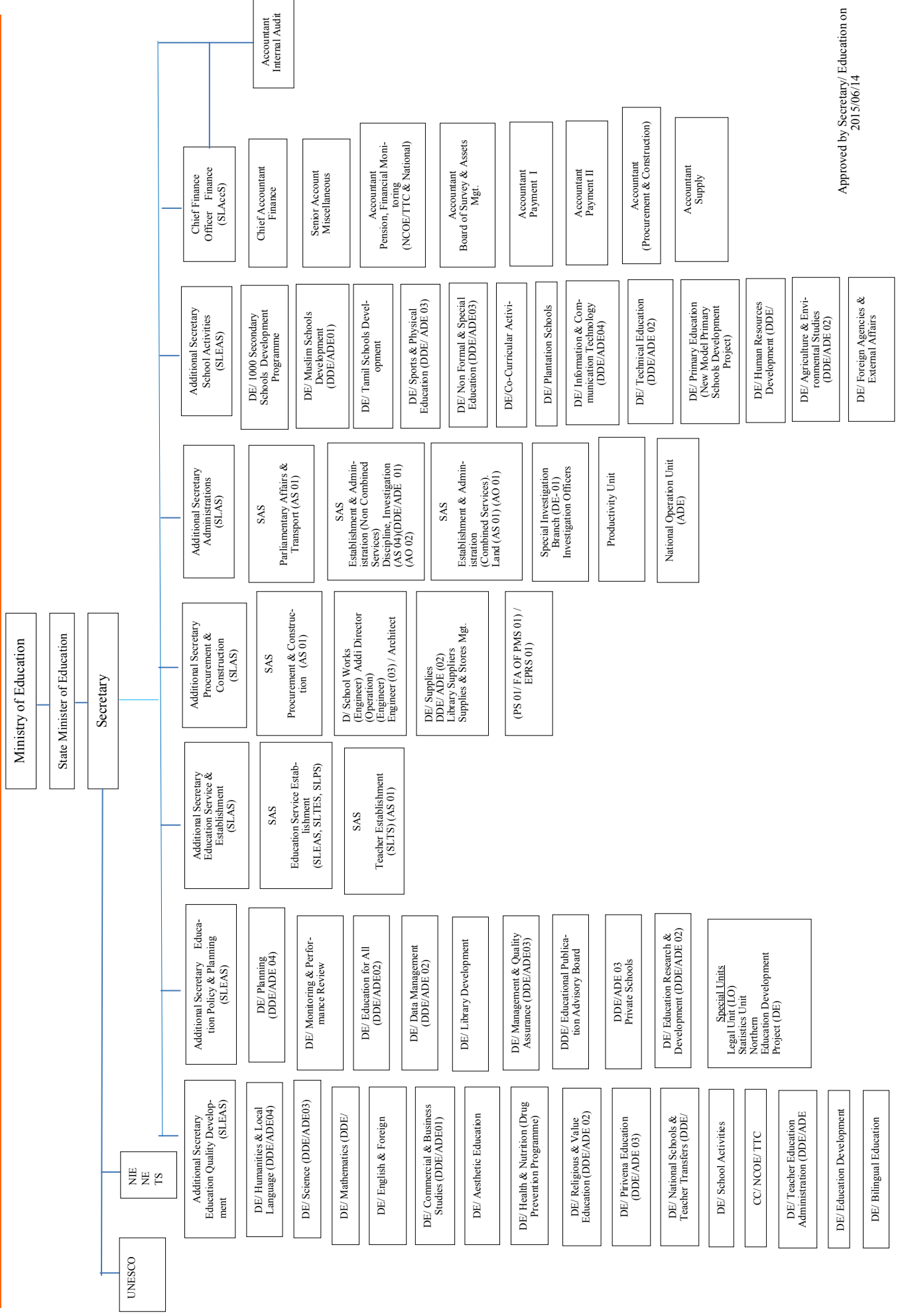
- ◆ Upgrading the quality of the role of teacher and the development of the Teacher Management System.
- ◆ Upgrading the process of assessing and evaluation of learning outcomes.
- ◆ Ensuring the efficiency, equity and adequacy of the allocation of resources.
- ◆ Implementation of the education system focusing attention to cultural identities, ethics and values of citizens.

1.3 Main Functions

1. Formulation, follow up and evaluation of policies, programmes and projects relevant to the scope of education as well as the Departments and statutory institutions stated under 1.3 and the laws and acts coming under 1.4.
2. Formulation and implementation of sectoral policies related to education development so as close co-ordination among early childhood, primary, secondary and tertiary sectors.
3. Implementation and regulation of a national policy for pre-schools.
4. Creation of a national education system, which empowers the students to access global challenges with self-confidence and faith in success.
5. Taking measures to provide with standard child-friendly and eco-friendly human resources in required by National Schools.
6. Regulation of international schools in accordance with the National Education Policy.
7. Promotion and development of the utilization of modern technological facilities including computer laboratories for the teaching learning process.
8. Taking policy measures required for the proper maintenance of the quality of education, student discipline and conduct.
9. Ensuring educational opportunities for students with special needs.
10. In keeping with government policies, implementation and monitoring of the programme for providing school text books, uniforms and other student requirements and facilities.
11. Promotion and development of school libraries.
12. Development of eco-friendly schools with the improvement of all physical facilities including sanitary facilities, child-friendly class rooms, teachers' quarters and staff rooms under a common standard in national schools as well as in provincial schools.
13. Administrative and personnel management related to Sri Lanka education Administrative Service, Sri Lanka Principals' Service, Sri Lanka Teacher Educators' Service and the Sri Lanka Teachers' Service.
14. Coordination of education, student welfare, transport and sanitary facilities of provincial schools, private schools within a national policy framework.
15. Generation of teachers required for ensuring an effective teaching learning process, teacher training and their skills development.
16. Taking necessary measures to upgrade official and link language education.
17. Administration of School Development Boards.

18. Legalization of educational institutes.
19. Promotion of Buddhist and Pali Education and the uplift of Pirivena Education so as the objectives of religious education are achieved.
20. Monitoring of all institutions affiliated to the Ministry and stated under 1.3 and all other related activities coming under the purview.

1.4 Organizational Structure of the Ministry of Education (Approved as at 14.06.2015)



Approved by Secretary/ Education on 2015/06/14

1.5 Departments coming under the Ministry

- ♦ Department of Examinations
- ♦ Educational Publications Department

1.6 Institutions Affiliated to the Ministry

- ♦ National Institute of Education
- ♦ Sri Lanka National Book Development Board
- ♦ National Libraries and Documentation Services Board
- ♦ Offices of the Director of Education
- ♦ National Authority on Teacher Education
- ♦ National Colleges of Education
- ♦ Teacher Training Colleges
- ♦ UNESCO National Commission of Sri Lanka
- ♦ Piriven Education Board
- ♦ State Printing Corporation
- ♦ National Education Commission

1.7 Details of Foreign-aided Projects

Project	Funding Agency	Estimated Total Investment	Project Duration
Construction of the National College of Education for Technology	Korea International Cooperation Agency (KOICA) affiliated to the Korean Republic	Rs. Mn. 1295	2018-2020
Empowerment of the Education of Students with Special Needs	Japan International Cooperation Agency (JICA)	Yen Mn. 435	2019-2022
Project on Upgrading School Education in Kilinochchi District	Korea International Cooperation Agency (KOICA)	US \$ Mn. 7.5	2018-2022
Technical Education Development Project	OPEC Fund for International Development (OFID)	US \$ Mn. 60.7	2018-2022
General Education Modernization Project	World Bank	US \$ Mn. 100	2018-2023
Establishment of ICT Hubs for Secondary Education	Korean Exim Bank	Rs. Mn. 4281	2019-2021
Educational Programmes (UNICEF Funds)	UNICEF	Rs. Mn. 25.0	Annual
UNESCO Funded Projects	UNESCO	Rs. Mn. 14.8	Annual
Annual Action Plan (UNFPA Funds)	UNFPA	Rs. Mn. 2.0	Annual

Summary of Data on the System of Education (2018)

No. of Government Schools - 10,175

By Type of School	
Type 1AB	1,044
Type 1C	1,845
Type 2	3,227
Type 3	4,059

By Administrative Authority	
National	353
Provincial	9,822

No. of Teachers in Government Schools - 247,334

By Sex	
Female	183,024
Male	64,310

By Qualifications	
Graduate	110,741
Trained	130,635
Other	5,958

No. of Students in Government Schools - 4,214,772

By Sex	
Female	2,132,076
Male	2,082,696

By Medium of Study	
Sinhala	3,098,539
Tamil	1,026,877
Bilingual	89,356

Private Schools and Pirivena

No. of Students in Pirivena	
Clergy	32,160
Laic	28,715
Total	60,875

No. of Private Schools and Pirivena	
Government Approved Private Schools	80
Special Schools	26
Pirivena	763

No. of Students in Private Schools and Special Schools	139,581
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Source –Schools Census - 2018



Chapter 02

Progress and Forward Vision

2.1 Special Achievements and Progress Achieved

2.1.1 Progress achieved under each sector

Sector	Progress Achieved
Implementation of 13 year certified education policy	
Implementation of 13 year certified education policy	- Increasing the G. C. E. (A/L) Professional subject stream commenced in 42 schools in year 2017 in to 311 schools in year 2019. :- Approximately 20,730 students have engaged themselves in studying professional subjects under this programme. - Directing 1,545 students enrolled in year 2017 and 6,500 students enrolled in year 2018 in to institutional training in state and private sector institutions :- 1,143 students among year 2017 students have successfully completed the training.
Uplifting access and participation for primary and secondary education	
Development of National Schools and establishment of new National Schools	- Increasing the 353 national schools in year 2018 into 373 in year 2019 as well as implementing programmes for the physical and qualitative development of national schools. - Land acquisition and pre-planning activities of the construction of new tri-lingual national schools in Colombo and Nanu Oya and the implementation of the second stage constructions of the tri-lingual national schools in Polonnaruwa.
Empowering Special Education, Non-formal Education and Inclusive Education	- Completion of the construction of the buildings and the water therapy pools of the National Resource Center for Special Education constructed in Weniwelkola. - Conducting a sports tournament at provincial and national levels with the participation of students with special needs. - Formulation of a guidance manual for the education of intellectually impaired children. - Conducting literacy classes for 125 street children under the Nenasarana Programme. - Conducting and upgrading the quality of capacity building programmes for special and non-formal education professionals.
Development of Piriven Education	- Providing annual grants for 768 pirivens. - Upgrading sanitary facilities of 70 pirivens and providing office buildings for 50 pirivens. - Recruitment of 475 new teachers of pirivena. - Upgrading the quality of pirivena education through conducting capacity building programmes for teachers of pirivena.

Sector	Progress Achieved												
Development of Plantation Schools and Tamil Medium Schools	◆ Completion of construction of 29 new buildings of estate schools commenced in year 2018 and commencing constructions of 37 other buildings on estate schools during year 2019. ◆ Implementation of pilot projects in 38 estate schools to upgrade mathematical performance of students. ◆ Upgrade education of Estate schools, Muslim schools, Tamil schools through the capacity building of principals and teachers of such schools.												
Activities related to Private Schools	◆ Informing the schools of the Circular No 17/2018 issued for the calculation of the teachers of Government Approved Private Schools. ◆ Providing guidance in relation to administrative and establishment activities of the 9 branches of the Government Approved Private Schools legalized on approval of the Cabinet of Ministers.												
School Health and Nutrition Programme	<table border="1"> <thead> <tr> <th>Programme</th><th>Beneficiary Students / No of Schools</th></tr> </thead> <tbody> <tr> <td>Providing lunch for students (2019)</td><td>1,067,465 students</td></tr> <tr> <td>Providing a glass of milk for students (2019)</td><td>406,257 students</td></tr> <tr> <td>Upgrading sanitary facilities of schools (2016 - 2019) ◆ Under the Nearest School -the Best School programme ◆ Under other programmes </td><td> 3,206 schools 1,799 schools </td></tr> <tr> <td>Upgrading water facilities of schools (2016 - 2019) ◆ Under the Nearest School -the Best School programme ◆ Under other programmes </td><td> 617 schools 390 schools </td></tr> <tr> <td>Providing school dental clinics (2016 - 2019) ◆ New buildings ◆ Renovations </td><td> 11 schools 88 schools </td></tr> </tbody> </table> ◆ Conducting awareness and training programmes at provincial and national levels for teachers, principals and officials on health promotion programmes, period hygiene, mental health development, reproductive health, obesity and drug prevention. ◆ Formulation of a tool kit to evaluate school canteens and conducting awareness programmes on rating school canteens.	Programme	Beneficiary Students / No of Schools	Providing lunch for students (2019)	1,067,465 students	Providing a glass of milk for students (2019)	406,257 students	Upgrading sanitary facilities of schools (2016 - 2019) ◆ Under the Nearest School -the Best School programme ◆ Under other programmes	3,206 schools 1,799 schools	Upgrading water facilities of schools (2016 - 2019) ◆ Under the Nearest School -the Best School programme ◆ Under other programmes	617 schools 390 schools	Providing school dental clinics (2016 - 2019) ◆ New buildings ◆ Renovations	11 schools 88 schools
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Sector	Progress Achieved
Implementation of School Professional Guidance and Counseling	◆ Raising awareness in 770 principals on professional guidance and counseling. ◆ Empowering school counseling programme through capacity building of teachers, In-service Advisors and officials via the development of counselling units of schools, “Daruwan Surakimu” programme on child security, mental first aid programme and the Computer Assisted Cognitive Remediation Treatment Programme.
Diversification and Modernization of the National Curriculum	◆ According to the 2012 - 2020 curriculum cycle of the curriculum revision conducted by the National Institute of Education once in every 8 years in terms of the curriculum policy, to implement the Grade 4 curriculum in year 2019. ◆ Formulation of a National Curriculum Framework for a student-centered curriculum.
Development of Mathematical Education	◆ Implementation of the teaching methods of free learning classrooms, query-based learning and multi-facetted learning in 80 schools in the 3 provinces of Western, Central and Uva for the promotion of activity based mathematical learning. ◆ Development of skills of 215 teachers from selected schools for the promotion of activity based learning. ◆ Empowering 110 teachers and officials to conduct action based researches in order for the creation of a mathematical action based research culture. ◆ Implementing programmes to upgrade mathematical performance of the students of 150 selected schools. ◆ Taking measures to upgrade mathematical performance of students by conducting capacity building programmes for primary teachers and mathematical teachers grades 6 - 11. ◆ Conducting the All Island School Mathematical Competitions and selecting students and practicing and participating them in the International Olympiad Programme.
Upgrading Science Education	◆ Formulation of 02 modules to train Grade 6 - 11 teachers for G.C.E. (O/L) Science and training 2,201 teachers. ◆ Upgrade the quality of science education through the capacity building of science teachers, managers of science field centers and the officials in-charge of the science subject. ◆ Participation of 04 students to the International Young Scientists Programme held in Malaysia in yea 2019 :- Achieving 1 Bronze Medal and 02 Special Prizes of the Jury. ◆ Participating 06 students in the 2019 International Mathematical and Science Olympiad Championship :- Achieving 1 Gold Medal and 3 Bronze Medals.

Sector	Progress Achieved
Development of English and Foreign Language Education	◆ Formulation of a handbook for Action Based Oral English (ABOE) in relation to Grade 1. ◆ Training of 163 Assistant Directors of Education and In-service Advisors under the iTESL Teacher Education Project. ◆ Capacity building of resource persons including 6,250 English Language teachers and 316 In-service Advisors under the continuous professional teacher development programme. ◆ Preparation of teachers' guides and additional learning aids required for the implementation of various activities for the development of English education in the selected schools in year 2019 under GEMP project and conducting awareness programmes. ◆ Providing allocations for 55 selected schools to establish Reading Corners and the provision of 3,400 Scrabble Boards.
Development of Technological Education	◆ Distribution of robotic technology kits and the instructional manual on robotic technology among 94 schools with the Technological stream in G. C. E. (A/L). ◆ Formulation of evaluation tools for the subjects of Engineering Technology and Design Technology and training teachers. ◆ Conducting the National Innovators' Competition and the School Robotic Competition. ◆ Establishment of a Project Unit and making future plans in empowering the Technological subject to be implemented under OFID Aid. ◆ Laying the foundation stone for the National College of Education to be established in Kuliypitiya under KOICA funds to train teachers of the Technological Subject.
Building up transversal skills, socio-emotional skills, morals and ethics in students	
Development of Primary Education	◆ Training 250 primary teachers on the methodologies of multi-faceted teaching in primary grades. ◆ Training teachers and resource persons on using the Activity Room and the Reading Room for the teaching learning process. ◆ Training 190 In-service Advisors and officers-in-charge of the subject in relation to the promotion of mathematical knowledge of primary students.
Development of National Languages and Humanities Education	◆ Training the teachers who teach Sinhala and Tamil languages, second official language and social science at provincial level under the continuous professional teacher development programme.
Upgrading facilities for Bi-lingual Education	◆ Formulation of teachers' guides, DVDs including combined activities with the language and the subject to teach Western Music, Geography and Health and Physical Education and the training of trainers. ◆ Implementation of pilot level teacher training programmes on improving subject-based English education for the subjects of Health and physical Education, Science, Information Technology, Civic Studies, Mathematics and Geography. ◆ Conducting training programmes and preparation of learning aids for the development of trilingual skills of students.

Sector	Progress Achieved
Religious and Value Education	◆ Conducting teacher training programmes and subject seminars to upgrade performance in Buddhism, Hinduism, Catholicism, Christianity and Islamic studies.
Development of Agriculture, Environmental Education and Bio Systems Technology	◆ Formulation of the handbook on practical activities in Bio Systems Technology and the guidance manual for laboratory assistants and the training of laboratory assistants. ◆ Conducting capacity building programmes for teachers and In-service Advisors in relation to modern agriculture, environmental protection and coastal conservation.
Commerce, Business Studies and Accountancy	◆ Training of 489 G.C.E. (O/L) teachers and 899 G.C.E. (A/L) teachers to upgrade the quality of the teaching learning process. ◆ Conducting the Best Annual Accounts Competition in national and provincial schools in collaboration with the Association of Accounting Technicians and presenting awards in order to maintain school accounting system effectively, transparently and with the maximum efficiency using the accepted accounting policies.
School Library Development	◆ Implementation of the “<i>Kalana Mithuru - Poth Sumithuru</i>” programme for the promotion of reading among students. ◆ Distribution of Rs. 38Mn among national schools in order for the national schools to purchase books for their libraries.
Development of co-curricular and extra-curricular activities	◆ Making aware of Deputy Principals in-charge of co-curricular activities in 300 schools in relation to the implementation of co-curricular activities in schools. ◆ Making aware of principals and teachers of selected education zones in relation to the conducting of the student parliament in collaboration with the Elections Commission.
Sports and Physical Education	◆ Conducting the All Island Sports Championship and the All Island Relay Competition. ◆ Compilation and printing of 07 teachers’ guides on sports. ◆ Training of zonal sports co-ordination officers, sports coaches and sports teachers. ◆ Providing food allowances for 750 students with sports talents studying in 21 sports schools. ◆ Recruiting, training and placing of 3,888 sports coaches to the school system.
Aesthetic Education	◆ Conducting capacity building programmes for the teachers, In-service Advisors and the officers in-charge of oriental music, western music, dancing, drama and theatre and arts. ◆ Conducting theatrical performances of “Rag Savan”, “Rag Gayan” “Rag Chalan” with the participation of both teachers and students. ◆ Conducting All Island School Aesthetic Competitions.

Sector	Progress Achieved														
Teacher development, teacher education and teacher management															
Upgrading the status of National Colleges of Education	♦ Enrolling 6448 new teacher trainees to National Colleges of Education in year 2019. ♦ Formulating the proposal of upgrading National Colleges of Education in to degree awarding institutions and recognizing the human resources required for the purpose.														
School Based Professional Teacher Development Programme (SBPTD)	♦ Establishment of school based teacher development units in all schools and the distribution of the school based teacher development circular with instructions in implementation. ♦ Printing the school based teacher development instructional manual.														
National teacher development, teacher education and teacher management	♦ ගුරු පුහුණුව සඳහා අංග සම්පූර්ණ ගුරු මධ්‍යස්ථාන ලබාදීම යටතේ Completing the constructions of 30 out of 39 new two-storeyed teacher centers commenced under providing fully-equipped teacher centers for training teachers. ♦ Implementation of the 20 module training prescribed for upgrading teacher efficiency through the professional teacher development centers in order to cover all education zones:- 50,894 teachers have passed the Efficiency Bar Examination by training through this 20 module training. ♦ Enrolling 691 non-trained teachers to Teachers' Colleges to provide professional training for the no-trained teachers under continuous professional development. ♦ Enrolling and training 747 teachers to the weekend teacher training courses. ♦ Conducting subject-related capacity building programmes for the teachers of English, Mathematics, Official Languages, Second Languages, Social Science subjects, Information Technology, Science and Primary Education under the continuous professional teacher development programme implemented under the Budget Proposals 2019. ♦ Recruitment of new teachers - 2019 <table border="1"> <thead> <tr> <th>Teacher Category</th><th>No</th></tr> </thead> <tbody> <tr> <td>Recruitment of voluntary teachers of the Eastern Province to the Teachers' Service</td><td>762</td></tr> <tr> <td>Recruitment of voluntary teachers of the Northern Province to the Teachers' Service</td><td>380</td></tr> <tr> <td>Recruitment of the holders of National Diploma in Teaching to the Teachers' Service</td><td>4286</td></tr> <tr> <td>Recruitment of Development Assistants, Financial Assistants, Development Officers to the Teachers' Service</td><td>592</td></tr> <tr> <td>Recruitment of teachers for professional subjects under the 13 year Guaranteed Education Programme</td><td>1234</td></tr> <tr> <td>Total</td><td>7,254</td></tr> </tbody> </table>	Teacher Category	No	Recruitment of voluntary teachers of the Eastern Province to the Teachers' Service	762	Recruitment of voluntary teachers of the Northern Province to the Teachers' Service	380	Recruitment of the holders of National Diploma in Teaching to the Teachers' Service	4286	Recruitment of Development Assistants, Financial Assistants, Development Officers to the Teachers' Service	592	Recruitment of teachers for professional subjects under the 13 year Guaranteed Education Programme	1234	Total	7,254
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Sector	Progress Achieved
Attractively Develop the Teaching Learning Process of Primary and Secondary Education with the use of Information Technology and Digital Media	
Attractively Develop the Teaching Learning Process of Primary and Secondary Education with the use of Information Technology and Digital Media	♦ Training teachers on hardware and network solutions, internet using and the e-learning process. ♦ Training 182 principals on secure internet using. ♦ Formulation of 03 modules to train teachers on using the computer as a learning equipment and training 150 trainers. ♦ Providing foreign training for a group of 25 consisting of software developing groups of provincial and zonal information technology resource centers and teachers. ♦ Development of the e-content for the grades from 6-11 and 12-13. ♦ Signing the agreement and the preparation of initial plans for the establishment of the National Content Development Centre for the development of educational software under KOICA Aids.
Empowering Schools through the School Improvement Programme	
Empowering the School Improvement Programme	♦ Revising the circular, making plans with the provinces and formulation of a regulation mechanism for further advanced implementation of the School Improvement Programme.
Decentralization of school financing	♦ Re-issuance of the Circular No 26/2018 on Planning and Procurement for the Qualitative, Quantitative and Structural Development and the guidance manual with necessary revisions as 19/2019 of 09.04.2019.
Ensuring Quality and Standards of Primary and Secondary Education	
Ensuring quality and standards through the evaluation of schools and educational institutes	♦ Preparation of the guidance manual and the training handbook on school evaluation and the training of 100 trainers to train evaluators. ♦ Making aware of 1000 principals and 103 officers on the activities to develop the process of school evaluation under GEMP Project. ♦ Identification of 324 good practices through the implementation of 10 projects to identify good practices in schools. ♦ Formulation of the Teacher Competency Framework for the evaluation of teacher performance and the development of teacher competencies. ♦ Identification of 30 schools upon school evaluation results, which require special assistance, and providing necessary assistance for their development. ♦ Formulation of the concept paper and the guidelines for the School Supervision Service.

Sector	Progress Achieved
Empowering school, zonal, provincial and national level education management process.	
Empowering school, zonal, provincial and national level education management process.	♦ Recruitment and training of 1858 new principals to Grade III of the Sri Lanka Principals' Service. ♦ Training 829 principals under the basic principals' course of the National Competency Framework for School Leadership and Management. ♦ Providing foreign training for 50 zonal and divisional education officers. ♦ Providing short term training for 480 education officials including the Education Administrative Service and the Principals' Service. ♦ Selecting 101 officials of the Sri Lanka Education Administrative Service, Sri Lanka Teacher Educators' Service and the Curriculum Development Officers through interviews to offer foreign post graduate courses under the GEMP Project.
Empowering evidence-based educational policy making, planning, research and result-based monitoring and evaluation	
Empowering evidence-based educational policy making, planning, research and result-based monitoring and evaluation	♦ Formulation of the new education policy statement and submission of the same to the Legal Draftsman Division of the Parliament. ♦ Preparation of the mid-term education development plan for the period of 2020 - 2030. ♦ Updating of the THRM under the NEMIS :- Details of 250,375 teachers have been entered to the system by the end of year 2019. ♦ Providing necessary provisions for the provinces to update the Student Information System (SIS) coming under the NEMIS. ♦ Revision of the Circular No 1/2016 on Determination of the Academic Staff of Government Schools. ♦ Completion of entering the geographical positions of educational institutions to the Global Information System (GIS) in 16 districts.
Educational Development through Educational Research	♦ Conducting capacity building programmes for education professionals engaged in educational researches. ♦ Providing allocations for researches in Central, Western and North western provinces under the guidance of the Ministry of Education. ♦ Payment of course fees for 80 officials selected to study the certificate course on education research methodology in the University of Colombo.

Sector	Progress Achieved												
Ensuring free educational policy													
Strengthening student welfare	♦ Providing uniform vouchers for 4.2Mn students studying in government schools, approved private schools and pirivens under 11 categories as Rs. 440, Rs. 425, Rs. 580, Rs. 845, Rs. 730, Rs. 745, Rs. 795, Rs. 850, Rs. 1065, Rs. 1375 and Rs. 1800. ♦ Providing text books for 4.2Mn students studying in government schools, approved private schools and pirivens. ♦ Providing shoe vouchers under 4 categories as Rs. 1200, Rs. 1300, Rs. 1400, and Rs. 1500 for 4,690 students in schools selected under the categorization of difficult and very difficult.												
Awarding scholarships for students	<table border="1"> <thead> <tr> <th>Scholarship Granted</th><th>No of Beneficiaries</th></tr> </thead> <tbody> <tr> <td>Subhaga Scholarship—2019</td><td>887</td></tr> <tr> <td>Bursaries for Grade 5 Scholarship holders</td><td>72,000</td></tr> <tr> <td>Mahathma Gandhi Scholarship</td><td>150</td></tr> <tr> <td>Technological Scholarship</td><td>750</td></tr> <tr> <td>Sujatha Diyani Scholarship</td><td>250</td></tr> </tbody> </table>	Scholarship Granted	No of Beneficiaries	Subhaga Scholarship—2019	887	Bursaries for Grade 5 Scholarship holders	72,000	Mahathma Gandhi Scholarship	150	Technological Scholarship	750	Sujatha Diyani Scholarship	250
Scholarship Granted	No of Beneficiaries												
Subhaga Scholarship—2019	887												
Bursaries for Grade 5 Scholarship holders	72,000												
Mahathma Gandhi Scholarship	150												
Technological Scholarship	750												
Sujatha Diyani Scholarship	250												

Sector	Progress Achieved		
Creation of a secure and attractive learning environment within the school system (Nearest School the Best School Project)			
	Physical Resources Granted	2016 - 2019	
Project on the development of 1,360 schools with G. C. E. (A/L), which are not recently included in any of the projects.	New constructions	Number commenced	Number Completed
	Canteens	53	37
	Sports complexes	7	2
	Junior Secondary Laboratories	240	163
	Primary Learning Resources Centers	419	336
	Technology Buildings	255	173
	Building Repairs		
	Repair Activities	886	783
	Building repairs and constructions of National Schools	528	291
	Supply of goods and equipment for above buildings		
Project on the development of 1000 secondary schools	Classroom buildings	343	236
	Teachers' quarters	104	80
	Principal's quarters	162	132
	Aesthetic Units	25	20
	Building repairs	1030	838
	Repairs and constructions of National Schools	1069	696
	Supply of goods and equipment for above buildings		
Project on the development of 3,577 primary schools	Primary Learning Resources Centers	401	328
	Building repairs	2497	2360
	Supply of goods and equipment for above buildings		
Project of providing electricity for every school	Supply and upgrading of electricity facility	2613	2168
Project of providing water facility for every school	Supply and upgrading of water facility	773	640
Project of providing sanitary facilities for every school	Supply and upgrading of sanitary facilities	3796	3440
Project on the development of teachers' quarters with priority on rural and difficult areas	Construction of new teachers' quarters	254	217
Project of upgrading 25 estate schools in to secondary schools	Construction of new buildings	36	25
Project of uplifting dental facilities of schools	Construction of new dental clinics	18	14
	Renovation of dental clinics	122	100

2.1.2 Student Performance

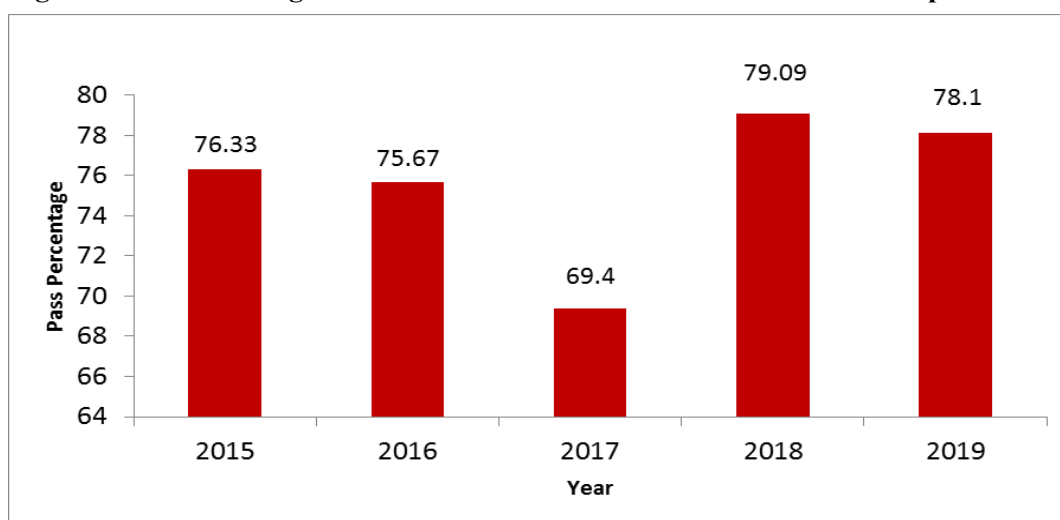
(a) Student Achievements at Grade 5 Scholarship Examination.

Number of students faced the Grade 5 Scholarship Examination and the student achievements (2015 – 2019)

	2015	2016	2017	2018	2019
Number of students faced the examination	333,672	343,757	350,462	350,191	332,179
Percentage (%) of students scored more than 70 marks	76.33	75.67	69.40	79.09	78.10
Average	109.50	107.86	106.43	117.98	114.38

Source: Evaluation Reports of Department of Examinations, Sri Lanka

Percentage of Students having more than 70 marks from the Grade 5 Scholarship Examination



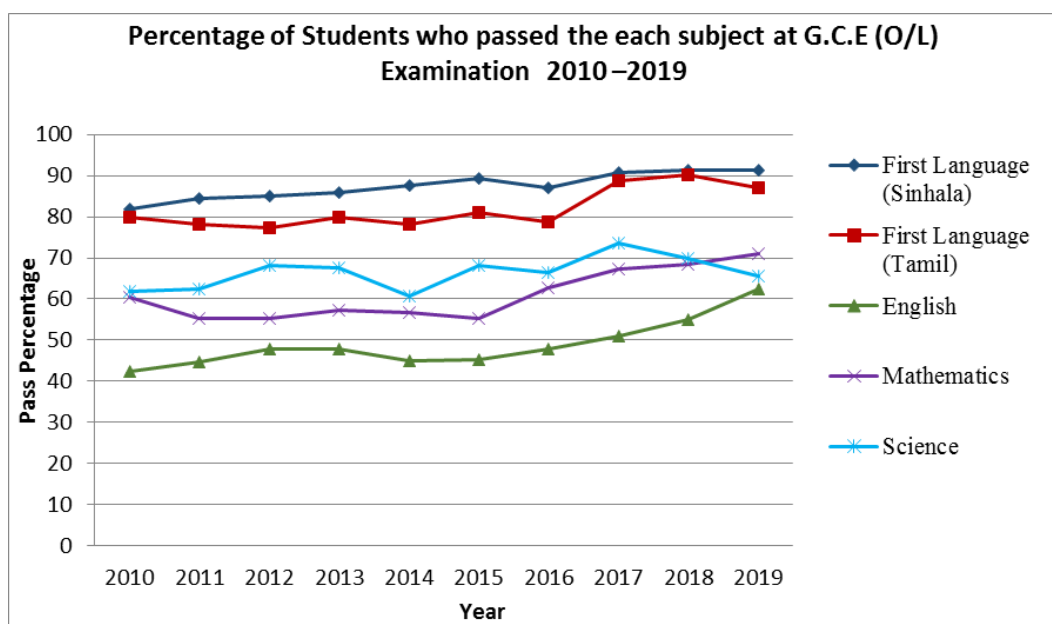
Source: Evaluation Reports of Department of Examinations, Sri Lanka

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

Number of students qualified to follow G.C.E. (Advanced Level) and its percentage

	2015	2016	2017	2018	2019
Number of students faced the examination	273,224	286,251	296,812	296,029	305,427
Number of students who have passed the examination	189,428	200,208	216,815	222,281	225,539
Pass percentage %	69.3	69.9	73.0	75.1	73.84

Source: Evaluation Reports of Department of Examinations, Sri Lanka



Source : Evaluation Reports of the Department of Examinations, Sri Lanka

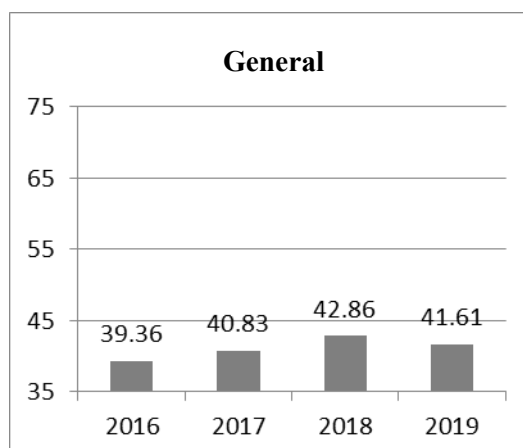
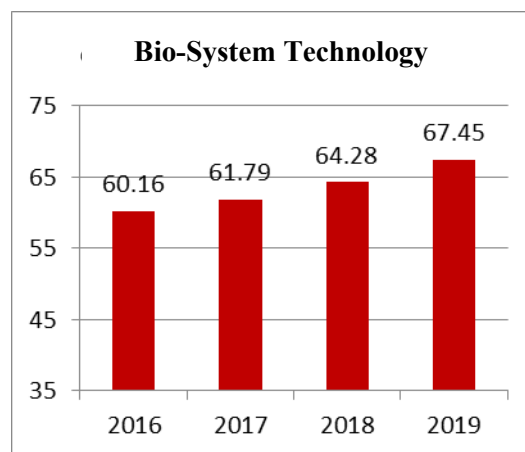
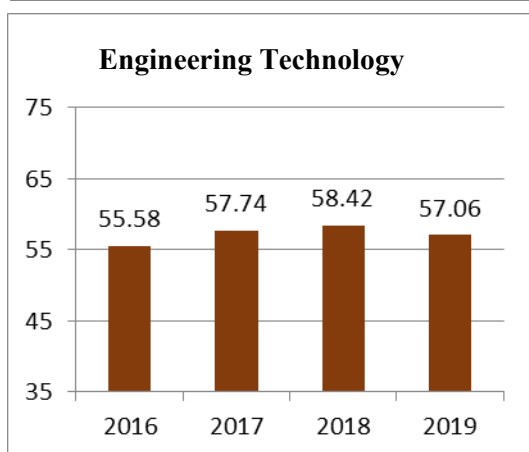
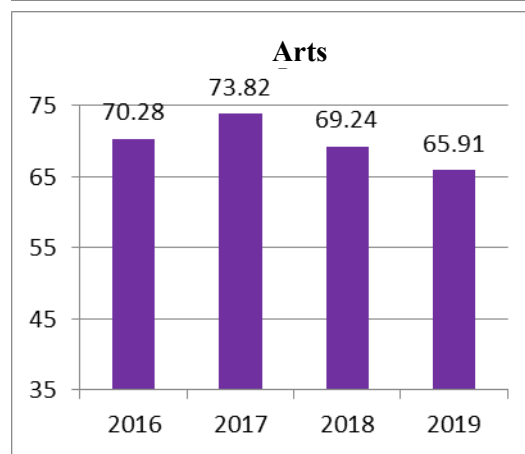
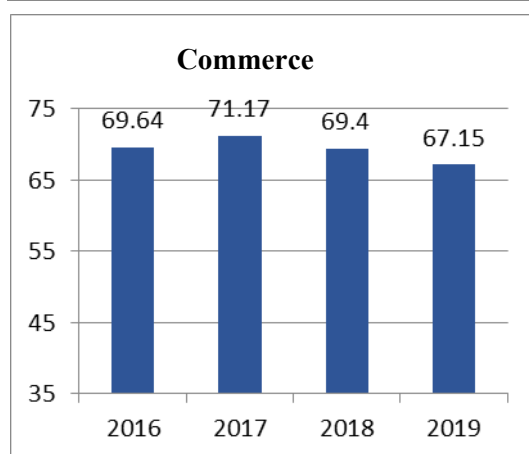
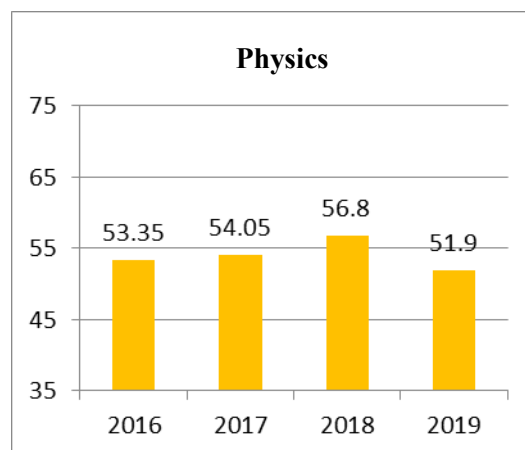
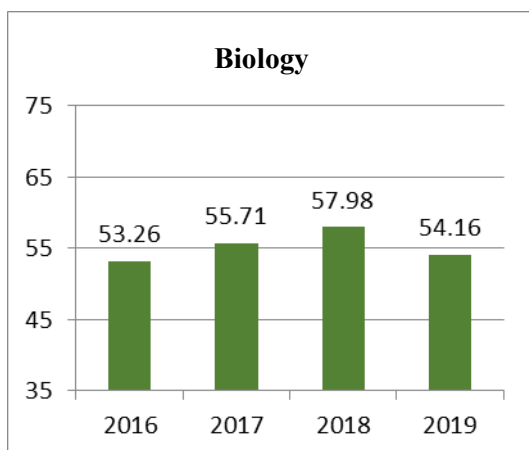
(c) Student Achievements at G.C.E. (Advanced Level) Examination

Student Achievements at G.C.E. (Advanced Level) Examination (School Candidates)

	2015	2016	2017	2018	2019 (New Syllabus)	2019 (Old Syl- labus)
Number of students faced the examination	210,340	211,865	206,630	218,191	173,781	61,769
Number of students qualified to the enter the university	131,137	134,238	136,421	141,172	108,353	46,552
Percentage of students qualified to enter the university (%)	62.35	63.36	66.02	64.70	62.35	75.36

Source : Evaluation Reports of the Department of Examinations, Sri Lanka

Percentage of students qualified to enter the university from each subject stream. (2016 -2019)



Source : Evaluation Reports of the Department of Examinations, Sri Lanka

2.2 Existing Challenges

Currently operational exam-centred school education system is one of the major challenges in the Sri Lankan education system. In this prevailing system, the school, teachers as well as the students are evaluated based on the achievements obtained through this knowledge-based education system and higher educational opportunities are provided only to a limited number of students who secure high marks. Owing to these matters, upgrading skills required for a student to become a citizen in the 21st century is still a challenge. Requirement of a new curriculum that assists the students to generate skills befitting to the 21st century should be largely emphasized. Steps have been taken to confront these challenges through implementing methodologies such as introducing student-centred practical curriculum, changing evaluation methods, granting higher educational opportunities to larger number of students.

The teacher plays the major role in developing skills of the students. However, another challenge that we face in the present education system is to encourage the teacher to think out of the box by changing their stereotypical teaching methods and to direct them to adapt student-centred teaching methods. In order to direct the school to a new dimension, it is essential to develop teaching up to the level of a higher profession and recruit talented teachers to the school system to make it a demanding profession. Several programmes have been planned to improve the role of a teacher to be befitted to the present world through implementing various methodologies such as conducting teacher education programmes, updating teacher educational curriculum, empowering Teacher Educators' Service etc...

Several challenges have been created in the education system as the parents compete to admit their children to a good school due to the disparities prevalent in this system on various reasons. Providing less attention towards nutrition of students, less time allocated to engage in school activities, making the students depressed by sending them to tuition classes have been identified as issues in the system and challenges related to this matter have also been created in institutional wise. In order to overcome this situation, programmes have been planned to develop schools enabling all the students to acquire higher level education by networking all the schools through school restructuring programmes.

As a whole, even though the student – teacher ratio of the school system is in an optimal value 17:1, prevailing subject and school wise teacher shortage in certain schools has become an acute problem. Due to the scheme of recruiting teachers, methods of placing the teachers and the issues pertinent to teacher transfers, a teacher shortage in the schools of rural areas and a surplus of teachers in urban schools can be identified. As a remedy for the issue, attention has been focused on introducing methodologies such as implementing a closed service to increase the salaries of teachers and to introduce methods to encourage teachers in schools of rural areas.

2.3 Future Goals

2.3.1 New Educational Reforms

From year 2020, it is expected to implement the tasks in the following policies on general education presented under the theme “A Productive Citizen and a Happy Family” in the government policy statement, “Vistas of Prosperity and Splendor” A task force for general education has already been established and thereby methods required to implement the policies have been recommended.

1. **Safeguarding Free Education Rights**

It is expected to give prominence for the implementation of Free Education Policies under annual allocations.

(Ex- Provision of free educational opportunities such as free textbooks, uniforms, lunch and insurance facilities)

2. **Implementing the Programme of Establishing 1000 National Schools.**

Initial tasks on policy have already been taken to establish 3 schools equipped with all physical and human resources in each Divisional Secretariat Division and to promote them to the level of National Schools and also to increase the number of National Schools up to 1000 creating a school network.

- ◆ This programme consists of two phases as phase I and II and in phase I, it has been planned to develop 125 schools one school for each Divisional Secretariat Division with no national schools. All 125 schools have already been identified.
- ◆ In phase II, necessary arrangements will be made to identify the remaining 503 schools through school mapping and to develop them.

3. **Establishing 20 Trilingual, Foremost and Super National Schools covering 20 districts.**

4. **Making arrangements together with the Ministry of Higher Education to introduce a new scientific method or an appropriate methodology based on the schools au lieu of the Z-score determined on district basis in selecting students to state universities**

It is anticipated to accomplish the following tasks in 2020 by the Ministry of Education.

- ◆ Appointing an expert committee for this purpose.
- ◆ Classifying schools based facilities.
- ◆ Conducting an analysis to examine the connection between school classification and student achievements.
- ◆ Reviewing the method of enrolling to universities and proposing a new method.

5. **Upgrading 09 National Colleges of Education to the level of universities that confer degrees with the objective of making the entire teacher community of Sri Lanka graduates.**

- ◆ Re-reviewing the proposal of converting the National Institute of Education to a degree conferring institution.
- ◆ Conducting a survey on the physical and human resources of all National Colleges of Education.
- ◆ Preparation of four year plans for the development of National Colleges of Education.
- ◆ Establishment of a system for professional development of the academic staff of National Institute of Education and National Colleges of Education.

6. **Establishment of a closed service in relation to Education Services.**
 - ◆ Submission of proposals on the establishment of a closed service subsequent to conducting a deep study on the current education services.
7. **Improving Private Sector participation in General Education.**
 - ◆ Preparation of a methodology to register private and international schools in the Ministry of Education, which have not been registered as the schools providing general education.
 - ◆ Making arrangements to develop and regulate such schools in accordance with the national policy for education in Sri Lanka.
 - ◆ Establishment of a procedure to encourage the students of these schools to participate in extra-curricular activities such as schools sports, cultural activities, exhibitions etc...
 - ◆ Preparation of a new process enabling the students of these schools to admit to government schools and universities when and as required.
8. **Curriculum Development, Teacher Training and Infrastructure Facilities for schools and provision of facilities for the Higher Education Process.**
 - ◆ Establishment of a student-centered education system in place of examination-centered system of education.
 - ◆ Reviewing whether the curriculum has been prepared sustainably to be befitting to the 21st century and the knowledge economy in order to upgrade the skills of children and compilation of the curriculum framework.
9. **Pre-Primary Education Development**
 - ◆ Studying the current situation of the pre-school curriculum.
 - ◆ Preparation of guidelines for pre-school education since it is a prominent stage in the life of a child.
 - ◆ Compilation of a pre-school curriculum framework.
 - ◆ Development of a guideline manual on the qualifications framework of pre-school teachers.
 - ◆ Provision of national level recommendations on pre-school teacher training.
 - ◆ Recommending methodologies required to strengthen pre-school education for children of 3-4 years.
10. **Primary Education**
 - ◆ Study of primary education curriculum and its competencies in relation to policies/principals on growth and development of children. (skills of 21st century, health and physical fitness, language competency, mathematical ability, environmental protection, consumption of purified energies and natural resources, multi-cultural vision, social values and life competencies)
 - ◆ Modification of Assessment and Evaluation Methodologies.
11. **Curriculum Development (Curriculum of junior and senior section)**
 - ◆ Revision of the curriculum as a student-based curriculum to uplift the children's skills in the 21st century.
 - ◆ Modification and diversification of curricula
12. **Teacher Education and Professional Development**
 - ◆ Modification of Teacher Education curriculum and provision of opportunities to teachers for continuous professional development.
 - ◆ Taking necessary steps to upgrade the National Colleges of Education up to the level of Universities to obtain a Bachelor of Education Degree in the Pre-service Teacher Training.

13. Adapting Information and Communication Technology and Media Technology in Education

- ◆ Steps will be taken to formulate policies with a view to imparting knowledge of Information Technology to all children and to provide required facilities.

14. Taking required steps to develop health, nutrition, physical education and Sports of children.

15. Developing Aesthetic skills in children.

16. Development of English Education

- ◆ Measures will be taken to modify English teaching methodologies.

2.3.2 Programmes included in General Education Medium Term Plan

In addition to the new Educational reforms proposed in the government policy statement, ‘Vistas of Prosperity and Splendor’, it is expected to implement the following key programmes included in the General Education Medium-Term Plans within the next 5 years for the betterment of General Education.

1. Provision of Equitable Educational Opportunities to children while strengthening equity of Education.

13 Years Guaranteed Education

A new Stream with 26 Vocational subjects has been introduced for G.C.E. (Advanced Level) enabling all the children to follow Advanced Level regardless of their G.C.E. (Ordinary Level) results and also to provide the opportunity to children dropping out from school to obtain vocational skills. It is anticipated to analyze the validity of future policies of Sri Lanka and these subjects to implement them through modernization.

- ◆ Taking measures to strengthen free education further.
- ◆ Implementing programmes to provide primary and secondary students with equitable learning approaches.
- ◆ Creating a protective and attractive learning environment in the school.
- ◆ Strengthening Career Guidance and Counseling programmes.

2. Improving the quality of Education

- ◆ Modification and diversification of curricula.
- ◆ Implementation of programmes to develop subjects such as Science, Technology, Mathematics and English.
- ◆ Uplifting learning and teaching process through adapting Digital-based Learning and Teaching methodologies.
- ◆ Giving priority to enhance Transversal Skills, Socio-emotional skills, Values and ethics of children.
- ◆ Taking necessary steps to make teacher education, teacher development and management more effective.
- ◆ Further improving student assessment and evaluation methodologies.
- ◆ Upgrading students’ learning outcomes further through creating a more attractive and favorable learning environment for them.

3. Strengthening the Ownership of Education and Provision of Services

- ◆ Upgrading the quality of primary and secondary education through empowerment of School Monitoring Process
- ◆ Making further contributions in School Empowerment Process through strengthening School Based Management
- ◆ Strengthening Education Administration and Management in zonal, divisional. Provincial and national levels.
- ◆ Implementing Vocational Development Programmes .

4. Formulation of Policies based on evidence and Education Planning

- ◆ Strengthening Educational researches, results-based regulation and evaluation and formulation and planning of educational policies.
- ◆ Making the public aware of Educational achievements.

Chapter 3.

Overall Financial Performance in year 2019

Overall Financial Performance for the year ended on 31 December 2019

3.1 Financial Performance Statement

Overall Financial Performance for the year ended on 31 December 2019					
					Rs.
Budget 2019		Note	Actual		
			Current Year	Previous year	
-	Income Receipts		-	-	
-	Income Tax	1	-	-	} ACA-1
-	Local goods and services tax	2	-	-	
-	Taxes on International Trade	3	-	-	
-	Non-taxable income and other	4	-	-	
-	Total Revenue Receipts (a)		-	-	
-	Non- Revenue Receipts				
-	Treasury Imprest		65,644,855,470	64,229,224,432	ACA-3
-	Deposits		706,313,135	1,303,137,222	ACA-4
-	Advance Account		1,251,703,013	1,196,815,456	ACA-5/5(a) / 5(b)
-	Other receipts		2,203,236,207	2,143,589,774	
-	Total non—revenue Receipts (b)		69,806,107,825	68,872,766,884	
	Total Revenue Receipts and non- revenue Receipts (c) =(a) + (b)		69,806,107,825	68,872,766,884	
	Deducted : Expenses				
	Recurrent Expenditure		-	-	
36,335,900,000	Wages, salaries and other employee benefits	5	36,044,077,200	32,205,522,849	} ACA-2 (ii)
1,355,859,000	Other goods and services	6	1,074,360,308	1,579,963,000	
19,998,050,000	Subsidies, grants and transfers	7	18,895,333,121	12,926,211,278	
-	Payment of interests	8	-	-	
91,000	Other recurrent expenditure	9	90,701	115,267	
57,689,900,000	Total Recurrent Expenditure (d)		56,013,861,330	46,711,812,393	
	Capital Expenditure				
8,347,700,000	Rehabilitation and improvement of capital assets	10	2,861,225,783	5,257,338,960	} ACA-2 (ii)
30,728,871,700	Acquisition of capital assets	11	12,306,391,727	17,216,964,662	
600,000,000	Capital transfers	12	59,250,000	131,896,813	
-	Acquisition of financial assets	13	-	-	
1,297,300,000	Capacity Development	14	759,725,621	1,294,314,954	
2,956,128,300	Other capital expenditures	15	1,413,663,429	1,743,924,117	
43,930,000,000	Total capital expenditure (e)		17,400,256,559	25,644,439,507	
	Main ledger expenses (f)		2,077,622,548	2,634,074,680	
	Deposit payments		874,989,190	1,102,321,831	ACA-4
	Advance payments		1,202,633,358	1,531,752,849	ACA-5/5(a) / 5(b)
	Total Expenditure g=(d+e+f)		75,491,740,437	74,990,326,580	
-	Imprest balance as at 31 December 2019 h=(c-g)		(5,685,632,612)	(6,117,559,697)	

3.3 Statement of Financial Position

Financial Performance Statement			
for the year ended on 31 December 2019			Rs.
	Note	Actual	
		Current Year	Previous Year
<u>Non– Financial Assets</u>			
Property, Plant and Equipment	ACA-6	159,525,816,813	151,170,542,599
<u>Financial Assets</u>			
Advance Accounts	ACA-5/5(a)	2,780,082,063	2,829,151,719
Money and things equal to money	ACA-3	14,605,292	2,593,644
Total Assets		162,320,504,168	154,002,287,962
<u>Net Assets</u>			
Net Assets		1,928,518,760	1,808,912,361
Property, plant and equipment		159,525,816,813	151,170,542,599
Hire works and Advances	ACA-5(b)	-	-
<u>Current Liabilities</u>			
Deposit Accounts	ACA-4	851,563,303	1,020,239,357
Imprest Balance	ACA-3	14,605,292	2,593,644
Total Liabilities		162,320,504,168	154,002,287,962

The details of accounts and notes provided in the forms AC1 to AC6 above from page no.1 to 125 and the details notes to account included from page no. 127 to 152 are also parts of this last account. As revealed by the notes of these financial statements, the most appropriate accounting policies have been used. It is hereby certified that the figures in the above last account, the notes to account relevant to that and other details of accounts have been reconciled with the Treasury Account books and are in compliance with those figures.

.....		
Chief Accounting Officer	Accounting Officer	Chief Finance Officer / Chief Accountant
		Director(Finance)/Commissioner
(Finance)		
Name :	Name :	Name :
Designation:	Designation:	Designation:
Date : .02.2020	Date : .02.2020	Date : .02.2020

3.4 Cash Flow Statement

Cash Flow Statement for the year ended on 31 December 2019

	Actual	
	Year 2019 Rs.	Year 2018 Rs.
<u>Cash Flows from Operating Activities</u>		
Total Tax Receipts	-	-
Fees, Surcharges, Penalties and Licenses	-	-
Profits	-	-
Non– Revenue Receipts*	8,136,915,813	2,143,589,774
Income collected for other Heads	-	6,499,862,625
Imprest Receipts	65,644,855,470	64,229,224,432
Total Cash Flows from Operating Activities (a)	73,781,771,283	72,872,676,831
<u>Deducted - Expenditure of money</u>		
Personal Payroll and Operating expenses	36,044,077,200	32,205,522,849
Subsidies and Transfer of expense	19,969,784,130	14,506,289,545
Expenditure incurred on other Heads	233,441,703	379,709,284
Imprest paid to the Treasury	14,605,292	2,593,644
Total Cash Flow incurred for Operating Activities (b)	56,261,908,325	47,094,115,322
Net Cash Flow from Operating Activities (c)=(a)-(b)	17,519,862,958	25,778,561,509
<u>Cash Flows from Investment Activities</u>		
Interests	-	-
dividends	-	-
Provision of Removal of Claims and Sale of Physical Assets	-	-
Recovery of Equipment	-	-
Recovery of Advance	1,251,703,013	1,196,815,456
Total Cash Flow from Investment Activities (d)	1,251,703,013	1,196,815,456
<u>Deducted - Expenditure of money :</u>		
Construction or purchase of physical assets and other	17,400,256,559	25,644,439,507
Investment Acquisitions	1,202,633,358	1,531,752,849
Advance Payments		
Total Cash Flow incurred for Investment Activities (e)	18,602,889,917	27,176,192,356
Net Cash Flow from Investment Activities (f)=(d)-(e)	(17,351,186,904)	(25,979,376,900)
Net Cash Flow from Operating and Investment Activities (g)=(c)+(f)	(168,676,055)	200,815,391

	Actual	
	Year 2019 Rs.	Year 2018 Rs.
<u>Cash Flow from Financial Activities</u>		
Local Borrowings	-	-
Foreign Borrowings	-	-
Receipts of Grants	-	-
Receipts of Deposits	706,313,135	1,303,137,222
Total Cash Flow from Financial Activities (h)	706,313,135	1,303,137,222
<u>Deducted - Expenditure of money :</u>		
Local Debt Repayment	-	-
Foreign Debt Repayment	-	-
Deposit Payments	874,989,190	1,102,321,831
Total Cash Flow incurred for Financial Activities (i)	874,989,190	1,102,321,831
Net Cash Flow from Financial Activities (j)=(h)-(i)	(168,676,055)	200,815,391
Net Changes in Cash (k)=(g)-(j)		
Opening Cash Balance as at 01 January		
Final Cash Balance as at 31st December		

3.5 Notes to Financial Statement

Reporting Basis

1. Reporting Period

The period of 01st January to 31st December 2019 is the reporting period of these financial statements.

2. Measurement Basis

The financial statements have been prepared at historical cost and the historical cost of some assets has been increased to revalued figure. Unless otherwise specified, preparation of accounts is done on the cash accrued basis.

Financial statements have been presented to the nearest Rupee in LKR.

3. Identification of Income

The exchange and non-exchange incomes are recognized as incomes of the period of receipt notwithstanding the period they are due

4. Identification and measurement of property, plant and equipment

When it is assured that future economic benefits related to the asset are received by the institute and those assets can be reliably measured, those assets are recognized as property, plant and equipment.

The property, plant and equipment are identified to the cost and the revalued figure is used when the cost model is not applicable.

5. Property, plant and equipment pool

This reserve account is the corresponding account of property, plant and equipment.

6. Cash and things equivalent to cash

The currency and cash equivalents are comprised of local currency notes and coins as of 31st December 2019.

3.6 Revenue Collection Performance

Rs. ,000

Revenue Code	Description of Revenue Code	Revenue Estimate		Collected Revenue	
		Original Estimate	Final Estimate	Amount (Rs.)	Final Revenue Estimate as a percentage %
Not Applicable.					

3.7 Performance of utilizing allocated provisions

Rs. ,000

Provision Type	Allocated Provisions		Actual Expenditure	Utilized provisions as a percentage of final provisions (%)
	Original Estimate	Final Estimate		
Recurrent	56,175,000	57,689,900	56,013,861	97.09
Capital	43,730,000	43,930,000	17,400,257	39.60

3.8 In terms of F.R. 208, provisions granted to this Department/ District Secretariat/ Provincial Councils as an agent of other Ministries/ Departments

රු. ,000

Serial No.	Ministry / Department to which the Provisions received	Purposes of the provisions	Provisions		Actual Expenditure	Utilized Provisions as a percentage of granted provisions. %
			Original provisions	Final Provisions		
01	Presidential Secretariat	Improving sanitary facilities, drug prevention, prevention of kidney disease, supply of drinking water facilities.	50,363	50,363	44,182	87.7
02	National Peace and Reconciliation	Generating peace among nationalities.	12,983	12,983	6,727	51.8
03	Irrigation Department	Acquisition and development of lands.	135	135	135	100
04	Ministry of National Policies, Economic Affairs, Resettlement and Rehabilitation, Northern Province Development and Youth Affairs.	Payment of allowances to Graduate Trainees	105,120	105,120	29,623	28.2
05	Ministry of Internal and Home Affairs and Provincial Councils and Local Government	Clothing, footwear, training, refreshments transport expenditure of the students recited <i>jaya-mangala Gatha</i> in the 71st National Festival.	790	790	660	83.5
06	Department of Examinations, Sri Lanka	Practical test of the G.C.E. (Ordinary Level) Home Science (2019), payments for the duties in the Scholarship Examination Coordinating Centres, Payments for coordinating Engineering Technology Practical Tests.	86,051	86,051	83,410	93.7
07	Ministry of Housing and Constructions		10,900	10,900	10,900	100
08	Department of Pensions		57,900	57,900	57,806	99.8

3.9 Performance of Reporting Non-Financial Assets

Rs. ,000

Asset Code	Code Description	Balance as at 31.12.2019 as per the Board of Survey report	Balance as at 31.12.2019 as per the financial status	To be accounted in the future	Reporting the progress as a percentage %
9151	Buildings and Struc-	45,418,382	45,418,382	-	100 %
9152	Machinery	8,742,305	8,742,305	-	100 %
9153	Lands	102,661,780	102,661,780	-	100 %
9154	Intangible Assets			-	
9155	Biological assets			-	
9160	Works in progress	2,703,350	2,703,350	-	100 %
9180	Leased Assets			-	

3.10 Report of the Auditor General

** See the Annexure

Chapter 04

Performance Indicators

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

Specialized Indicators	Achieved outcome (Data of the closest year has been indicated when data of the year 2019 is not available)	Actual outcome As a percentage (%) of the expected outcome		
		100% - 90%	75% - 89%	50% - 74%
Upgrading the access and participation				
Upgrading the ratio of students continuing education up to Grade 11 female 81% , male 86% and total 89%	Female : 91% Male : 89% total : 90% (As per data in year 2017)	√		
Ensuring female and male equal participation in primary and secondary education.	Female –male equality indicator (2017) Primary - 0.97 Advanced Level - 1.31		√	
Increasing student participation in G.C.E. (Advanced Level) Science and Technology.	Science and Technology student ratio has been increased from 30% up to 33% in 2014-2017	√		
Implementing vocational stream in 621 schools by the year 2019 for guaranteeing 13 years education for all the students while providing the opportunity to select academic or vocational education for higher secondary education.	13 Years Education Programme has been commenced in 42 schools in year 2017 and it has been implemented in 192 schools in 2018 and 311 schools in year 2019.			√
Uplifting Student Achievements				
Uplifting the learning outcomes of primary and secondary education. - Increasing the pass percentage of G.C.E. (Ordinary Level) Mathematics - Increasing the pass percentage of G.C.E (Ordinary Level) First Language. - Increasing the pass percentage of G.C.E (Ordinary Level) English up to 55%.	The pass percentage of G.C.E (Ordinary Level) Mathematics has been increased from 67.2% in 2017 up to 68.3% in 2018. The pass percentage of G.C.E. (Ordinary Level) Sinhala Language has been increased from 90.6% in 2017 up to 91.3% in 2018. The pass percentage of G.C.E (Ordinary Level) Tamil Language has been increased from 88.7% in 2017 up to 90.0% in 2018. The pass percentage of G.C.E (Ordinary Level) English Language has been increased from 51.1% in 2017 up to 54.9% in 2018.		√	

Specialized Indicators	Achieved outcome (Data of the closest year has been indicated when data of the year 2019 is not available)	Actual outcome As a percentage (%) of the expected out- come		
		100% -90%	75% -89%	50%- 74%
Development of curriculum and co-curricular activities				
Inclusion of STEM/STEMA concepts in Mathematics, Science and Technology curriculum.	A National Curriculum Framework has been designed for the preparation of a student – centred curriculum and thereby attention has been focused to teach subjects such as Mathematics and Science practically.			
Provision of opportunities to students of all schools to engage in sports and qualitative co-curricular activities.	Competitions have been conducted from school level to national level in different subject fields such as All Island sports, aesthetics, national languages, Mathematics, English etc... in year 2019 and opportunity has been provided for the talented students to participate in such competitions and the students who have achieved victories were appreciated. 8 students were trained and directed to participate in International Mathematical Olympiad -2019 and one student has secured world championship. The group has secured 2 gold medals, 1 silver medal and 4 bronze medals . 12 students were selected and trained to participate in International Mathematical and Science Olympiad –2019 and the students have secured 1 gold medal, one silver medal and 8 bronze medals.	√		
Professional Development				
Increasing the teacher percentage with professional qualifications.	Teacher percentage with professional qualifications (2017) - 85%		√	
Taking steps required to upgrade 19 National Colleges of Education to the level of institutions conferring degrees by the year 2020.	Proposals have been prepared following to conducting preliminary discussions in this effect.			√
Increasing the post graduate professionals in the system of education. - Awarding scholarships to follow 165 overseas post graduate degrees.	101 officers were selected by conducting interviews.			

Specialized Indicators	Achieved outcome (Data of the closest year has been indicated when data of the year 2019 is not available)	Actual outcome As a percentage (%) of the expected out- come		
		100%- 90%	75%- 89%	50%- 74%
Development of Infrastructure Facilities				
80% of construction works of 40 new constructions of schools identified under developing 361 national schools with advanced facilities have been completed.	75% of construction works have been completed.		√	
Improving the learning environment of selected schools attractively - Achieving the expected progress of ‘The Nearest School– the Best School’ programme.	80% of tasks of 8 projects have been completed.		√	
Empowerment of Education Planning and Management Process				
Empowering schools through vesting decision making authority.	Planning jointly with provinces to implement the Enhanced Programme for School Improvement (EPSI) and training the trainers.	√		
Increasing financial powers of schools by revising school financial circular.	Circular bearing No.26/2018 and the Guideline manual on planning and procurement for school based qualitative ,quantitative and structural development have been reissued on 09.04.2019 under the No.26/2019 following to making required revisions.	√		
Increasing the number of zonal offices of education for enhancing efficiency and good governance of education services.	Initial discussions were conducted.			
Formulating the Education Sector Development Plan and Annual Implementation Plan based on the Medium Term Budget Framework.	90% of the preparation of Education Sector Development Plan and 100% of the annual Implementation Plan have been completed.	√		
Developing physical and human resources through coordinating with development stakeholder organizations.	Arrangements have been made to plan projects through coordinating with the international institutions granting development aids including the World Bank, Asian Development Bank, KOICA, UNICEF.	√		

Specialized Indicators	Achieved outcome (Data of the closest year has been indicated when data of the year 2019 is not available)	Actual outcome As a percentage (%) of the expected out- come		
		100% - 90%	75% -89%	50%- 74%
Developing National Education Manage- ment Information system (NEMIS) and improving data usage for the decision mak- ing process.	Teacher Human Resources Management System (THRM) has been updated under the National Education Management Information System (NEMIS) and data of 250,375 teachers have been entered in the end of the year 2019. Financial provisions and technical assistance required to the provinces have been supplied for updating the Student Information System (SIS). The process of entering locations of educational institutions in the Global Information System (GIS) has been completed in 16 districts.		√	
Promoting the conduct of Educational re- searches.	Capacity Development Pro- grammes have been imple- mented for conducting educa- tional researches and provi- sions have been granted for selected education research proposals.		√	
Establishing Independent School Monitor- ing Unit.	Establishment of the unit has been postponed until a policy decision is taken subsequent to reviewing in this regard further.			

Chapter 05

Performance of Achieving Sustainable Development Goals (SDG)

5.1 Sustainable Development Goals Identified

Target / Objectives	Target	Index of achievement (2017)	Percentage of achievements thus far		
			0% - 49%	50% - 74%	75%- 100%
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.	Gross ratio of admissions to the final grade of primary circle = 102.3			√
		Percentage of students not attending to school from lower secondary stage of education = 1.3%			√
		Percentage of students not attending to school from upper secondary stage of education = 18.9%			√
		Ratio of admissions to the final grade of lower secondary stage of education = 96.4			√
	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	Gross ratio of admissions to the pre-primary stage = 141.2			√
		Percentage of students not attending to school from primary stage of education = 0.7			√
	4.3 By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developed countries, especially least developed countries and small island developing States.	Percentage of qualified teachers of primary circle = 85.7%			√
		Percentage of qualified teachers of secondary circle = 81.9%			√
		Percentage of teachers of primary circle = 85.5%			√
		Percentage of teachers of secondary circle = 82.3%			√

5.2 Achievements and Challenges in meeting the Sustainable Development Goals

A national policy on pre-school education was prepared to certify a qualitative early childhood education for all children and the steps were taken to obtain the approval of the Cabinet of Ministers. Also, a separate unit is due to be established to implement the said policy. A guideline for teachers was issued to identify the competencies that a child should have at the time of admission to the Grade 01 so that all children have education in an inclusive learning environment and the readiness for primary education is certified in the admission to primary education from pre-school stage. The actions have been taken to prepare and provide a tool kit to teachers for inclusive education.

The G.C.E (A/L) vocational subject stream was introduced to ensure the opportunities of tertiary, technical and vocational education for young people to develop their skills and engage in the world of works. This subject stream is presently in progress in 311 schools and has provided the opportunity to have practical training for students entering into about 100 courses through government and private sector vocational training institutes.

School awareness programs were conducted to eradicate gender inequalities in education and the modules have been prepared based on the said experiences. A video tape to raise awareness among the students about the eradication of domestic violence was distributed among the schools having G.C.E (A/L) classes.

Altogether, the programs implemented by the Ministry of Education have contributed directly or indirectly to achieve the Sustainable Development Goals. Lack of competency based evaluation system, mismatch between the subjects and children's abilities and interests, shortage of teachers, disparities in distribution of resources, lack of opportunities for non-formal education, difficulties in education for children with special needs, weakness in supplying services in rural areas, mismatch between education and employment opportunities ...etc. can be concisely mentioned as challenges of achieving the Sustainable Development Goals.

Chapter 06

Human Resource Profile

6.1 Cadre Management

	Approved Cadre	Existing Cadre	Vacancies / Ex-cess**
Senior	208	243	-35
Tertiary	12	8	4
Secondary	516	717	-201
Primary	302	307	-5
Total	1038	1275	-237

6.2 Effect of the Deficiency and Excess of Human Resources on the Performance of Institution

The staff of the Ministry of Education is generally found to be in excess. However, with the expansion of its role and due to the establishment of new branches, the approved cadre of the Ministry of Education; especially in the National Schools Branch, is not adequate. Many branches such as School Affairs Branch, Health and Nutrition Branch, Information Technology Branch have taken actions to increase their approved cadre with a view to expanding their scopes and delivering an efficient service to the clients who come to the Ministry.



6.3 Human Resource Development

6.3.1 Local Programs

Program	No. of officers trained	Duration	Investment Rs. Million		Knowledge obtained
			Local	For- eign	
National School Development					
Awareness on National Education Management Information System (NEMIS), Student Information System (SIS) and entering the details of students' admission for Grade 1 in the year 2019 into online system	Principals of National Schools, Heads of Primary Sections and IT teachers	10 Workshops	1.94		Knowledge on National Education Management Information System (NEMIS) and Student Information System (SIS)
Program to improve the Management and Administrative skills of the principals and deputy principals on National Schools	Principals and Deputy Principals	8 Programs	1.00		Improvement of Management and Administrative skills
Special Education, Non-formal Education and Inclusive Education					
Training program for School Managers on Special Education and Principals	37 School Managers on Special Education and Principals	2 Programs per 2 days	0.12		School Management on Special Education
Capacity Building Program about the education of children having Autism and retarded mentality	37 Professionals of Special Education	2 Programs per 3 days	0.30		Education of children having Autism and retarded mentality
Capacity Building about signal language	42 Professionals	2 Programs per 3 days	0.64		Use of signal language
Training programs on Special Education	25 Professionals		2.35		Education of children having special needs
Training for professionals on the sports of children with special education needs	40 Professionals	6 Programs	0.43		Sports for children of Special Education
Training for teachers and In-service Advisors on the sports of children with special education needs	100 Professionals	3 Programs	0.52		Sports for children having special needs
Training about judging the sport competitions of children with special education needs	100 Professionals	4 day program	0.21		Sports for children of Special Education
Training of teachers of Special Education at Provincial Level	120 Teachers	4 Programs	0.68		Education of children having special needs
Training on Inclusive Education	200 Teachers of Special Education	5 Programs	1.0		Inclusive Education

Program	No. of officers trained	Duration	Investment Rs. Million		Knowledge obtained
			Local	For- eign	
Formation of Committees to monitor compulsory attendance to school and Capacity Building	1500 Committee Members	11 Programs	1.8		Monitoring of compulsory attendance to school
Capacity Building for Officers of Project on Non-formal Education	245 Officers	One-day program	0.13		Implementation of Non-formal Education Programs
Literacy and Income Generation Course	97 Consultants	3 Programs	0.41		Implementation of Literacy and Income Generation Programs
Piriven Education					
Training of new Piriven Teachers	475 Piriven Teachers		24.86		Relevant subject knowledge
Training of In-service Advisors in charge of the subject of culture	210 Piriven Teachers		7.80		Teaching the subject of Culture
Residential training for Piriven Teachers	Trainees of Seethawaka Teacher Training Institute		2.40		Capacity Building
Plantation Schools Development Branch					
Training of teachers of Grade 1 and 2 in Central Province about the Multi-Faceted teaching	180 Teachers	4 Two-day programs	0.46		Knowledge and Skills on Multi-Faceted teaching
Training of Estate School teachers who teach for Grade 10 and 11 in Central Province about the methods of teaching Mathematics	75 Mathematics Teachers	Two-day program	0.25		Knowledge and Skills on the methods of teaching Mathematics
Training about analyzing the performance of students in Estate Schools	14 Officers	One-day program	0.78		Analysis and use of student performance in Estate Schools
Training about administration of Primary Education	52 Principals and Deputy Principals	Two-day program	0.20		Knowledge and Skills of Administration of Primary Education
Tamil School Development					
Capacity Building programs under the School Leadership Training Program	354 Principals and Deputy Principals	8 Two-day programs	1.60		School Leadership Skills
Training of Trainers at Zonal Level	14 Officers	One-day program	0.20		Training of Principals for leadership

Program	No. of officers trained	Duration	Investment Rs. Million		Knowledge obtained
			Local	Foreign	
Muslim Schools Development					
Capacity Building Programs for Principals and Sectional Heads of Muslim Schools	255 Principals, Deputy Principals and Sectional Heads	5 Two-day Programs	0.91		Skills in School Administration
Disaster Management					
Training of Trainers for the School Disaster Management Program	175 Zonal and Provincial Coordinators and In-service Teachers	4 Two-day Programs	0.69		Skills and Knowledge in School Disaster Management
Awareness and Training Program on School Disaster Management Program	1370 Principals of selected Education Zones	7 One-day Programs	0.63		Skills and Knowledge in School Disaster Management
Program to collect disaster-related details	139 Management Center Officers and Information Technology (IT) Officers	5 One-day Programs	0.32		Methodologies of collecting data on Disaster
School Health and Nutrition Program					
Training of Trainers Program on Menstrual Hygienic Facilities	Trainers at Provincial Level	One-day Workshop	0.18		Training of Teachers on Menstrual Hygienic Facilities
“Sathi Pasala” training program for pilot school teachers	182 Teachers	5 Two-day Programs	1.02		Implementation of “Sathi Pasala”
Health Promotional Training Program for Pilot School Teachers	40 Teachers	One-day Program	0.86		Knowledge and Skills on Health Promotion
Training of Trainers on Health Promotion	32 Trainers	Three-day Program	0.13		Training Skills on Health Promotion
Training of Officers and Principals on Counseling	120 Officers and Principals	One-day Program	0.70		Implementation of Counseling
Teacher Training on Drugs Prevention	Teachers	19 Programs	1.92		Implementation of Drugs Prevention Programs
Awareness on Nutritional Programs	Principals, Teachers and Food Suppliers	18 Programs	5.14		Implementation of Nutritional Programs

Program	No. of officers trained	Duration	Investment Rs. Million		Knowledge obtained
			Local	Foreign	
Training Programs to raise awareness on Obesity	304 Trainers	9 One-day programs in 9 Provinces	0.46		Awareness on Obesity
Teacher Trainings on First Aid	Teachers	10 One-day programs	1.20		Knowledge and Skills in First Aid
Teacher Training on Reproduction, Health and Counseling	Science, Health and Counseling Teachers	2 Two-day Workshops	0.62		Educating Students on Reproduction Health
Model Psychosocial Camp	Students and Teachers	9 Programs in 9 Provinces	0.60		Development of Psychosocial Skills
“Suraksha” Insurance Program					
Awareness Program on the revisions of Suraksha Student Insurance Program for Zonal and Divisional Directors of Education	Zonal and Divisional Directors of Education	One-day Workshop	1.28		Knowledge on the Revisions of Suraksha Student Insurance Scheme
Awareness Program on the revisions of Suraksha Student Insurance Program for the Principals of International and Private Schools	205 Principals of International and Private Schools	One-day Workshop	0.13		Knowledge on the Revisions of Suraksha Student Insurance Scheme
Mathematics Education Development					
Training Program on Uninterrupted Professional Development	101 Teachers	Four-day Program	1.68		Awareness on Uninterrupted Professional Teacher Development
Program on Uninterrupted Professional Development	871 Teachers	Three-day Program	3.28		Subject knowledge and Teaching Skills
Capacity Building of Mathematics Teachers of Grades 6-11	1330 Teachers	9 Three-day and Four-day Programs at Provincial level	9.91		Skills in Teaching the Subject and Evaluation
Capacity Building of Combined Math Teachers of G.C.E (A/L)	810 Teachers	9 Three-day and Four-day Programs at Provincial level	4.55		Skills in Teaching the Subject and Evaluation

Program	No. of officers trained	Duration	Investment Rs. Million		Knowledge obtained
			Local	Foreign	
Improvement of Science Education					
Capacity Building of the Professionals of Science Education	107 Assistant Directors of Education, 32 Field Center Managers and 30 Teachers	7 Programs	2.51		Knowledge and Skills of Teaching Science
Continuous Professional Development Program	2201 Science Teachers of Grade 6-11	18 Programs	9.00		Knowledge and Skills of Teaching Science
Development of English and Foreign Languages Education					
Improving Teacher Education in Sri Lanka (iTESL) Project	163 Assistant Directors of Education and In-service Advisors		1.04		Knowledge and Skills of Teaching English
Program to increase the results of G.C.E (O/L) and G.C.E (A/L) English Language and English Literature	English and English Literature Teachers	3 Two-day Workshops	0.30		Knowledge and Skills of Teaching the Subject
Awareness Program on National Debate Competition	75 Officials	1 Program	0.03		Awareness on National Debate Competition
Capacity Building Program for In-service Advisors and Resource Persons under CPLDT Program	316 In-service Advisors and 53 Resource Persons		3.10		Awareness on training of English Teachers
Training Program on ELT Methodologies for Professional Development	6,250 Teachers of 9 Provinces	10 Days	17.43		Knowledge on English Language Teaching Methodologies (ELT Methodologies)
Awareness Program for Zonal Officers on CPLDT Program	20 Zonal Officers	2 Programs	0.23		Awareness on CPLDT Program
Awareness Program on GEMP for Resource Persons, Education Administrative Service Officers, Principals, Teachers and In-service Advisors of 9 Provinces	41Resource Persons, 63 Education Administrative Service Officers, 68 Principals, 152 Teachers and 17 In-service Advisors	9 Programs	0.52		Awareness on GEMP

Program	No. of officers trained	Duration	Investment Rs. Million		Knowledge obtained
			Local	For- eign	
Technical Education Development					
Training on preparation of Evaluation Tools for the Subjects of Engineering Technology and Design Technology		17 Pro-grams	1.5		Knowledge and Skills about the preparation of Evaluation Tools for the Subjects of Engineering Technology and Design Technology
Training of Science Teachers for Technology	34 Teachers		0.3		Knowledge on Science for Technology
Home Economics					
Training of Resource Persons and Teachers for the Practical Test of G.C.E (A/L) Home Economics	12 Resource Persons		2.7		Knowledge and Skills about conducting the Practical Test of Home Economics
Primary Education Development					
Program to implement Provincial Teacher Training Programs on Multi-Level learning methods and Monitoring the Implementation	250 Selected Teachers from the schools belonged to NSBS Program as Resource Persons	6 Pro-grams	1.0		Teacher Training on Multi-Level learning methods
Program on the use of Activity Room for Learning-Teaching Process	579 Primary Teachers	9 Pro-grams	2.22		Awareness on the use of Activity Room
Program on the use of Reading Room for Learning-Teaching Process	658 Teachers and 99 Resource Persons	11 Pro-grams	2.69		Awareness on the use of Reading Room
Program to improve knowledge of Mathematics among Primary Students	150 Officers and In-service Advisors in charge of Primary Subject and 40 Resource Persons		0.21		Knowledge and Skills for promoting knowledge of Mathematics
Co-curricular Mathematics Program for Primary Students		9 Camps	1.0		Knowledge and Skills on Co-curricular Activities of Mathematics
National Languages and Humanities Education Development					
Training Program for Teachers of the subject of Sinhala in Central and Sabaragamuwa Provinces under the Continuous Professional Development Program	106 Teachers of Sinhala Subject	2 Two-day Programs	0.39		Knowledge and Skills about teaching the subject of Sinhala

Program	No. of officers trained	Duration	Investment Rs. Million		Knowledge obtained
			Local	Foreign	
Capacity Building Program for Eastern Provincial Teachers and In-service Advisors in charge of the subject of Second National Language	84 Teachers and In-service Advisors	Three-day Program	0.52		Knowledge and Skills about teaching the subject knowledge of Second National Language
Program to study about activities in the lessons and related activities of Second National Language Tamil and Sinhala Text Books of Grade 6-11	12 Officers	3 Two-day Programs	0.28		Knowledge of activities in the lessons and related activities of Second National Language Tamil and Sinhala Text Books of Grade 6-11
Training of Second National Language Teachers in Central, Northern, Southern and Sabragamuwa Provinces under the Continuous Professional Development Program	254 Second National Language Teachers	4 Two-day Programs	1.30		Knowledge and Skills of teaching Second National Language
Training Program for Tamil Language Teachers in Central Province under the Continuous Professional Development Program	120 Tamil Language Teachers	A two-day Program and a three-day Program	0.61		Knowledge and Skills of teaching Tamil Language
Capacity Building of In-service Advisors and Teachers of Tamil Language about the preparation of Model Question Papers	49 Teachers and 10 Officers	3 Two-day Programs	0.37		Knowledge of the preparation of Model Question Papers
Capacity Building of In-service Advisors and Teachers of Sociology in Sabaragamuwa, Central and Uva Provinces	185 In-service Advisors and Teachers	2 Two-day Programs	0.81		Knowledge and Skills of teaching Sociology
Training of Teachers in Northern, Eastern, Uva, Southern and Sabaragamuwa Provinces under the Continuous Professional Development Program	390 Teachers	5 Two-day Programs	2.28		Knowledge and Skills of teaching Sociology
Facilities for Bilingual Education					
Training of Officers in Regional English Resource Centers and Resource Persons as Trainers to train Bilingual Teachers	16 Officers in Resource Centers and 32 Resource Persons	5 One-day Programs	0.97		Skills of Training Teachers
Training of Bilingual Piriven Teachers	57 Teachers	A two-day Program	0.19		Skills of Bilingual Teaching

Program	No. of officers trained	Duration	Investment Rs. Million		Knowledge obtained
			Local	For- eign	
Teacher Training under Core Skills Development in 21st Century	52 Teachers of 2 Schools		0.24		Knowledge and Skills of Core Skills Development in 21st Century
Scholarships to study Post Graduate Diploma in Bilingual Education	40 Teachers		3.74		Knowledge and Skills of Bilingual Education
Evaluation of Action Researches of Bilingual Teachers	14 Officers who submitted research papers	2 Two-day Programs	1.8		Evaluation of Action Researches
Religious and Value Education					
Training of Teachers who teach Buddhism for Grade 6-11	206 Teachers	3 Three-day Programs	0.69		Knowledge and Skills of teaching Buddhism
Training on the use of Information Technology for teachers who teach Buddhism for G.C.E. (O/L)	91 Teachers	2 Four-day Programs	0.59		Skills in Information Technology
Training of Resource Persons for the subject of Buddhism	22 Resource Persons	A two-day Program	0.20		Skills of Training Teachers for teaching Buddhism
Training of teachers who teach Hinduism for G.C.E. (O/L)	40 Teachers	A two-day Program	0.12		Knowledge of teaching Hinduism for G.C.E. (O/L)
Training of teachers who teach Hinduism for G.C.E. (A/L)	84 Teachers	2 Two-day Programs	0.31		Knowledge of teaching Hinduism for G.C.E. (A/L)
Capacity Building Program for Teachers who teach Islam for G.C.E (O/L) and G.C.E (A/L) classes	244 Teachers	5 Two-day Programs	0.69		Knowledge of teaching Islam for G.C.E (O/L) and G.C.E (A/L) classes
Capacity Building Workshop for Teachers who teach the subject of Religion	Teachers	02 Workshops	0.43		Knowledge and Skills of teaching the subject of Religion
Program about Values of Deputy Principals and Teachers	80 Deputy Principals and Teachers And 80 Students	2 Programs	1.17		Knowledge and Skills of Value Education

Program	No. of officers trained	Duration	Investment Rs. Million		Knowledge obtained
			Local	Foreign	
Agriculture and Environmental Studies and Bio-systems Technology Development					
Training of Teachers and In-service Advisors about Modern Agriculture and Environmental Protection	115 Teachers and In-service Advisors	4 Programs	0.80		Knowledge of Modern Agriculture and Environmental Protection
Training of Officers and In-service Advisors about Environmental Protection included with Coastal Conservation	210 Officers and In-service Advisors	1 Program	1.8		Knowledge of Environmental Protection included with Coastal Conservation
Training for Bio-systems Technology Laboratory Assistants	120 Laboratory Assistants	1 Program	0.74		Knowledge and Skills on the administration of Bio-systems Technology Laboratories
Commerce, Business Studies and Accounting					
Training of Sinhala and Tamil Medium Teachers for the G.C.E (O/L) subjects of Commerce, Business Studies and Accountancy	489 Teachers	7 Three-day Programs	1.37		Skills of Teaching G.C.E (O/L) Accountancy and Business Studies
Training of Teachers for G.C.E (A/L) Accountancy, Business Studies, Economics and Business Statistics	899 Teachers	13 Two-day Programs	2.91		Skills of teaching G.C.E (A/L) Accountancy, Business Studies, Economics and Business Statistics
Training of Treasurers of School Development Societies in 62 National Schools	62 Treasurers	One-day Program	3.80		Financial performance of School Development Societies
Co-curricular and Extra– curricular Activities					
Capacity Building Program for Deputy Principals on Co-curricular Activities of the Schools belonged to B and C Projects under NSBS Program	300 Deputy Principals	11 Four-day Programs	6.24		Knowledge and Skills of implementing Co-curricular Activities of the Schools
Capacity Building Program for Coordinating Officers of Co-curricular Activities of Provinces and Zones	26 Coordinating Officers	1 Two-day Program	0.31		Knowledge and Skills of implementing Co-curricular Activities of the Schools

Program	No. of officers trained	Duration	Investment Rs. Million		Knowledge obtained
			Local	Foreign	
Career Guidance Program in 250 selected schools	191 Teachers	7 Three-day Programs	2.61		Implementation of Career Guidance Programs
Training of Trainers to train Teachers under the Career Guidance Program	85 Trainers	5 Three-day Programs	2.03		Skills in Training of Teachers
Teacher Training on Activity Book of Teachers' Soft Skills	182 Teachers	5 Two-day Programs	2.22		Knowledge and Skills of Teacher Activities of Soft Skills
Training of Counseling Teachers at Provincial Level	540 Counseling Teachers of 9 Provinces	One-day Program	4.00		Knowledge and Skills of executing Counseling
Awareness on the Management of Counseling Units for the Principals of the Schools belonged to NSBS Program	126 Principals	4 One-day Programs	0.27		Knowledge and Skills of managing Counseling Units
Training of Trainers in selected schools about Student Parliament	175 Zonal Coordinators and In-service Advisors	4 Two-day Programs	0.69		Implementation of Student Parliament
Awareness program for Principals of selected schools about the Student Parliament	1370 Principals	7 Programs	0.63		Implementation of Student Parliament
Sports and Physical Education					
National Level Sports Training Program for Zonal Sports Coordination Officers	588 Coordination Officers	3 Programs	0.45		Implementation of Sports Programs
Training of Physical Education Teachers and Trainers at Zonal Level	Trainers and Physical Education Teachers	9 Programs	5.14		Implementation of Sports Programs
National Level Training for Physical Education Teachers and Non-Physical Education Teachers	Physical Education Teachers and Non-Physical Education Teachers	6 Programs	2.58		Knowledge and Skills of Physical Education

Program	No. of officers trained	Duration	Investment Rs. Million		Knowledge obtained
			Local	Foreign	
Aesthetic Education Development					
Capacity Building for Eastern Music	31 Teachers	Two-day Program	0.08		Knowledge and Skills of teaching Eastern Music
Awareness Programs on upgrading G.C.E (A/L) Eastern Music Practical Books	813 Teachers	8 Programs	0.93		Awareness on upgrading G.C.E (A/L) Eastern Music Practical Books
Capacity Building Program for Officers in charge of the subject of Eastern Music	52 Officers	2 Programs	0.25		Knowledge and Skills of teaching Eastern Music
Training of Examiners for the Practical Test of G.C.E (A/L) Eastern Music	361 Examiners	4 Programs	2.11		Execution of Practical Test of G.C.E (A/L) Eastern Music
Capacity Building of the Officers and In-service Advisors of Eastern Music	100 Officers and In-service Advisors	1 Program	0.19		Knowledge and Skills of teaching Eastern Music
Training of Western Music Teachers	80 Examiners	2 Programs	0.17		Knowledge and Skills of teaching Western Music
Training of Examiners for the Practical Test of Western Music	100 Examiners	1 Programs	0.13		Knowledge and Skills of the Practical Test of Western Music
Capacity Building Program for Dancing Teachers	280 Dancing Teachers	2 Programs	0.55		Knowledge and Skills of teaching the subject of Dancing
Capacity Building Program for Officers and In-service Advisors in charge of Dancing	110 Officers and In-service Advisors	2 Programs	0.33		Knowledge and Skills of teaching the subject of Dancing
Awareness Program for Teachers on upgrading of G.C.E (A/L) Dancing Practical Books (Drum Playing)	245 Teachers	4 Programs	0.33		Knowledge of upgrading of Dancing Practical Books (Drum Playing)
Capacity Building of G.C.E (A/L) Drama and Performing Arts Teachers	401 Teachers	7 Programs	0.74		Knowledge of teaching Drama and Performing Arts

Program	No. of officers trained	Duration	Investment Rs. Million		Knowledge obtained
			Local	Foreign	
Training of Examiners for the Practical Test of G.C.E (A/L) Drama and Performing Arts	167 Examiners	2 Programs	0.22		Knowledge of conducting the Practical Test of Drama and Performing Arts
Workshop on the subject of Drama and Performing Arts for G.C.E (A/L) Drama and Performing Arts Teachers	240 Teachers	3 Programs	0.91		Knowledge of teaching Drama and Performing Arts
Capacity Building of G.C.E (O/L) and G.C.E (A/L) Art Teachers in Sabaragamuwa Province	127 Teachers	1 Program	0.27		Knowledge and Skills of teaching G.C.E (O/L) and G.C.E (A/L) Art
Capacity Building of the Officers in charge of Art	72 Officers	1 Program	0.08		Knowledge and Skills of teaching the subject of Art
Practical Workshop on Art Composition and Graphic for G.C.E (O/L) and G.C.E (A/L) Art Teachers	215 Teachers	4 Program	0.65		Knowledge of Art Composition and Graphic for G.C.E (O/L) and G.C.E (A/L)
National Schools Development, Teacher Education and Teacher Management					
Teacher Training Course for the Teachers recruited from Teacher Training Colleges	747 Teachers	1 Course	25.3		Subject and Professional Knowledge
Training for Teachers on 20 Modules for Teachers' Efficiency Bar Examinations	50,894 Teachers	1020 Programs	39.43		Knowledge of subjects of the Examination
Weekend Teacher Training Courses through National Institute of Education		1 Program	9.00		Professional Knowledge
Attractive Development of Learning –Teaching Process of Primary and Secondary Education through the use of Digital Medium					
Capacity Building of Teachers on Hardware and Networking Solutions	120 Teachers	3 One-day Programs	1.77		Knowledge and Skills of Hardware and Networking Solutions
Training of Teachers and Principals on the Internet, E-Learning and the use of Information Technology	178 Teachers, 28 Piriven Teachers and 182 Principals	9 Programs	1.69		Knowledge and Skills of using Internet, E-Learning and Information Technology
Training for IT Teachers on designing of JAVA programs	28 IT Teachers	1 five-day program	2.04		Knowledge and Skills of designing JAVA programs

Program	No. of officers trained	Duration	Investment Rs. Million		Knowledge obtained
			Local	Foreign	
Training of Trainers of Information and Communication Technology	150 Trainers	3 four-day programs	0.55		Skills of teaching the subject of Information and Communication Technology
Capacity Building of New Teachers of the Colleges of Education	80 New Teachers of the Colleges of Education	1 Program	0.68		Knowledge and Skills of teaching the subject of Information and Communication Technology
Assuring Standards and Quality through Evaluation of Schools and Educational Institutes					
Training of Trainers to train Evaluators	100 Trainers	11 Programs	1.42		Skills of Evaluating Schools
Awareness Program for Principals and Officers in 9 Provinces in the initiative of making all parties aware under the General Education Modernization Project (GEMP)	1000 Teachers and 103 Officers	13 Programs	1.57		Making all parties aware on the activities under the General Education Modernization Project (GEMP)
Training of In-service Advisors on the regulation of Internal and External Evaluation	60 In-service Advisors	1 Program	0.14		Knowledge of regulating Internal and External Evaluation
Education Administration and Management Process at School, Zonal, Provincial and National Levels					
Training of Principals at Provincial Level under the Basic Course of National Competency Framework of School Leadership and Management	829 Principals		20.16		Knowledge and Skills of School Leadership and Management
Basic Training for Graded Principals newly recruited to the Principals' Service in this year	1858 Principals	One month	65.49		Basic Training for Principals
Training of Sports Coaches newly recruited to the system	3,888 Sports Coaches	6 months	446.21		Knowledge and Skills about School Sports
Short Term Training for Education Staff Members including Education Administrative Service and the Principals' Service	480 Members	Five days	22.73		Training under relevant subjects

Program	No. of officers trained	Duration	Investment Rs. Million		Knowledge obtained
			Local	Foreign	
Capacity Building Program on setting goals for mid term plan conducted by an International Specialist	55 Subject Directors and Provincial Planning Officers	Two-day Program	0.59		Knowledge of setting goals for the plan, Practical Activities and International Experiences
Program to set goals for General Education Modernization Project (GEMP)	26 Subject Directors and Provincial Coordinating Officers	One-day Program	0.12		Capacity Building through Practical Activities of setting goals for the Project
Development of Education through Educational Researches					
Capacity Building Program for the Parties of Educational Researches	12 Officers	3 Programs	0.15		Educational Research Methodologies
Course on Research Methodology	Two groups-80 officers	16 Sundays	3.36		Educational Research Methodologies

6.3.2 Overseas Programs

Program	No. of officers trained	Duration	Investment Rs. Million		Knowledge obtained
			Local	Foreign	
Training at Granju Metropolitan Institute of Korea for Counseling Service Software Development Teams of Provincial and Zonal Information and Communication Technology Education Centre (PCTEC and ZICTEC) and Teachers	A group of 25 consisted with teachers	14days	4.88		Knowledge and Skills of teaching the subject of Information and Communication Technology
Overseas training on Leadership Development for Zonal and Divisional Officers	50 Officers	7days	9.67		Knowledge and Skills of Leadership Development
Overseas Training for the Professionals - Korea	25 Officers	2 weeks	2.35		Education of the Children with Special Needs

Chapter 07

Compliance Report

No.	Matter of Relevance	Compatibil- ity Status (Compatible /Not Com- patible	If Not Compati- ble, explain briefly	Accurate Decisions/ Actions sug- gested to avoid Non- Compatibil- ity in future
1.	Below Financial Statements / Accounts have been submitted on due date.			
1.1	Annual Financial Statements	Compatible		
1.2	Advanced Account of Public Servants	Compatible		
1.3	Business and Production Advanced Account (Commercial Advanced Account)	Not Applicable		
1.4	Stores Advance Account	Not Applicable		
1.5	Special Advanced Account	Not Applicable		
1.6	Other			
2	Maintenance of Books and Records (F.R. 445)			
2.1	Updating and Maintaining Fixed Assets Record of Public Administration Circular No.267/2018	Compatible		
2.2	Updating and Maintaining Records / Cards of Personal Salaries and wages	Compatible		
2.3	Updating and Maintaining the document of Audit Queries	Compatible		
2.4	Updating and Maintaining the records of Internal Audit Reports	Compatible		
2.5	Preparation of all Monthly Accounts Summaries (CIGAS) and submitting to General Treasury	Compatible		
2.6	Updating and Maintaining Cheques and Money Order Record	Compatible		
2.7	Updating and Maintaining Inventory Document	Compatible		
2.8	Updating and Maintaining the document of Stocks	Compatible		
2.9	Updating and Maintaining the record of Damages and Losses	Compatible		
2.10	Updating and Maintaining the record of Liabilities	Compatible		
2.11	Updating and Maintaining the Sub-sheet Book list (GA-N20)	Compatible		
03.	Delegation of Tasks for Financial Control (F.R.135)			
3.1	Delegation of Financial Powers within the Institute	Compatible		
3.2	Awareness within the Institute about the Delegation of Financial Powers	Compatible		
3.3	Delegation of Power as every transaction is approved through two or more officers	Compatible		

No.	Matter of Relevance	Compatibil- ity Status (Compatible/ Not Com- patible	If Not Compati- ble, explain briefly	Accurate Deci- sions/Actions suggested to avoid Non- Compatibility in future
3.4	Proceeding under the control of Accountants in the use of Government Payroll Software Package as per the Public Account Circular No.171/2004 dated 11.05.2014	Compatible		
4.	Preparation of Annual Plans			
4.1	Preparation of Annual Action Plan	Compatible		
4.2	Preparation of Annual Procurement Plan	Compatible		
4.3	Preparation of Annual Internal Audit Plan	Compatible		
4.4	Preparation of Assessment Plan and Submitting to National Budget Department (NBD) on due date	Compatible		
4.5	Submission of Annual Cash Flow Statement to the Operation Department of Treasury on due date.	Compatible		
5.	Audit Queries			
5.1	All Audit Queries have been answered as at the date ordered by the Auditor General	Not Compatible	There are occasions wherein the answers cannot be presented on due date due to delays in getting answers as the scope of the Ministry is large.	
6.	Internal Audits			
6.1	Preparation of Internal Audit Plan subsequent to the discussion with the Auditor General at the beginning of the year as per F.R. 134(2) DMA/1-2019	Compatible		
6.2	Answers have been given to each Internal Audit Report within a period of one month	Compatible		
6.3	Copies of all Internal Audit Reports have been submitted to Management Audit Department as per the sub-section 40 (4) of National Audit Act No.19 of 2018.	Compatible		
6.4	Copies of all Internal Audit Reports have been submitted to the Auditor General as per F.R 134(3)	Compatible		
7.	Audit and Management Committees			
7.1	At least 04 Audit and Management Committees have been held in the relevant year as per DMA Circular No.1-2009.	Compatible		

No.	Matter of Relevance	Compatibil- ity Status (Compatible/ Not Com- patible	If Not Compati- ble, explain briefly	Accurate De- cisions/ Actions sug- gested to avoid Non- Compatibility in future
8.	Assets Management Committees			
8.1	The particulars about the purchase and removal of assets have been presented to the Comptroller General Office as per Chapter 07 of the Assets Management Circular No.01/2017.	Compatible		
8.2	A suitable contact person has been appointed to coordinate the implementation of the provisions of the said Circular as per its Chapter 13.	Compatible		
8.3	Boards of Survey have been conducted on due date and the relevant reports have been submitted to the Auditor General as per Public Finance Circular No.05/2016	Compatible		
8.4	The excess, lacks revealed by the annual board of survey and other recommendations have been put in effect within the period mentioned in the Circular.	Compatible		
8.5	Removal of condemned goods as per F.R.772	Compatible		
9	Vehicle Management			
9.1	Daily Running Charts and Monthly Summary Reports for pooled vehicles have been prepared and submitted to the Auditor General on due date.	Compatible		
9.2	Removal of condemned vehicles within a period of less than 06 months from the condemnation	Compatible		
9.3	Updating and maintaining vehicle Log Books	Compatible		
9.4	Proceeding as per F.R. 103,104,109 and 110 with regard to every vehicle accident	Compatible		
9.5	Re-checking the fuel consumption of vehicles as per the provisions of Chapter 3.1 of Public Administration Circular No.2016/30 dated 29.12.2016.	Compatible		
9.6	Acquiring the absolute ownership of vehicle log book after the period of lease.	Compatible		

No.	Matter of Relevance	Compatibil- ity Status (Compatible/ Not Compati- ble	If Not Com- patible, ex- plain briefly	Accurate Deci- sions/Actions suggested to avoid Non- Compatibility in future
10	Bank Accounts Management			
10.1	Bank Reconciliation Statements have been prepared, certified and presented for the audit on due date.	Compatible		
10.2	Dormant Bank Accounts brought forward in the year under review or from the previous years have been settled	Compatible		
10.3	The actions were taken with regard to the balances revealed by Bank Reconciliation Statements and that should have been tallied and the said balances have been settled within a month period.	Compatible		
11	Utilization of Provisions			
11.1	Expend the provisions that had been made as not exceeding their limits	Compatible		
11.2	Direction for Liabilities as not exceeding the limits of remaining provisions at the end of the year after utilizing the provisions made as per F.R. (1)94	Compatible		
12	Public Servants' Advanced Account			
12.1	Being compatible to the limits	Compatible		
12.2	Time analysis has been done about the overdue loan balances	Compatible		
12.3	The overdue loan balances continuing from over a period of year have been settled.	Not Compati- ble	Actions have been taken to settle the loan balances with every possible effort	
13	General Deposit Account			
13.1	The actions have been taken with regard to expired deposits as per F.R. 571	Not Compati- ble	There are balances not settled.	
13.2	Control Account for General Deposits is updated and maintained.	Compatible		
14	Imprest Account			
14.1	The balance of the Finance Book has been transmitted to the Treasury Operation Department at the end of the year under review	Compatible		
14.2	Ad-hoc Interim Imprests issued as per F.R.371 have been settled within a month after completion of the task.	Compatible		

No.	Matter of Relevance	Compatibility Status (Compatible/ Not Compatible)	If Not Compatible, explain briefly	Accurate Decisions/Actions suggested to avoid Non-Compatibility in future
14.3	Ad-hoc Interim Imprests have been issued as not exceeding the approved limit in accordance with F.R.371.	Compatible		
14.4	Monthly reconciliation of Imprest Account Balance with Treasury Books	Compatible		
15	Income Account			
15.1	Re-payments have been done from the accumulated income in line with the relevant regulations	Compatible		
15.2	Accumulated incomes have been directly credited to the income without crediting the Deposit Account	Compatible		
15.3	Overdue Income Reports have been submitted to the Auditor General as per F.R.176	Compatible		
16	Human Resource Management			
16.1	Maintaining the staff with the approved limit of staff.	Not Compatible	Actions are being taken in this regard	
16.2	Job lists have been given to all members of the staff	Compatible		
16.3	All reports have been presented to Management Services Department as per MSD Circular No.04/2017 dated 20.09.2017	Compatible		
17	Giving Information to Public			
17.1	An Information Officer has been appointed in accordance with the Right to Information Act and Regulations and a record of giving information is updated and maintained.	Compatible		
17.2	Information about the Institute have been given through its website and the facilities have been made through the website or other alternative ways to publish appreciations/complaints of the publics	Compatible		
17.3	Submission of reports once or twice a year in accordance with the section 08 and 10 of Right to Information Act.	Compatible		

No.	Matter of Relevance	Compatibility Status (Compatible/ Not Compatible)	If Not Compatible, explain briefly	Accurate Decisions/Actions suggested to avoid Non-Compatibility in future
18	Implementation of Citizenship Ordinance			
18.1	Compilation and Implementation of a Citizen/ Client Ordinance in accordance with Public Administration and Management Circular Nos. 05/2008 and 05/2018 (1)	Compatible		
18.2	A methodology has been established by the Institute to supervise and evaluate the compilation and implementation of the Citizen/Client Ordinance as per Chapter 2.3 of the said Circular.	Compatible		
19	Preparation of Human Resource Plan			
19.1	A Human Resource Plan has been prepared based on the Annex 02 of Public Administration Circular dated 24.01.2018.	Compatible		
19.2	An opportunity of training for not less than 12 hours per year has been ensured for all members of the staff in the above Human Resource Plan.	Not Compatible	Human Resource Development Plan of the Ministry is not prepared by the Human Resource Development Branch	
19.3	Annual Performance Agreements have been signed for the entire staff based on the format in Annex 01 of the aforesaid Circular	Not Compatible	An identical Performance Appraisal Form is signed by all officers of the Ministry	
19.4	A senior officer has been appointed entrusting the responsibilities of preparing the Human Resource Development Plan, Development of Capacity Building Programs and Implementation of Competency Development Programs.	Compatible		
20	Response to Audit Chapters			
20.1	Defects pointed out by audit chapters issued by the Auditor General for the previous year have been rectified	Compatible		

K.G.S.P. Weerakoon
Chief Internal Auditor
For Secretary, Ministry of Education

Annexure

Secretary
Ministry of Education

Summarized Auditor General's Report on the Financial Statements of the Ministry of Education for the year ended on 31st December 2019 as per the section 11 (1) of the National Audit Act No.19 of 2018.

1. Financial Statements

1.1. Qualified Opinion

The audit of the financial statements of the Ministry of Education for the year ended 31 December 2019 comprising the statement of financial position as at 31 December 2019 and the statement of financial performance, and cash flow statement for the year then ended, was carried out under my direction in pursuance of provisions in Article 154(1) of the Constitution of the Democratic Socialist Republic of Sri Lanka read in conjunction with provisions of the National Audit Act No. 19 of 2018. This report includes my comments and observations on the financial statements submitted to the Ministry of Education in terms of Section 11 (1) of the National Audit Act No. 19 of 2018. The Auditor General's report that should be presented in terms of Section 10 of the National Audit Act No. 19 of 2018 which is read in conjunction with Article 154 (6) of the Constitution of the Democratic Socialist Republic of Sri Lanka will be presented to the Parliament in due course.

In my opinion, except for the effects of the matters described in Paragraph 1.6 of this report, the financial statements prepared in accordance with the provisions of the Public Account Circular No.271/2019 dated 03 December 2019 give a true and fair view of the Ministry of Education as at 31 December 2019 and its financial performance and cash flow for the year then ended, in accordance with Generally Accepted Accounting Principles.

1.2. Basis for Qualified Opinion

I conducted my audit in accordance with the Sri Lanka Auditing Standards. My responsibilities, under those standards are further described in the section of Auditor's Responsibilities for the Audit of the Financial Statements. I believe that the audit evidences I have obtained are sufficient and appropriate to provide a basis for my opinion.

1.3. Responsibilities of Chief Accounting Officer on Financial Statements

Preparation of financial statements in a manner that reflects a true and reasonable position and determines the internal control required to enable financial statements to be prepared without quantitative false statements that may result from fraud and error in accordance with Generally Accepted Accounting Principles and the provisions of Public Account Circular No.271/2019 dated 03 December 2019 is the responsibility of the Chief Accounting Officer.

As per Section 16 (1) of the National Audit Act No. 19 of 2018, the Ministry is required to maintain proper books and records of all its income, expenditure, assets and liabilities to enable annual and periodic financial statements to be prepared.

The Chief Accounting Officer shall ensure that an effective internal control system is maintained for the financial control of the Ministry in terms of Sub-section 38 (1) (c) of the National Audit Act and it should be periodically reviewed the effectiveness of the system and make any necessary changes to keep the system running efficiently.

1.4. Auditor's Responsibility on Audit of Financial Statements

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

As part of an audit in accordance with Sri Lanka Auditing Standards, I exercise professional judgment and maintain professional uncertainties throughout the audit. I also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- It is not intended to express an opinion on the effectiveness of internal control of the Ministry to plan appropriate audit procedures in a timely manner.
- Evaluate Structure of Financial Statements including disclosures and content-based transactions and events the structure that the financial statements are appropriate and reasonable.

- That the transactions and events underlying the structure and content of the financial statements are appropriately and fairly when submitting financial statements as a whole.

The Secretary to the Ministry was made aware of key findings of audit, key internal control deficiencies and other matters identified in my audit.

1.5. Report on Other Legal Requirements

I declare the following matters in terms of Section 6 (d) of the National Audit Act No. 19 of 2018.

- (a) The Financial Statements are compatible with the previous years.
- (b) Though some recommendations I made in relation to the financial statements of the previous year have been implemented, following recommendations had not been implemented.

1.6.6 Audit Observation

- (a) Though any money except facilities and service charges and School Development Society charges cannot be collected as per the Ministry of Circular No. 2008/7 dated 30 April 2008, a sum of Rs.2.8 Million from 193 students who were admitted to A/L in the year 2020 had been collected by a leading Boys' School in Southern Province. This money had not been credited to the Account of the School Development Society and had been deposited in the bank account in the names of the Parents' Committee members.

Recommendation

Disciplinary actions should be taken regarding the non-performance according to the available written instructions,

3.2 Preparation of National Education System and National Education Policy

- (a)
- i. The task of preparing a National Education System that enables the access to the world competitiveness with self-confidence and an assurance on the success according to the role of the Ministry of Education had not been completely fulfilled.
 - ii. National Education Commission had presented recommendations in the years 1992, 2003 and 2016 in line with the provisions of the National Education Commission Act No.19 of 1991 dated 19 April 1991. However, a National Education Policy had not been prepared till the end of the year 2018.
 - iii. In accordance with the Article 2 related to the Education in the Appendix III of 13th Amendment of the Constitution, the right to supervise and manage the Pre-schools was assigned to the Ministry of Education. However, preparing and implementing a National Policy for Pre-schools that had been identified as a key task of the Ministry of Education had not been done.

An Education Policy for Sri Lankan Education should be prepared as in relevance to the present.

- Do -

A National Policy for Pre-schools should be prepared and managed under the supervision of the Ministry of Education

(b) Educational Reforms

As per the Performance Report 2017, the estimated tasks of the National Supervisory Authority could not be achieved subsequent to its establishment.

The actions should be taken to definitely perform the estimated tasks for educational reforms.

- (c) The supervision of the International Schools according to the National Education Policy was one of the key objectives of the Ministry. As per the Section 25 of the Assisted Schools and Training Colleges (Supplementary Provisions) Act No. 08 of 1961, any person cannot open the private schools to give education to the children in the age limit of 05 -14 years. However, the International and Private schools had been open in contrast to the Act.

The execution of a systematic supervision and regulation on the presently increasing private and international schools should be done considering it an essential task.

3.5 Admission of Students to Schools

- (d) There were no specific criteria, methodologies or instructions on the admission of children of the professionals and officers to the popular schools. Only some professionals and officers had the said opportunity and a common policy in that regard had not been introduced.

Equal opportunities should be created for all students by the preparation of a common methodology and policy for the admission of students to the schools.

- (e) The approval of the Department of National Planning and the Cabinet of Ministers had been received for a project proposal from the Ministry of Education to create a healthy generation with physical and mental balance and making talented athletes from the students having skills in sports. A sum of Rs.18,394.5 had been estimated to implement the project for a period of 05 years from 2016 based on 07 objectives to increase the physical fitness of the students. This program had not been implemented in 2016 and the provisions of Rs.250 Million for 2017, Rs. 300 Million for 2018 and Rs.150 Million for 2019 had been received. Around Rs.99 Million from the provision of Rs. 300 Million received for 2018 had been expended, and only Rs.98 Million had been expended in 2019.

The actions should be taken to proceed as per the objectives to develop the physical fitness of all students for the establishment of a physically and mentally balanced Education System considering it a national requirement.

- (f) It was observed that the selection of a same group of contractors for the construction of schools has caused unusual delays and defects of those school constructions at a value of Rs.106.6 Million.
- A huge quantity of constructions should not be assigned to the same contractor, and the required supervision should be done about the awarding contracts within the relevant period and proceeding as per the plans.
- (g) Around one third of the total no. of students who sat for the A/L subject of Information and Communication Technology had been failed. According to the statistics of the Examinations Department, around one third of students who studied Science Stream for the subjects of Physics, Chemistry, Combined Mathematics, Logic and Scientific Method and Technology for A/L in 2007 had been failed. However, an appropriate program to identify the reasons and to give solutions for that situation has not been implemented. There were 52 teacher vacancies for the subjects of English Literature, France, Russian and Japan languages and the teachers for the subjects of Russian and Japan languages were not recruited within the period of previous five years. No training program had been conducted for the teachers of English Literature from 2014 to 2019. Existing of teacher vacancies and non-conduct of teacher training programs had caused the backwardness of achievement level of the students.
- By an overall evaluation of the results, shortcomings of the system should be identified and the solutions for each rectification should be given subsequent to a proper study. The required solutions should be given to deploy adequate no. of teachers to teach the subjects, provide trainings as per the requirements and identify the subject-related issues through the supervision about the teaching of subject and have an assurance that a qualitative teaching is ensured accordingly.
- (h) From 10,162 no. of schools existing in the country, there were 3,499 schools having permanent library facilities, and there were 2,185 reading rooms and 3,314 temporary libraries. Only 34% of schools had permanent libraries and 1,164 schools did not have a facility for a library or a reading room of similar manner. Though 80 Directors in charge of the subject of Library in 98 Education Zones on the 9 Provinces had been trained by the Ministry at a cost of Rs.3.63 Million under 3 stages in 2018, the effectiveness of this training had not been extended to the schools through the provincial officials. 1,906 out of 2,607 Librarians who are deployed in the schools did not have any qualification for the post of Librarian.
- The actions should be taken to develop library facilities for all the students and to assigned the qualified officers for the libraries.

4 Achieving the Sustainable Development Goals

Although the National Education Commission had been informed on the United Nations Agenda 2030 for Sustainable Development, the actions had not been taken to include the sustainable development goals related to those tasks and the program to achieve those objectives into the plans. Also, the milestones of achieving the said objectives and the indices to measure the achievement of those objectives had not been identified.

The plans to achieve the sustainable development goals that need to be fulfilled in the year 2030 should be prepared and implemented practically.

1.6. Comments on Financial Statements

1.6.1. Financial Performance Statement

1.6.1.1. Non-Income Receipts

Following observations are made

Receipts of Treasury Imprests

- i. Though there is a limit of approved imprests up to a total of Rs.87,473,156,400 in the Ministry for the year under review, the total of imprests requested in previous months included with imprests that had not been received was Rs.98,821,478,000. However, as the total value of imprests that had been received for the year was Rs. 65,644,855,470, a sum of Rs.21,828,300,930 which was a quantity of 25% from the approved limit had not been received.
- ii. A sum of Rs.65,644,855,470 had been received from the Treasury as at 31 December 2019, and the Format ACA-03 had indicated that a sum of Rs.749,257,046 had been received from other sources. However, the particulars about other sources had not been mentioned in the account in details.

1.6.1.2. Payment of Advances

Following observations are made.

- i. As per the Reconciliation Statements presented for the audit, the total that was to be received from the officers who were transferred, retired, interdicted, vacated the service and other officers was Rs.159,311,292 as at 31 December 2019, and the balances totaling Rs. 68,529,282 from the said amount had not been able to be levied though a period of more than 05 years has been passed.

- ii. According to the Reconciliation Statements presented for the audit, the total of the summary of single balance classification and the final balance of admin account remained untallied for many years. That inconsistency had been unable to be identified and rectified till the end of the year under review. Consequently, there was a balance of Rs. 9,552,600 not reconciled as at 31 December 2019.
- iii. A sum with a total of Rs.370,423 that is pending from 1983 and a sum with a total of Rs.5,972,773 that is pending from 1990 had not been settled until the end of the year under review.
- iv. Paragraph 4 of the Circular No.262/2017 dated 29 December 2017 of the State Accounts Department had stated that the Heads of Institutions should be responsible not to include any loan balances that should be received from the officers who have been given pension and death gratuity from 2018 onwards in the Advance “B” Account of their institutions. However, a sum of Rs. 18,899,815 had been indicated in the Advance “B” Account of the Ministry of Education as loan balances as at 31 December 2019 to be levied from deceased and retired officers.

1.6.2. Statement of Financial Status

1.6.2.1. Non-Financial Assets

The purchasing of non-financial assets in the year 2019 shown in the Account was Rs. 10,462,289,443 and purchasing of non-financial assets of the Ministry according to the Treasury was Rs. 10,790,992,453. As the initial balances were indicated in the books of the Treasury, there was a balance difference of Rs. **328,703,010** indicated in the books of the Treasury and in the Account. However, that had not been reconciled.

1.6.2.2. Balances of Deposit Account

Following Observations are made.

The sureties in the Deposit Account had a balance of Rs. 851,582,153 as at 31 December 2019 as Tender Deposits, Funds (Board), Repayments for Third Parties and Key Money for Constructions. Although the deposits for more than 2 years from the date of deposit should be credited to the government as per the Financial Regulation 571, the deposits of a sum of Rs. 216,504,056 from the above deposits had not been credited to the state revenue. Also, among those, there were balances of Rs. 1,387,539 for more than 05 years.

The balance of four general deposit accounts exceeded 2 years that were not settled in accordance with F.R.571 as at the end of previous year was Rs. 68,817,130, and the balance of Rs. 23,138,315 in three accounts from those remained unsettled even at the end of the year under review.

1.6.2.3. Imprest Account Balance

The balance of the Imprest Account not settled as at 31 December 2019 was Rs. 7,181,553.

2. Financial Review

2.1. Expenditure Management

Following observations are made.

- i. There was a remainder of Rs. 638,466,966 from the net provisions of 04 recurrent objects in the Ministry of Education for the year 2019, and those remainders were in the range from 51 percent to percent.
- ii. The total provisions at a value of Rs. 243,500,000 made for one recurrent object had remained unutilized.
- iii. Total provisions of net financial capital for the year 2019 were Rs. 43,490,000,000 and of which a provisions of Rs. 11,495,177,410 relating to 27 objects had completely remained. That was 26.17 per cent from the total net provisions.
- iv. A sum of Rs.10,630,937,570 from Rs.13,713,319,850 which was the total provisions of net financial capital for 45 objects had remained and it was ranging from 50 per cent to 99 per cent.
- v. The provisions of Rs.104,863,653 obtained by the Supplementary Assessments for 3 objects had completely remained.
- vi. A sum of Rs.7,254,147,019 from the total net provision of Rs.7,440,000,000 that had been received as foreign loans and foreign grants had remained, and the said remainder was 97.50 per cent from the total net provision.

2.2. Entering into Liabilities and Obligations

Following observations are made.

- i. The paragraph 2 (c) of the Public Account Circular No.255/2017 dated 27 April 2017 has stated that all liabilities related to a certain financial year should be released by paying money within that year, and should not be carried forward with the objective of settling next year. However, as per the Financial Statements of the Ministry of Education for the year 2019, the liabilities at a value of Rs.4,787.73 Million and the obligations at a value of Rs.5,350.56 had been made.

- ii. The liabilities at a value of Rs.1,960,130,133 had been made for 14 objects as incompatible with paragraph 2 (a) of the Circular, and total balances of the objects was about Rs. 1,194,874,365.
- iii. The details of the liabilities and obligations mentioned in the annex included in the Appropriation Account of the Ministry of Education were not reconciled with the Account.
- iv. Names of the Banks related to liabilities and obligations had been indicated and the Institutions and the Persons entered into obligations could not be identified.
- v. According to the schedules of liabilities and obligations included in the Financial Statements of the Ministry, a sum of Rs.464,879,038 that had been shown as liabilities for the previous year in the Financial Statements of the previous year had not been settled in the year under review, and had been included into liabilities even in the year under review.

2.3. Certifications that should be made by the Chief Accounting Officer

Though the Chief Accounting Officer and the Accounting Officer should certify that all the Audit Queries are answers within the specific period as required by the Auditor General, the answers had not been given for 19 Audit Queries related to the audit activities of the year under review even by the date of the report.

2.4. Non-compliance with Laws, Rules and Regulations

References to Laws, Rules and Regulations Non-compliance

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| i. Ministry Circular No. 2008/37 dated 19 September 2018 | As there was not a proposed specific procedure for the enrolment of students to the intermediate grades in terms of the paragraph 3.4 of the Circular No.2008/37 that had been issued by the Secretary to the Ministry of Education on 19 September 2008, it was observed in the audit that the principals of schools are setting diverse criteria for giving marks. |
| ii. The Extra-Ordinary Gazette No.1928/28 dated 21 August 2015 | Though the Grade 01 Officers of the Sri Lanka Education Administrative Service were to be recruited as Principals for listed 64 National Schools in accordance with the Service Minute of the Sri Lanka Education Administrative Service, the said appointments had not been done. |

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| <p>iii. The Letter No.DMS / 0039 / VOL II dated 04 July 2017 from the Director General of Management Services Department</p> | <p>In accordance with the Note 6.1 of the Service Minute of the Sri Lanka Education Administrative Service, 2,691 posts had been revised and approved in the Schedule “A”. It had been informed that the approval of the Public Service Commission should be gained to revise the Service Minute of the Sri Lanka Education Administrative Service, and the said approval has to be obtained by presenting a detailed description on how these posts are allocated for the posts of Principal and Deputy Principal in National and Provincial Schools. It had been informed to the audit that 148 positions of Principal and 148 positions of Deputy Principals for National Schools had been approved. In addition, 56 posts of Principals had been approved as 12 Principals for Southern Province and 44 Principals for Western Province. However, an approval for a detailed description on how the aforesaid positions are allocated had not been obtained.</p> |
| <p>iv. Public Administration Circular No.05/2016 dated 09 March 2016</p> | <p>It was observed that the monthly transport allowance specified in the Schedule “A” of the Service Minute of the Sri Lanka Education Administrative Service is paid to the Grade 01 officers of the Sri Lanka Education Administrative Service. However, it was observed that no action had been taken to pay the said transport allowance to 64 posts of Principals of Grade 01 stated in the Schedule “A” of the said Service Minute, and the non-appointment of the Grade 01 officers of the Sri Lanka Education Administrative Service as the Principals of the listed 64 National Schools had been a reason for that.</p> |
| <p>v. Public Administration Circular No.02/2018 dated 24 January 2018</p> | <ol style="list-style-type: none"> 1. It was not observed that a plan had been prepared about the staff deployment of the Institute to achieve the expected results in accordance with the Annual Action Plan, and that the actions had been taken accordingly. 2. The evidences were not observed that a Human Resource Development Plan has been prepared. 3. No evidences were observed that the plans of Capacity Building Programs were prepared and implemented to achieve the targets of identified skills at level of officers. |

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| vi. The Circular of the Secretary to the Ministry of Public Administration and Home Affairs to introduce the Citizen/Client Ordinance No.05/2008 dated 06 February 2008. | <p>According to the guidelines stated in this circular, achievement of following facts mentioned as its principles have not been properly achieved.</p> <ol style="list-style-type: none"> 1. Establishing service standards considering the service requirements of the public and the capacity of the institute. 2. Assurance to openly provide the right details and information to the public. 3. Treat everyone politely, friendly and justly and rectify the mistakes if happen. 4. Use the resources effectively. 5. Give acceptable and trustworthy responses. |
| vii. Guidelines No.11/2018 dated 25 April 2008 for School Libraries and Learning Resource Centers. | About 30 National Schools that were observed in sampled audit inquiries had not proceeded in accordance with the related instructions. |
| viii. Ministry Circular No. 1964/27 dated 20 November 1964 and the letter of the Past Pupils' Association dated 21 June 1996 | Although the Principal should be appointed as the President of the Past Pupils' Association, it was observed that there were about 10 National Schools wherein such appointments were not made. |

2.5. Operating Bank Accounts

25 Cheques at a value of Rs.3,250,821 which exceeded the period of 06 months issued in relation to the Ministry of Education, Provincial Department of Education and National Colleges of Education had not been submitted to the Bank till 31 December 2019.

3. Operation Review and Performance

The audit observation with reference to the Operation Review, Sustainable Development, Good Governance and Human Resource Management regarding the Incomes, Expenditures, Assets and Accountabilities stated in the Financial Statements that are presented will be included in the report presented in accordance with the Section 10 of the National Audit Act No.19 of 2018 which has been mentioned in the above paragraph 1.1.

**Assistant Auditor General
For Auditor General**

