



தமிழக அரசு
கல்வி அமைச்சு
Ministry of Education

வார्षிக காரியகரண வர்த்த வருடாந்த செயலாற்றுகை அறிக்கை 2008 Annual Performance Report

Annual Performance Report - 2008

Ministry of Education

This Annual Performance Report has been prepared by the Ministry of Education in accordance with the Section 2.1.4 in the Public Finance Circular No 402.

June 2009

**Ministry of Education
Isurupaya
Batramulla.**

Ministry of Education

Annual Report - 2008

The Annual Report of this Ministry relevant to the year 2008 is prepared and forwarded in terms of the provisions in Section 2.1.4 of Public Finance Circular No: 402 and I am pleased to mention that an overall summary of the general education process of the government is provided in this report.

It is required to take further action, having identified as a paramount need the preparation of a new and sustainable policy on education, thereby shaping the future of general education with optimal efficiency and effectiveness.

It is kindly mentioned that the provision of the required facilities to successfully encounter local and international challenges through the potential of students by ensuring the economic prosperity of the country directly through education and the enhancement of moral values of the new generation is one of the specific objectives of the Ministry of Education.

It should be specially mentioned that the Ministry of Education regards as its prime service to safeguard and promote the right of every child for education with high quality by further ensuring the need for free education.

Secretary
Ministry of Education

Content

Chapter 1: Overview of the Ministry of Education

1.1.	Functions of the Ministry of Education	1
1.2.	Organization Structure of the Ministry of Education	1
1.3.	Institutions affiliated with the Ministry of Education	2
1.4.	School System	2
1.5.	Bi-polarization of Schools	4

Chapter 2 : Improving Access and Participation in Education

2.1.	Supply of School text books	7
2.2.	School Uniforms	8
2.3.	Bursaries and Scholarships	8
2.4.	School Health and Nutrition	8
2.5.	Non Formal Education	9
2.6.	Special Education	9
2.7.	Education for all	10

Chapter 3: Improving the Quality of Education

3.1.	Primary Education	11
3.2.	Science	11
3.3.	Information and Communication Technology	12
3.4.	English Language	12
3.5.	Bi-lingual Education	12
3.6.	Religion and Value Education	13
3.7.	Sinhala Language	13
3.8.	Tamil Language	13
3.9.	Aesthetic Education	13
3.10.	Sports and Physical Education	13
3.11.	Estate Schools	14
3.12.	Muslim Schools	14
3.13.	Quality Assurance	14
3.14.	Trends in Achievement	15

Chapter 4: Provision and Development of Human Resources

4.1.	Recruitment of graduate and non-graduate teachers	19
4.2.	Institutional Training in NCoEs and Teacher Colleges	20
4.2.1.	Institutional Training and other activities conducted by NCoEs.	20
4.2.2.	Establishment of a new National College of Education	21
4.3.	Leadership Development in Educational Management	21

Chapter 5: Provision of Physical Resources

5.1.	Construction and maintenance of buildings	23
5.2.	Supply of Teaching-Learning Equipment	24

Chapter 6: Education Expenditure, 2008

6.1.	Recurrent and Capital Expenditure	25
6.2.	Foreign Aid to Education, 2008	26
6.2.1	Activities conducted with funds provided by World Bank	27
6.2.2	Activities conducted under EKSP, Asian Development Bank	28

Tables and Graphs

Table 1.4.1 :	Distribution of government schools, teacher population and student population by Province : 2008	2
Table 1.4.2 :	Schools by category	3
Table 1.4.3 :	Number of Schools by medium of instruction	3
Table 1.4.4 :	Number of Pirivena and Number of teachers and Pupils	3
Table 1.4.5 :	Number of Private Schools by Province with Teacher and Student Members	4
Table 1.5.1 :	Number and Percentage of schools with less than 50 and over 2500 (2003 - 2008)	4
Table 1.5.2 :	No. of Schools with less than 50 Students	5
Table 1.5.3:	Admission to grade 1 - 2008	5
Note :	Text books required for 2009, printed out distributed in 2008.	7
Table 3.14.1.:	Grade 5 Scholarship Examination results by media – 2008	15
	Graph : 3.14.1. Grade 5 Scholarship Examination: Percentage of Students obtaining over 70%	15
Table 3.14.2.:	No. of students passing GCE O/L examination 2006 - 2008	15
	Graph : 3.14.2. : No. of students passing GCE O/L examination 2006 - 2008	16
Table 3.14.3.:	GCE O/L Examination, 2008 Achievements in Key Subjects.	16
	Graph : 3.14.3. : GCE O/L Examination, 2008 Achievements in Key Subjects	16

Table 3.14.4.:	GCE O/L Results 2008: No appearing for and passing key subjects	17
	Graph : 3.14.4. : GCE O/L Results 2008: No appearing for and passing key subjects	17
Table 3.14.5.:	Number qualifying for admission to universities by subject streams 2008	17
	Graph : 3.14.5. : Number qualifying for admission to universities by subject streams 2008	18
Table 3.14.6.:	No. of students qualifying to enter humanities GCE A/L 2005 – 2008	18
	Graph : 3.14.6.: No. of students qualifying to enter humanities GCE A/L 2005 – 2008	18
Table 4.1.1.:	Recruitment of graduate and non-graduate teachers: 2005-2008	19
	Graph : 4.1.1. : Trends in Teacher Recruitment: 2005-2008	19
Table 4.1.2:	Teacher ratio by province: 2008	20
Table 4.4.1.:	Local and Foreign Training for staff	21
Table 6.1.1:	Total Provision and Total Expenditure (Recurrent), 2008	25
Table 6.1.2:	Table 6.1.2: Total Provision and Total Expenditure (Capital), 2008	26
Table 6.1.3:	Summary of Control Accounts for Advances to Public Officer's Account	26
Table 6.2.1:	Foreign Aid to Education	27

Chapter 1: Overview of the Ministry of Education

Vision

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

Mission

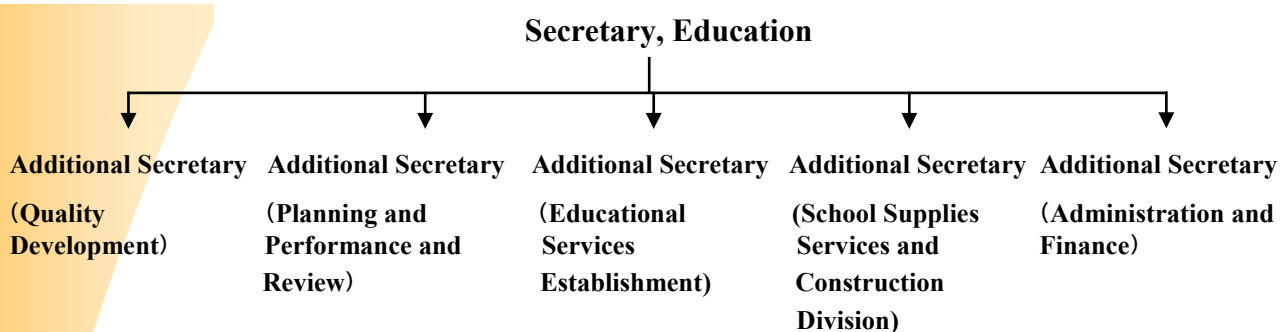
Develop competent citizens keeping with the global trends through innovative and modern approaches to education leading to efficiency, equity and high quality performance ensuring stakeholder satisfaction

1.1 Functions of the Ministry of Education

- Planning, implementation, monitoring, progress control and evaluation of education development activities in keeping with national goals, objectives and policies.
- Determining standards for general education and making necessary arrangements to maintain those standards; promotion of creative activities in schools and other educational institutions.
- Coordinating with provincial educational authorities in implementation of educational activities and on the matters related to administrative and management functions.
- Implementing and supervising the projects assisted by donors.
- Determining specifications and standards for teaching aids, educational buildings and equipment.
- Providing school uniforms to all students and, bursaries to selected students.

1.2 Organization Structure of the Ministry of Education

The administrative structure of the Ministry of Education is headed by the Secretary of Education who is assisted by the Additional Secretaries responsible for the five main divisions of the Ministry. The Chief Accountant is responsible for financial management. These officers are assisted by Directors of Education, Senior Assistant Secretaries and others who occupy middle level management positions.



1.3 Institutions affiliated with the Ministry of Education

- Provincial Department of Education
- Department of Education Publications
- Sri Lanka Department of Examination
- National Institute of Education
- The National Library and Document Services Board
- Sri Lanka National Book Development Board
- Sri Lanka UNESCO National Commission

1.4 School System

A network of schools covering the whole Island provides education to the students. Among this network are government schools, priyenas, private as well as assisted schools and special schools.

Table 1.4.1. Distribution of government schools, teacher population and student population by Province : 2008

Province	No. of Schools	No. of Students	No. of Teachers
Western	1,340	896,497	41,237
Central	1,458	517,070	31,424
Southern	1,094	505,860	29,538
Eastern	969	378,185	17,528
Uva	832	280,054	17,316
Sabaragamuwa	1,099	365,760	21,833
Northern	877	261,477	12,204
North Western	1,218	468,242	26,952
North Central	774	252,157	14,084
Sri Lanka	9,661	3,925,302	21,2116

Source : School Census - 2008

Government Schools are categorized as 1 AB, 1C , Category 2 and Category 3. 1AB schools provide instruction in all streams upto GCE/AL. Though 1C schools have classes upto GCE/AL, they do not provide instructions in Science and Mathematic at GCE A/L. Category 2 schools have classes upto GCE A/L. Category 2 schools have classes upto GCE O/L while category 3 schools are primary schools with classes from grades 1 – 5. This is illustrated below.

Table 1.4.2. Schools by category

By Category	1AB	1C	Category 2	Category 3	Total
No. of Schools	698	1,933	4,158	2,872	9,661

Source : School Census 2008

Schools can also be identified by medium of instruction. While Sinhala and Tamil are the normal media, a few schools have both Sinhala and Tamil Media. In accordance with the Bi-lingual Policy, some subjects are taught in English in a few selected schools.

Table 1:4:3 Number of Schools by medium of instruction

Medium	Sinhala	Tamil	Sinhala and Tamil	Sinhala and English	Tamil and English	Sinhala Tamil and English	Total
No. of Schools	6,367	2,786	50	314	111	33	9,661

Source : School Census 2008

Pirivena Education has a long history. All provinces have at least a few parvenus. Details about Pirivenas are given below.

Table 1.4.4. : Number of Pirivena and Number of teachers and Pupils

Province	No. of pirivenas	No. of Students	No. of Teachers
Western	143	12,653	1,249
Central	101	7,486	774
Southern	154	10,751	1,319
Northern	1	276	0
Eastern	23	1,191	102
North Western	88	7,908	810
North Central	54	4,192	383
Uva	52	4,263	459
Sabaragamuwa	75	7,345	648
Total	691	56,065	5,744

Source : School Census 2008

During the schools takeover a few schools opted to stay out and be private fee levying schools. A few other schools opted to be non fee leaving assisted schools, receiving only teacher salary from the state. Details of private schools are given in the table below.

Table 1.4.5. : Number of Private Schools by Province with Teacher and Student Members

Province	No. of Private Schools including Special Schools			No. of Students	No. of Teachers
	Fee leaving	Non fee leaving	total		
Western	23	30	53	87,039	3,974
Central	6	5	11	11,053	592
Southern	1	10	11	5,132	283
Northern	2	4	6	8,055	343
Eastern	0	1	1	36	7
North Western	0	2	2	915	84
North Central	1	2	3	213	40
Uva	3	2	5	2,414	169
Sabaragamuwa	0	2	2	237	27
Total	36	58	94	115,058	5,519

Source : : School Census 2008

1.5 Bi-polarization of Schools

Trend for bi-polarization continued in 2008, small schools becoming smaller and big schools becoming bigger. In 2003 there were 1,437 Schools with less than 50 students and this number increased to 1,520 in 2008. In such schools the teacher-pupil ratio became 1:6. There were 306 schools without a single application for grade 1 in 2008. Details are shown in tables 1:5:1, 1:5:2 and 1:5:3 below.

Table 1.5.1. Number and Percentage of schools with less than 50 and over 2500 (2003 – 2008)

	2003		2007		2008	
	No. of Schools	Percentage	No. of Schools	Percentage	No. of Schools	Percentage
Less than 50 Students	1,437	14.7	1,533	15.8	1,520	15.73
Over 2500 Students	141	1.4	167	1.7	163	1.69

Source : : School Census 2008

Table 1.5.2.: No. of Schools with less than 50 Students

No. of Schools	Total No. of Students	Total No. of Teachers	Total No. of Schools as percentage	Teacher Student Ratio	Teacher Student Ratio : Sri Lanka
1,520	42,910	15.73	7,328	1:6	1:18

Source : : School Census 2008

Table 1.5.3.: Admission to grade 1 - 2008

No. of Students in Grade 1	No. of Schools	Percentage
0	306	3.17
1-9	2,273	23.53
10-40	4,488	46.45
41-200	2,141	22.16
Over 200	152	1.57

Source : : School Census 2008



Chapter 2 : Improving Access and Participation in Education

Numerous actions were taken to improve access and participation in education during 2008. These included the implementation of compulsory education regulations, supply of free textbooks and school uniforms, provision of bursaries and scholarships and the implementation of the school health and nutrition programme including mid-day meal. Non formal and Special Education Programmes were implemented for the benefit of students who could not participate in education activities of normal schools.

2.1. Supply of School text books

Free school textbooks were provided to students from grades 1 – 11 in Sinhala, Tamil or English medium in government and assisted schools. Textbooks and workbooks were provided to students from grades 3 – 11 for the learning of English as a Compulsory Second Language. Text books required for 2009 were printed and distributed in 2008 and the details are shown below.

Tabel : Text books required for 2009, printed out distributed in 2008.

Ser No	Medium	No. of book types	No. of copies
01	Sinhala Medium	131	1,385,2160
02	Tamil Medium	128	6,269,370
03	English Medium	38	350,583
04	English Language	20	5,781,163
05	Pirivenas – Sinhala Medium	31	108,571
06	Pirivenas – English Medium	04	18,527
	Total	352	26,380,374

In addition the school text ‘General English for G.C.E. Advance Level Classes’ was distributed to all students qualified to sit the G.C.E. A/L examination. Teachers were provided with a copy of a Teacher Guide. Other noteworthy features observed in the distribution of textbooks.

Other noteworthy features observed in the distribution of textbooks.

- Distribution done directly to schools with over 2000 students and to all National Schools.
- Implementation of the re-nee policy
- Rewarding students who has their textbooks with cave
- Inclusion of the new grade 08n textbooks in the Ministry web site

41 book types (Sinhala, Tamil, English) are available in this website

- Distribution of Textbooks via CD see table below

Subjects available through CD

Ser.No	Subject	Medium
CD 1	Sinhala language and Literature.6	Sinhala
CD 1	Mathematics 6	Sinhala
CD 1	Science 6	Sinhala
CD 2	Mathematics 10	Sinhala
CD 2	Buddhism 10	Sinhala
CD 2	Student Text book English 10	English

2.2. School Uniforms

Material for School Uniforms and robe-material for student priests for 2009, were distributed in 2008 in the following manner.

Student No. - 39,300,451

Student Priest No - 56,065

Total Amount Spent: Approx Rs. 6 Mn

2.3. Bursaries and Scholarships

Of the students who sat for grade 05 Scholarship Examination, 14988 were provided with bursaries while 21035 were admitted to popular schools with the assistance of the Indian government and the Indian High Commission. 100 student from low income families who obtained good results at G.C.E. O/L examination were awarded Mahatma Gandhi Scholarships.

2.4. School Health and Nutrition

Some activities implemented through the School Health and Nutrition Programme are listed below

- Providing Mid-day meal

575689 Students from 6025 School benefitted. Total amount spent was approximately Rs.1648 M. This Programme helped to reduce mal-nutrition among students from low income facilities.

- World Food Programme

373332 Students from 1568 schools benefitted. Total amount spent was approx Rs. 91 M. .
Benefits included:

- ◆ Increased School attendance in difficult areas.
- ◆ Balanced diet provided
- ◆ Reduction of School dropouts
- Health Promotion Programme

This programme facilitated

 - ◆ Promotion of good health practices among students.
 - ◆ Improvement of Student competencies
 - ◆ Preparation health promotion policy
 - ◆ Participation of School communities in health promotion activities
- Eradication of HIV/AIDS

Awareness programs were conducted through 5 workshops. Resource persons, Primary and Secondary teachers and students were among the participants. Teaching aids were distributed.

2.5. Non Formal Education

- Community learning Centers (CLS) :

176 CLCs were maintained in selected Education Zones. 30,000 benefitted
- Functional Learning Centers:

36 centers were maintained at Provincial Level. 31 programmes were conducted for 1250 prisoners.
- 05 centers for street children were maintained. 250 students benefitted.
- Compulsory Education Regulations were implemented at Zonal level. 2132 non school going children were directed to formal schools.
- Equipment was provided to CLCs. Awareness programmes were conducted.

These activities cost approx. Rs.6 Million

2.6. Special Education

Special Education Committees functioned to strengthen special education programmes : Syllabi were printed and distributed. Salaries of Special education teachers were paid. Spectacles and hearing aids were provided and equipment was distributed. Teachers were trained in :

- Sign Language;
- Preparation of Braille text book
- Autism
- Teaching of children with hearing difficulties.

Teachers of special schools were also trained. Teacher training, distribution of Braille Machines and re-

pairs to the Braille press cost about Rupees 2 M. Payment of salaries to 450 teachers in special schools cost approx Rs.72 M.

2.7. Education for all

Special activities conducted and some of the achievements are listed below.

- Preparation of the Mid Year Report on Education for All. Unesco, Bangkok has declared that this was the best report among the South Asian Country Reports.
- Survey on Inclusive Education; this survey was conducted with NEREC support Survey enabled the identification of non-school going children.
- Preparation of a data base on early childhood care and education.
- Strengthening the capacities in statistical procedures.
- Preparation of Education Indicators.

Chapter 3: Improving the Quality of Education

Improving the quality of education is a main theme under education sector development framework and programme (ESDFP) and its component received much attention during 2008, The delivery of the curriculum takes place in the classroom where teachers and pupils interact. Hence teacher development and improvement of the teaching - learning process is of vital importance in quality improvement of key subjects such as Science, Information Technology, English, and Bilingual education which provide competencies to become successful citizen in a global economy and other key subjects such as religious education, mother tongue, aesthetic education and sports and physical education which contribute to the total development of the individual. Some of the steps taken under this theme are described below.

3.1. Primary Education

Improving physical facilities as well as teaching learning process were among the steps taken to improve the Quality of Primary Education. Other steps included

- Identification of main dimensions of Child friendly schools and introducing criteria for each of such dimension.
- Introducing the changes made to grade 05 syllabus to the school level and preparing circulars on this.
- Assisting schools to implement projects identified by them; provision of funds for this purpose.
- Assisting schools to conduct co-curricular activities and training teachers for scouting and little friends programmes.
- Providing funds to schools for quality inputs under NBUCRAM.
- Providing furniture and equipment to primary sections of National Schools.
- Providing funds for construction and repair of primary section buildings of National Schools.

3.2. Science

Steps were taken to improve teaching and learning of science and the development of scientific thinking among students. Some actions taken included

- Capacity building of Province and zone level science officers and 3500 selected teachers.
- Conducting remedial teaching programmes to cover the whole Island. Ten such programmes were conducted.
- Development of Science Field centers. All centre managers were trained, while field training was provided to students.
- All 1 AB Schools were provided with Science equipment and chemicals.
- Provided training to selected students to participate in the National Mathematics and Science Olympiad.

3.3. Information and Communication Technology

Many Steps were taken to popularize IT in Schools.

- Assisted schools to solve their Hardware and Network problems by establishing units of specially trained students in schools who can address these problems.
- Participation in “Dayata Kirula” exhibition by having a special stalls with exhibits related to IT.
- Conducting exhibitions, conferences, workshops etc at Provincial level for students and school leavers on IT related opportunities for employment; private sector participation was obtained; National Conference was held at BMICH.
- Distribution of Interactive White Boards
- Produced by Smart Technologies, Canada Nine such boards were donated to the Ministry which were distributed to 08 schools and to Ruwanpura NcoE. Initial training on the use of these Boards provided by a foreign trainer of the company. Subsequent training is done by the IT Branch of the Ministry.
- Preparation of Subject context to introduce IT to Primary Schools. This is done by a team of 14 IT / Primary teachers. Subject context for Mathematics and Mother Tongue (Grade 1 – 5) completed.

3.4. English Language

Teaching of English as an international language received much attention in 2008. Steps taken included

- Setting up of two additional Regional English Support Centres (RESC) in the Provinces.
- Appointment of newly recruited graduate teachers to difficult area schools after providing training as English teachers.
- Conducting English camps and competitions for students.
- Providing training, funds and equipment targeting improved results at GCE O/L examination
- Providing equipment to the National college of Education, Peradeniya.

3.5. Bi-lingual Education

Steps were taken to provide more opportunities for bi-lingual education by involving more schools in this programme. During 2008, 547 schools adopted bilingual education – 192 National Schools, 318 provincial schools and 37 private schools.

A national plan was prepared for expanding bilingual education during the next three year period, 2009 – 2011.

Cabinet approval was obtained to introduce bilingual education to commerce and arts streams in addition to the Science stream.

3.6. Religion and Value Education

A Special programme was implemented for qualitative improvement of value education among all students. Zonal Directors, Subject Directors, Principals and teachers took a lead role in this programme. Awareness programmes were conducted for these officers and teachers.

3.7. Sinhala Language

Special programmes were conducted for difficult area schools for raising of GCE O/L results in Sinhala Language and Sinhala Literature by 10%. The programme included improvement of language skills of teachers as well. Competitions were held at School, Zone, Province and National levels and certificates and medals were awarded to winners.

3.8. Tamil Language

Competitions were held at School, Zone, Province and National levels to improve Tamil Language skills of students; certificates and medals were awarded to winners. The Educational Magazine “Koormani” was published this year too, and copies were distributed to all Tamil medium schools.

3.9. Aesthetic Education

Several activities were implemented during the year for the improvement of skills and performance at examinations.

- Quality circles, conferences, student camps and seminars were conducted for Art, Dancing, Music (Oriental / Western) and performing Arts. Examination results increased by 4.3%
- Public performance were held for students to display their skills in public. Traditional initiation of ‘Ves dancers’ was held with 2100 students participating.
- All Island competitions were held in Music, Dancing, Art and performing Arts. Students with special talents were awarded certificates. 1200 Art Students, 5100 Eastern Music students, 450 Western Music Students and 800 Performing Arts students received such awards. 9300 students received certificates for Dancing.
- On a request made by School principals equipment to the value of Rs.20 m. were distributed among schools. 150 schools received equipment for Art, 50 schools for Dancing, 50 Schools for Eastern Music and 15 Schools for Western Music.

3.10. Sports and Physical Education

Sports and Physical Education which contribute to the total development of students received special attention during this year.

- As Health and Physical Education is a subject in the school curriculum, National School teachers

were provided with guidance on the teaching of this subject.

- Specifications were prepared for the purchase of sports equipment for Primary and Secondary Schools. Distribution of such equipment took place.
- The concept of Sports Schools were further developed; funds were provided to these schools and evaluation of the progress was made.
- All Island Schools Sports Meet was held to provide greater opportunities to students who excelled at Division, Zone and Provincial competitions. Selected students were provided the opportunity to participate in international competitions.
- Students and teachers participated in international training camps on the invitation of foreign sports bodies.
- Arrangements have been made to hold the All Island Teachers Sports Meet early next year.

3.11. Estate Schools

Special emphasis was made on the development of Estate Schools. Activities included the provision of physical facilities as well as quality improvement of teaching and learning.

- In the Central Province workshops were held for teachers of Science, Mathematics and English.
- 64 workshops were held in Central, Uva, Sabaragamuwa, North Western, Western and Southern Provinces for GCE A/L teachers of Science, Maths, English, Economics, Geography and History.

3.12. Muslim Schools

- Development of Muslim Schools, preserving the identity of the community within the national framework was continued during the year.
- Data was collected to develop a data base for management of Muslim education. Other activities included facilitating the appointment of Moulawi teachers, completing the personal files of officers displaced during the conflict, preparation and distribution of the school calendar for Muslim Schools and external supervision of Muslim Schools.

3.13. Quality Assurance

Ministry level Supervision was carried out for strengthening teaching-learning in schools. Preparation of standards, awareness programmes and strengthening implementation were some strategies adopted.

- 751 principals and School Management committee members were trained at 06 workshops on the use of Evaluation and Monitoring, mechanism based on standards.
- Awareness programmes were held for principals and members of School Management Committee. 751 were trained at 06 workshops.
- 178 principals participated in 08 seminars on Monitoring and Evaluation based on 'Standards'

- 44 In-service Advisers participated in a workshop to introduce Teacher Educator Competencies.

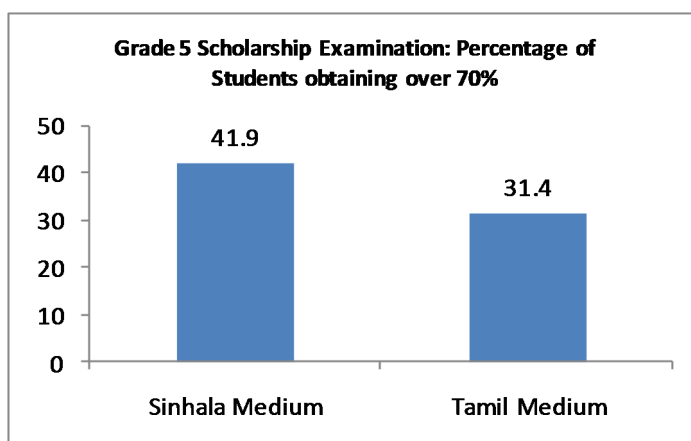
3.14. Trends in Achievement

Public examinations indicate some of the achievements of the efforts to improve quality of education. Grade 05 scholarship examination results is one such indicator Table 3.14.1. and the Bar Graph 3.14.1. give indicate achievements at Grade 5 Scholarship examination

Table 3.14.1. : Grade 5 Scholarship Examination results by media – 2008

Year	No. appearing			percentage obtaining over 70%					
	Sinhala Medium	Tamil Medium	Total	Sinhala Medium		Tamil Medium		Total	
				No.	Percentage	No.	Percentage	No.	Percentage
2008	211,004	64,117	275,121	88,414	41.90	20,130	31.40	108,544	39.45

Graph: 3.14.1. Grade 5 Scholarship Examination: Percentage of Students obtaining over 70%



Tables 3.14.2, 3.14.3 and 3.14.4 are comparisons of GCE O/L Results, 2008. A graphical presentation of these could be seen in graphs 3.14.2, 3.14.3 and 3.14.4.

Table 3.14.2.: No. of students passing GCE O/L examination 2006 - 2008

Subject	2006	2007	2008
English	95,356	110,227	86,224
Maths	110,519	134,053	136,909
Science	125,212	132,564	133,088

Graph 3.14.2.: No. of students passing GCE O/L examination 2006 - 2008

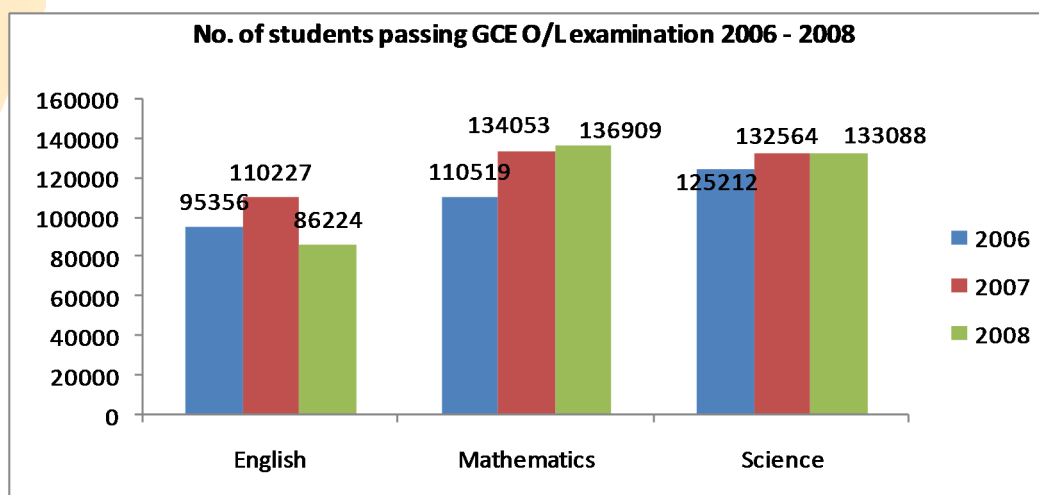


Table 3.14.3 : GCE O/L Examination, 2008 Achievements in Key Subjects.

Subject	2008
Sinhala	81%
Tamil	75%
English	31%
Mathematics	51%
Science	47%
ICT	88%

Graph 3.14.3 : GCE O/L Examination, 2008 Achievements in Key Subjects.

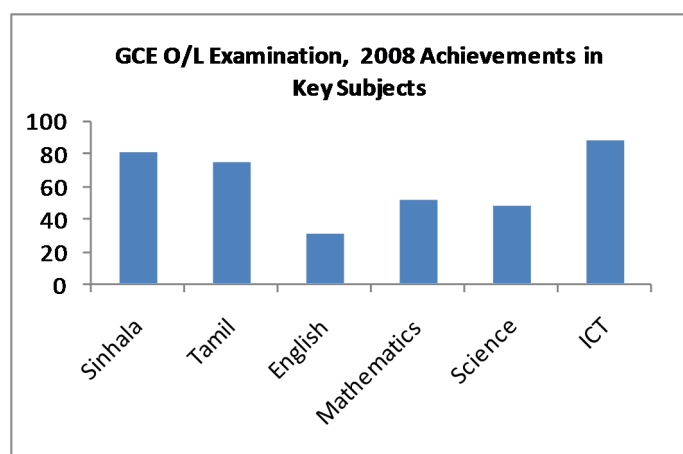


Table 3.14.4. GCE O/L Results 2008: No appearing for and passing key subjects

Subject	Number sat	Number Passed
Sinhala	223,793	181,921
Tamil	57,864	43,427
English	281,136	86,224
Mathematics	268,133	136,909
Science	280,718	133,088
ICT	38,759	33,930

Graph 3.14.4. GCE O/L Results 2008: No appearing for and passing key subjects

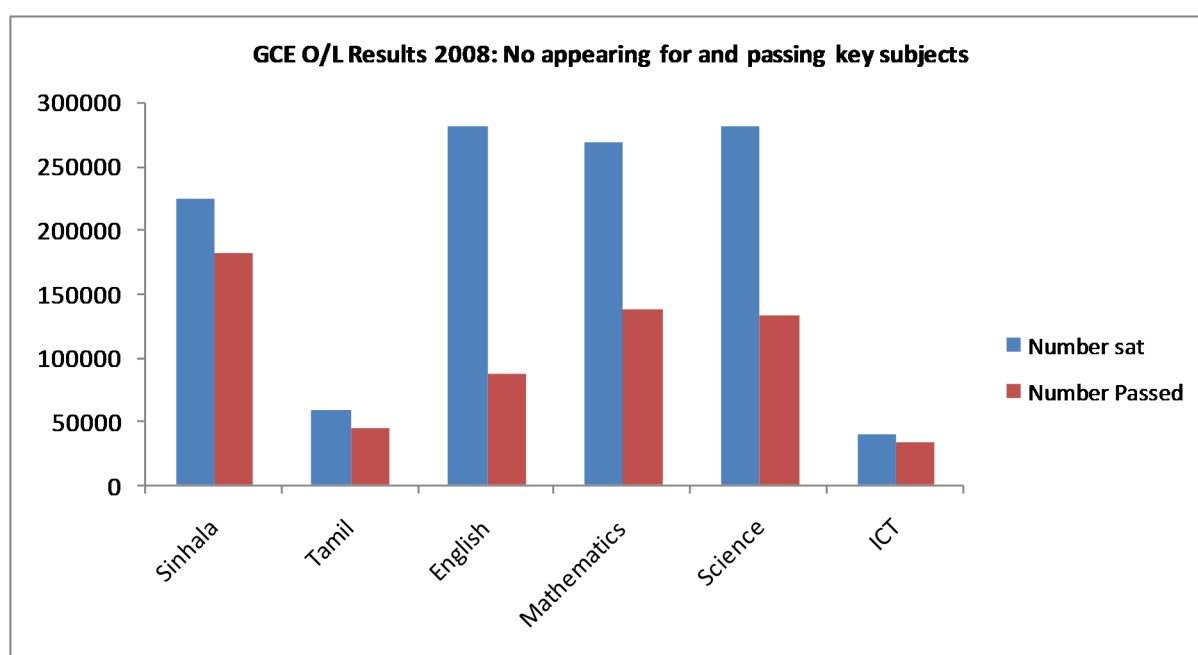


Table 3.14.5: Number qualifying for admission to universities by subject streams 2008

Subject	No. appearing	No Qualifying
Science Stream	18,928	6,696
Mathematics Stream	13,814	4,680
Commerce Stream	36,772	23,261
Arts Stream	59,048	40,353

Graph 3.14.5: Number qualifying for admission to universities by subject streams 2008

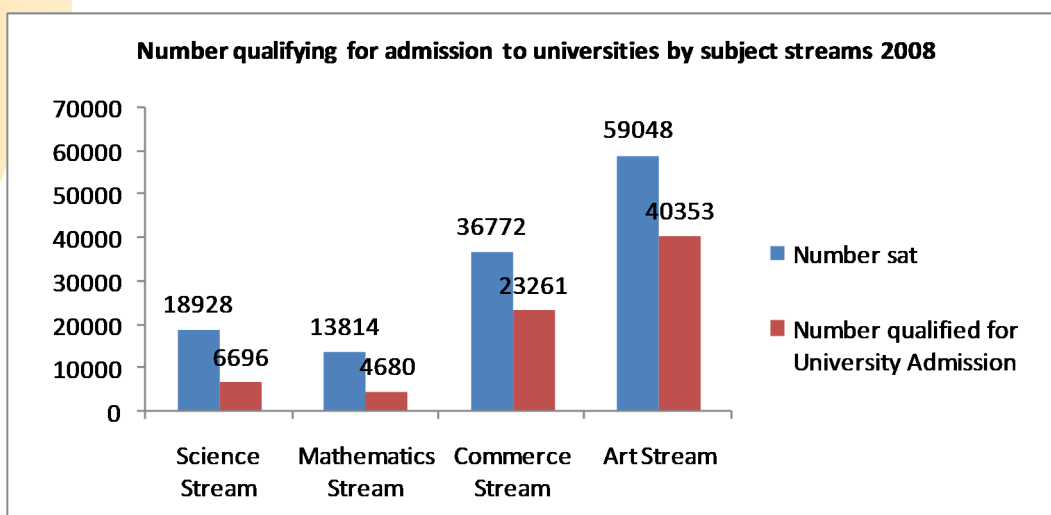
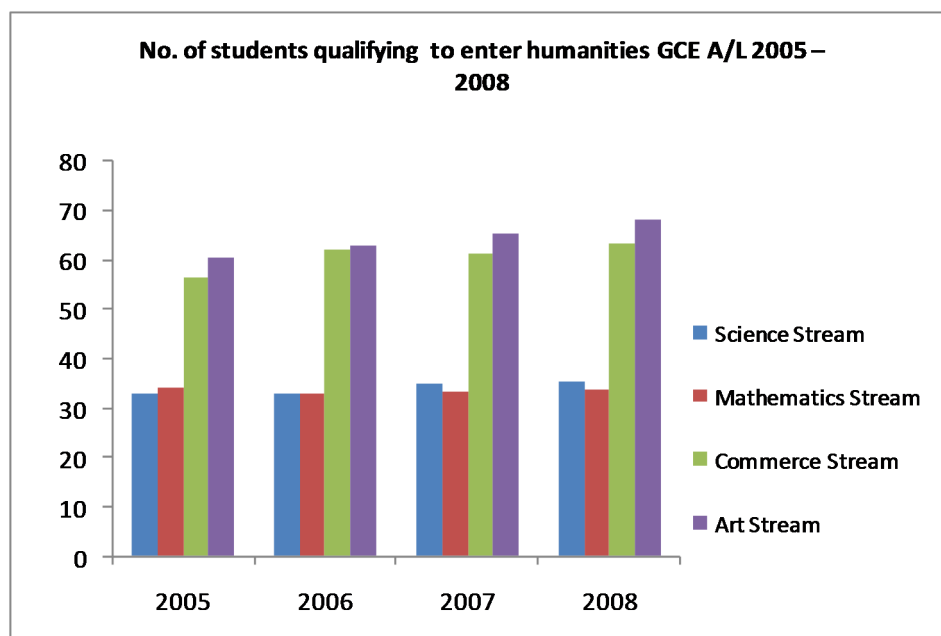


Table 3.14.6. : No. of students qualifying to enter humanities GCE A/L 2005 – 2008

Year	Science Stream	Mathematics Stream	Commerce Stream	Arts Stream
2005	32.86 %	34.03 %	56.4 %	60.55 %
2006	33 %	32.97 %	62.15 %	63.01 %
2007	34.87 %	33.42 %	61.24 %	65.31 %
2008	35.38 %	33.88 %	63.26 %	68.34 %

Graph 3.14.6. : No. of students qualifying to enter humanities GCE A/L 2005 – 2008



Chapter 4: Provision and Development of Human Resources

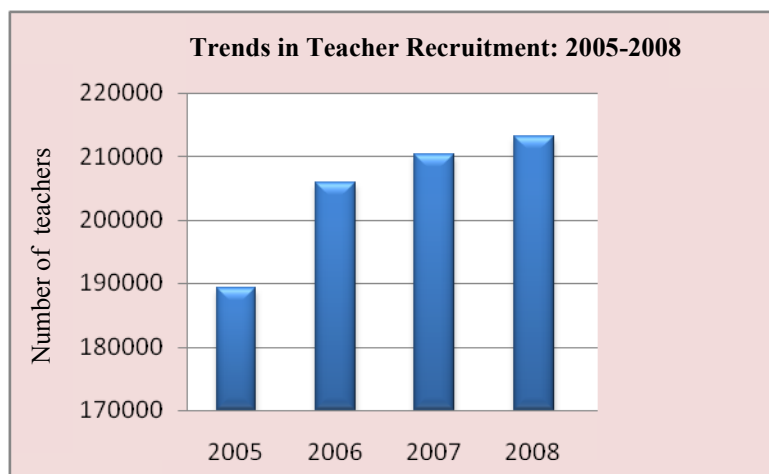
Supply and development of human resources continued to receive special attention during 2008. Figures indicate that numbers recruited increased over the years.

Table 4.1.1 Recruitment of graduate and non-graduate teachers: 2005-2008

Year	Recruitment by MoE				Recruitment of Graduate by Provincial Councils	
	National Schools		Provincial Schools		Teachers	Others
	Graduate	NCoE Diplomats	Graduate	NCoE Diplomats		
2005	2923	383	326	2326	1925	--
2006	2444	887	960	2451	2960	--
2007	--	408	1490	2191	967	321
2008	--	427	671	2191	3070	1119

Source : MoE

Graph 4.1.1: Trends in Teacher Recruitment: 2005-2008



Source : MoE

In addition to above 143 B.Ed graduates were appointed to Provincial schools and 971 other graduates were appointed to National schools.

In spite of additional recruitment distribution among provinces and by subjects show many lapses.

Table 4.1.2 Teacher ratio by province: 2008

District	Student/ Graduate Teacher Ratio	Student/ Trained Teacher Ratio	Student/ Untrained Teacher Ratio	Overall Student/ Teacher Ratio
Colombo	49.84	40.58	2119.08	22.13
Gampaha	55.02	37.55	3035.27	22.16
Kalutara	53.00	34.52	988.23	20.47
Kandy	47.95	26.50	376.82	16.33
Matale	42.32	25.19	343.55	15.10
Nuwaraeliya	72.17	30.33	101.27	17.64
Galle	51.53	30.33	1687.92	18.88
Matara	36.44	30.29	1497.60	16.36
Hambanthota	40.72	26.39	996.99	15.76
Jaffna	43.04	33.66	1519.75	18.66
Killinochchi	138.55	43.62	509.31	31.15
Mannar	80.76	40.38	366.05	25.08
Millative	114.72	43.62	358.51	29.04
Vauniya	69.02	26.50	596.13	18.55
Ampara	79.34	27.38	451.56	19.48
Batticaloe	66.62	37.03	1196.68	23.34
Trincomalee	107.93	30.91	701.57	23.23
Kurunegala	40.96	25.09	1118.86	15.34
Puttalam	77.40	34.74	895.72	23.35
Anuradhapura	66.12	26.67	144.84	16.80
Polonnaruwa	83.62	32.92	183.14	20.92
Badulla	56.70	24.56	156.07	15.44
Monaragala	61.19	29.47	166.36	17.77
Kegalle	45.94	24.51	492.66	15.48
Ratnapura	48.33	29.89	547.65	17.87
Sri Lanka	53.37	30.27	441.54	18.50

Source: Ministry of Education

4.2. Institutional Training in NCoEs and Teacher Colleges

New recruits to NCoEs are provided with three years of training. They are then appointed to National and Provincial schools. Graduates are recruited by the Ministry as well as Provincial Education Authorities and they are provided with professional training subsequently.

4.2.1. Institutional Training and other activities conducted by NCoEs.

- 3000 new students were recruited to NCoEs in 2008.
- Diploma certificates were awarded at special ceremonies to all students completing 3 year training.
- Graduate teachers were directed to Universities to follow Post-Graduate Diploma in Education courses.

- Inter-college magazine was published to promote creativity and communication skills.
- An ICT exhibition was held at Ruwanpura National College to promote ICT skills.
- 500 lecturers and 3500 students of NCoEs were provided with initial training on ICT (INTEL programme)
- NCoE lecturers were directed to conduct Action Research.

4.2.2. Establishment of a new National College of Education

A new NCoE was established at Peradeniya. This college will provide professional training in several fields.

4.3. Leadership Development in Educational Management

Preparation of a Human Resource Development Plan was a major achievement during the year. Steps were also taken to commence work in restructuring the MoE. Preparation of job descriptions of senior officers of the Ministry commenced. Training and development in education management was continued and details are given below.

Table 4.3.1. Local and Foreign Training for staff

Task	Training Area	Number
MoE / Provinces : Human Recourse - Foreign	EMIS and Human Recourse Information Systems - Study towards	SLEAS Officers - 21 SLAS Officers - 2
	Programme for School Improvement - Study towards	Staff officers - 25
Training and Development - Local	Diploma in English	SLEAS Officers - 6
		SLAS Officers - 21
		Clerical and other - 17
	PGDEM	Accountants - 2
	Masters Degree	SLEAS Officers - 1
	Post Graduate Diploma	SLAS Officers - 2
	Training of Book Binders	Minor Grades - 4
	Computer Driving License	Clerical and other - 4
	Workshop for Minor grades	Minor Grades - 150
	Training of Non academic staff - National Schools	900 employees of National schools in WP, NWP, SP and Sabaragamuwa Province

Chapter 5: Provision of Physical Resources

This chapter provides information on new constructions, rehabilitation and maintenance of buildings and supply of teaching-learning equipment during the year.

5.1 Construction and maintenance of buildings

85 new constructions were completed during the year which cost approximately Rs. 920 million. Maintenance of 87 buildings cost approximately Rs. 268 million. Beneficiaries included National schools, Provincial schools, NCOEs, Teacher colleges and Ministry of Education. Details of these are given below:

Table 5.1: Statistical Information of new constructions and maintenance of buildings

Type	New Constructions by projects	Number	Provision Rs.	Expenditure Rs.	Repair and Maintenance	Provision Rs.	Expenditure Rs.
National Schools	Primary Section	8	60,000,000.00	62,860,000.00	10	28,000,000.00	18,800,000.00
National Schools	Secondary Section	28	525,000,000.00	400,252,000.00	30	205,000,000.00	182,630,000.00
Provincial Schools	All Schools - Improvement	4	5,000,000.00	40,731,485.00			
Provincial Schools	Improvement of model Primary Schools	4	126,000,000.00	86,598,548.53			
Provincial Schools	Improvement of Selected Primary Schools	1	65,000,000.00	37,541,690.33			
Provincial Schools	Improvement of Isuru Schools	5	100,000,000.00	52,523,000.00			
Teacher College	Construction of RESEs	13	50,000,000.00	157,158,006.26			
Teacher College	Teacher Colleges and Teacher Centers	6	8,000,000.00	11,736,670.32	12	20,000,000.00	31,832,685.80
NCoE	NCoE	5	4,000,000.00	12,045,663.58	25	45,000,000.00	22,138,963.60
National Schools	Special Education Units - Improvement				9	4,000,000.00	2,818,442.00
National Schools	SPACE Projects	10	14,000,000.00	12,145,663.58			
Isurupaya	New Construction	1	47,000,000.00	47,000,000.00	1	12,000,000.00	9,739,763.00
	Total	85	1,004,000,000.00	920,592,727.60	87	314,000,000.00	267,959,854.40

5.2. Supply of Teaching-Learning Equipment

Identification of teaching- learning equipment to be used in national schools is done by subject directors of the Ministry and these are procured by the Procurement Unit of the Ministry. Distribution to schools is done through the Supply Branch of the Ministry. Some science equipment and all chemicals for provincial schools are procured by the Ministry as provincial authorities are not authorized to purchase them.

Table below gives details of equipment distributed by the Supply Branch during 2008:

Supply of Teaching-Learning Equipment to schools, By type and quantity

Equipment type	Annual Target	End of year Progress
Eastern musical equipment	3 type for 30 schools	100%
	3 type for 100 schools	100%
Equipment for art	3 type for 100 schools	100%
Multimedia projector for aesthetic education	30 projector for 30 schools	100%
Western music equipment	25 sets for 25 schools	100%
	16 pianos for 16 schools	100%
Agricultural equipment	31 environment education sets for 50 schools	100%
	17 agricultural sets for 50 schools	100%
	11 agricultural sets for 74 schools	School 34
	30 environment education sets for 35 schools	School15
Non formal education and Special education equipment	17 sets for 17 schools	School14
	10 TVs for 10 schools	100%
	17 Braille writers for 17 schools	S p e c i a l School15
	Braille printing machine for the Braille press	100%
Sports Equipments	20 types 326 schools	100%
Equipment for Model Primary Schools	TV, DVD, OHP screens and photo copy machines to 428 schools	100%
	Computers ,UPS and printers to 49 schools	100%
	Computer tables and chairs for 75 schools and western band equipment to 42 schools	100%
Equipment for Navodya Schools	50 photo copy machines, 27 duplo machines, 53 fax machines, 50 roneo machines	100%
Equipment for National Schools	49 fax machines, 79 photo copy machines and 16 roneo machines	100%
Equipment for Estate Schools	5 computers each 26 schools	100%
	33 printing machine for 33 schools	100%
Equipment for Primary Section	38 photo copy machines	100%
Science equipment	99 types of science equipment and 88 types of chemicals to 105 schools	100%

Chapter 6: Education Expenditure, 2008

6.1: Recurrent and Capital Expenditure

The actual recurrent expenditure during the year was Rs.19,561 million though the provision was Rs.20,964 million. The difference between provision and expenditure was Rs.1,403 million. Table below provides further details.

Table 6.1.1: Total Provision and Total Expenditure (Recurrent), 2008

Title	Project	Total net provision 2008	Total net expenditure 2008
1.	<i>Operational Activities</i>		
	Minister's office	46,450,000	43,309,184
	Administration and Establishment Service	278,137,000	273,193,744
	Grand total	324,587,000	316,502,933
2.	<i>Development Activities</i>		
	Primary education	1,890,302,067	1,882,009,071
	Secondary education	8,632,025,046	8,409,762,117
	Special education	2,286,160,175	2,262,887,516
	Grants and assistance	6,871,874,712	5,836,365,657
	Education planning, monitoring, research and development	27,390,000	19,504,195
	Teacher development	918,431,000	838,786,721
	Institutional assistance for quality improvement in general education	338,000,000	312,669,326
	Total recurrent (Development)	20,964,183,000	19,561,984,604

Source : Ministry of Education

The total capital expenditure during the year was Rs.3,438 million and the provision was Rs.5,185 million. Details are provided in the Table.

Table 6.1.2: Total Provision and Total Expenditure (Capital), 2008

Title	Project	Total net provision 2008	Total net expenditure 2008
1.	Operational Activities		
	Minister's office	13,828,134	12,710,988
	Administration and Establishment Service	112,371,866	107,836,240
2.	Development Activities		
	Primary education	520,500,000	334,026,237
	Secondary education	1,155,000,000	908,617,116
	Special education	28,250,000	8,039,710
	Teacher development	136,000,000	63,798,000
	Institutional assistance for quality improvement in general education	48,000,000	29,395,000
	General education development project	3,171,250,000	1,973,848,260
	Total capital	5,185,200,000	3,438,258,551
	Total recurrent and capital	26,149,383,000	23,000,243,155

Source : Ministry of Education

Summary of Control Accounts for Advances to Public Officer's Account is provided in the next Table.

Table 6.1.3: Summary of Control Accounts for Advances to Public Officer's Account

Description	Opening balance as at 01/01/2008	Debits during the year	Credits during the year	Balance as at 2008.12.31
Actual	2,021,774,732.72	612,679,983.22	620,447,042.65	2,014,007,673.29
Recommended margins		780,000,000.00	470,000,000.00	2,800,000,000.00

Source : Ministry of Education

6.2: Foreign Aid to Education, 2008

During the year Rs.2872.82 million was provided as foreign aid to education directly through the Ministry of Education. The contributions made by World Bank, Asian Development Bank, Unicef, GTZ, Save the Children and SPACE programme are shown in Table 6.2.1

Table 6.2.1: Foreign Aid to Education, 2008

Source	Programme	Annual investment Rs. Million
World bank	Education sector development framework and programme	635
Asian development bank	Secondary education modernization	1499.82
UNICEF	Annual implementation plan	398
GTZ	Annual implementation plan	38
Save the children	Annual implementation plan	189
Space	Annual implementation plan	113
	Total	2872.82

Some of the activities conducted with funds provided by Aid Groups are shown below.

6.2.1 Activities conducted with funds provided by World Bank:

- Training of teachers and organizing student camps for promotion of health and nutrition.
- Training provided for SLEAS officers.
- Professional development – English language skills for officers.
- Capacity building in ICT
- Capacity building of Non-formal education officers.
- Upgrading bi-lingual skills of non-bilingual teachers.
- Professional training for graduate teachers.
- Awareness programmes for principals on standards and quality improvement.
- Awareness programmes for principals, school librarians and teachers on better use of school libraries.
- Training of Mathematics teachers on teaching methodologies and for teaching of geometry.
- Survey of physical facilities in schools.
- Survey to identify problems related to Science curriculum, GCE A/L.
- Provision of science equipment and chemicals to schools.
- Preparation of a five year plan for science education.
- Introducing multi-grade teaching to Primary schools.
- Improvement of estate schools.

6.2.2: Activities conducted under EKSP, Asian Development Bank

- School development grant Rs. million 60.4 has been provided for 814 schools.
- ICT equipment provided for Computer Learning Centers for 372 schools.
- Established fully equipped G.C.E. O/L and G.C.E. A/L science labs for 99 schools.
- Established multimedia units for 107 schools.
- Infrastructure improvement - works completed for 690 schools.
- Activity room, library and agriculture units have been provided for 81 schools.
- ICT equipments provided for 943 schools.
- ICDL / CAL teacher training scholarships provided for 9000 teachers.
- 490 education officer's and school principals provided with e - citizen training
- "Sisudiriya" scholarships provided for 15,000 students in low income families.
- Five day duration Short ICT courses provided for 710 teachers.
- Established 30 e - villages for 30 schools.
- 36,314 Educational software creations submitted for provincial Education software competition by teachers and students.