

2010

வார्षிக கார்ப்பரண வார்ப்பர  
வருடார்ப்பர செயலார்ப்பரக அறிக்ப்பர  
Annual Performance Report



அப்பரண அப்பரண  
கல்வி அப்பரண  
Ministry of Education



# Annual Performance Report - 2010

Ministry of Education

**This Annual 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 2011**

**Ministry of Education  
Isurupaya  
Batramulla.**



## **Ministry of Education Annual Report – 2010**

The year 2010 can be considered as a year of special decisions taken for the development in the General Education field in order to develop Sri Lanka as a center of knowledge as emphasized in "Mahinda Chinthana way forward".

One step in this is to inaugurate to draft a new education act, revising the existing education policies to suit present needs.

Also to minimize Education anomalies, discussions on the initial steps needed to prepare unique school network covering all provinces have been tabled and it is an earmark event that prepared plans in the considered year.

Several creative programmes were implemented to increase the performance of all the subjects including information technology, English, Science and Mathematics and development of subject parallel fields.

I do herewith submit the Annual performance Report of 2010, with the performance of all programmes implemented by the ministry of Education.

**Secretary**  
Ministry of Education



## **Officials of the Ministry of Education (As at 31.12.2010)**

### **Minister of Education**

*Hon. Bandula Gunawardana*

### **Deputy Minister of Education**

*Hon. Wijith Wijithamuni Zoysa*

### **Secretary to the Ministry**

*Mr. H.M. Gunasekera*

#### **Administration and Finance Division**

*Additional Secretary*

*Mr. N.H.M. Chithrananda*

#### **Education Quality Development Division**

*Additional Secretary*

*Mr. H.U. Premathilaka*

#### **Planning and Performance Review Division**

*Additional Secretary*

*Mr. S.U. Wijeratne*

#### **Education Service Establishment Division**

*Additional Secretary*

*Mr. K. Mohamed Thambi*

#### **School Supplies Services and Construction Division**

*Additional Secretary*

*Mr. Anura Dissanayaka*

#### **Chief Accountant**

*Mr. B.A.K. Jayasinghe*

## Abbreviations

CAL	Computer Assisted Learning
CFS	Child Friendly Schools
CLIL	Content and language integrated learning
CSR	Corporate Social Responsibility
DS	Divisional Secretariat
EFA	Education for All
EKSP	Education for Knowledge Society Project
EMIS	Education Management Information System
ESDFP	Education Sector Development Framework and Programme
GCE (AL)	General Certificate of Education (Advanced Level)
GCE (OL)	General Certificate of Education (Ordinary Level)
GIS	Geographic Information System
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit (the German Society for International Cooperation)
HIV/AIDS	Human Immunodeficiency Virus /Acquired Immune Deficiency Syndrome
ICDL	International Computer Driving License
ICT	Information and Communication Technology
IEYI	International Exhibition for Young Inventors
IPICT	International Pedagogical ICT License
ISEF	International Science and Engineering Fair
KOICA	Korea International Cooperation Agency
MDG	Millennium Development Goals
MMV	Madya Maha Vidyalaya
MoE	Ministry of Education
MSDNAA	Microsoft Software Development Network Academic Alliance
NCOE	National Colleges of Education
NEREC	National Education Research and Evaluation Centre
NSF	National Science Foundation
OEF	Oracle Education Foundation

PSC	Public Services Commission
SAARC	South Asian Association for Regional Cooperation
SDG	SAARC Development Goals
SEN	Special Education Needs
SLEAS	Sri Lanka Education Administrative Service
SLPS	Sri Lanka Principals' Service
SLSEF	Sri Lanka Science & Engineering Fair
SLTES	Sri Lanka Teacher Educators' Service
STC	State Trading Corporation
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Education Fund
UPP	Unlimited Potential Partnership

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# Chapter 01

## Responsibilities of the Ministry of Education

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### 1.1 Mahinda Chinthana National Development Priorities and General Education

Among the Development Programmes based on five driving forces identified through the Mahinda Chinthana Vision to make Sri Lanka the Asian Miracle, the onerous task of redesigning education and knowledge as best suits the country, under the driving force of knowledge, has fallen upon the Ministry of Education, a responsibility which it is already engaged in discharging.

In ensuring the country's economic and social development through education, pivotal to knowledge, 1000 schools will be developed with all facilities, as centres of excellence.

Within a new solid education policy framework, education will be redesigned to better suit the country and to accelerate the country's economic development through a new Education Act.

In this respect, the foundation has already been laid through the Mahinda Chintana Vision for the emergence of a body of teachers and students empowered in all respects to face global challenges, successfully through the entrenched national feeling which will safeguard the consciousness generated by our proud history and protect our pride in the past.

### 1.2 The Vision of the Ministry of Education

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

### **1.3 The Mission of the Ministry of Education**

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

### **1.4 Institutions coming under the purview of the Ministry of Education**

1. Provincial Departments of Education.
2. Department of Educational Publications.
3. Sri Lanka Department of Examinations.
4. National Institute of Education.
5. National Library and Documentation Services Board.
6. Sri Lanka Book Development Board.
7. Sri Lanka National Commission for UNESCO

### **1.5 The Functions of the Ministry of Education**

- Interpretation and implementation of the National Education Policy, having regard to the broad objectives of Education, while making recommendations and providing a feedback to the National Education Commission for the formulation of National education policies and for the modernization of education.
- To plan and implement educational programmes and activities in accordance with National objectives and policies; the monitoring, progress review and evaluation of these activities.
- Maintaining bilateral and multilateral relations for the development of education; to work in cooperation with regional and international organizations.
- To determine the standards appropriate to general education and to take action to maintain these standards, the promotion of creative activities in schools and other educational institutions.
- The development of curricula for general, special and teacher education and for Pirivena education; their implementation and evaluation.

- Conduct research after identifying research areas for the development of education and using the results obtained in the education process.
- Maintaining and reviewing appropriate evaluation systems for certificate examinations at National Level, subject examinations and aptitude tests.
- Developing the human resources needed for important activities aimed at education quality.
- The management and performance evaluation of the Teacher education institutes and the National Schools coming under the Ministry of Education.
- Providing advice, assistance, coordination and review to Provincial education authorities in respect of administrative management and the implementation of educational activities.
- Implementation and supervision of foreign funded projects.
- Determining standards and preparation of plans for learning aids education buildings and equipment.
- Supply of school textbooks, school uniforms, services and goods provided at National Level.
- Estimation and allocation of capital expenditure under the subject education, recurrent expenditure in respect of the Ministry of Education and all institutions under the Ministry and the implementation of a systematic scheme of Financial Management.
- Administration of the Minutes of all the services under the field of education and the maintenance of a proper internal administration in the Ministry of Education and the institutions coming under it.



## Chapter 02

# Recent Trends relevant to the Achievement of Excellence in Education

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The Ministry of Education has identified, as a matter of priority, and is in the process of implementing several new trends in the field of education to produce a new generation of students – with the next century in view – who can meet global challenges, as skilled citizens of the global village.

### 2.1 A New Sustainable National Policy for Education

Taking into account the Report of the Gunawardena Committee appointed by the Cabinet, the various recommendations made by the National Education Commission and the strategic recommendations for the development of human resources contained in the Mahinda Chintana with the new century in mind, the task of drafting a new Education Act within a framework encompassing a new education policy has been initiated.

Accordingly, a new special committee of Parliament has already been appointed and the basic requirements are attended to the basic objective in all these endeavours is the implementation of the national programme centred on five energizing strategic forces with knowledge as the pivotal force – for the emergence of a future generation, while continuing at all times to cherish deep rooted national values, will be able to face global challenges and expectations. This process will be finalized in several stages and will culminate with the presentation, of the new Education Act in Parliament in the first half of 2011. In the preparation of the new Education Act, individuals and several groups of individuals have already submitted many proposals. This work will be expedited.

This legislation will embrace the field of general education as a whole and will ensure an accelerated optimally qualitative and accelerated educational development.

## **2.2 Strengthening the new organizational structure of the Ministry of Education and the Establishment of a new Leadership for Education Administration.**

- After several years permanent appointments based on promotions have been given to officers in Grade 1 of the Sri Lanka Education Administration Service. They will be placed or located in such a way that the system will derive the maximum benefit from them. Under this scheme an appropriate, high quality leadership/ administration will be assured at Zonal, Provincial and Education Ministry level, for all educational institutions. A methodology has been introduced to fill on a continuous basis the vacancies that occur in the educational administration field following the relevant procedures. Measures are being taken by regular placements to direct education management and leadership to proper channels.
- Programmes have been prepared to further strengthen the Education Leadership Centre at Meepe to implement Degree Level Courses, and to plan training opportunities suited to the relevant institutions in the education field. Financial assistance is being provided for this programme by the Asian Development Bank.

## **2.3 The Programme for the Development of 1000 Secondary Schools**

- The primary objective of this programme is to make quality education available to rural children as well and to broaden educational opportunities as envisaged in the Mahinda Chintana Vision. These schools will have the human resources and the infrastructure facilities to ensure a quality education of a high level by an optional teaching process.
- By launching this massive school development programme a school of distinction will emerge. By the introduction of all curricula including science, all students will have access to equal educational opportunities. Free and compulsory education will be more meaningfully guaranteed through these schools. In this way the clamour for urban schools will lessen and the artificial competition for places in some schools can be alleviated.

## **2.4 Special Programmes to Elevate Sports in Schools**

- Sports activities in schools will make a great contribution towards the creation of citizens with a balanced personality out of our children. With this end in view these programmes will be further broadend.
- With the sponsorship of the private sector for the first time in 2010 for the winners at national level for their continuous sports education, the emergence of champions at national and international levels would be ensured.
- For the first time ever the winners at the national level were awarded prizes exceeding Rs. 100,000/=.
- The present condition of the country's sports schools would be reviewed and action taken to uplift them to a higher level.
- As the subject of sports is a powerful parallel medium for the benefit of students, the special participation and sponsorship of the private sector will be promoted through a strategic planning process.

## **2.5 Special Educational Seminar Programmes for G.C.E. (O/L) and G.C.E. (A/L) Examinations**

- Seminars have been commenced throughout the island with the participation of resource persons of exceptional quality, with a view to deemphasizing the role given to examinations and thus relieving mental pressures students are subjected to. The path is thus paved for large numbers of school children to be exposed to a higher level of learning experience.
- It is expected that in this way, a pleasant pre-examination training and preparation will be provided so that examinations can be faced with greater success and ease.
- These seminars will familiarize students with methodologies for easier ways of answering questions thus reducing the current examination phobia.
- Through these seminars an improvement of performance at national level is expected ultimately. This should ultimately be reflected in better examination results, overall.

- As a result of these seminars conducted at the level of the school, the confidence of the students and the parents in the school will be further enhanced.
- The active intervention of zonal and provincial educational authorities, the Ministry of Education, the Department of Examinations and the National Institute of Education in the implementation of this promotional process makes it a truly cooperative endeavour.

## **2.6 A special programme for the evaluation of the competencies of Grade 5 Scholars**

- Steps will be taken to determine the minimum performance level of Grade 5 scholars, who have scored more than 35 marks in each paper, by awarding a special certificates to those successful at the scholarship examination to safeguard student dignity.
- A programme will be launched to evaluate in a more sophisticated manner the performance of those students, who had scored high marks at National and Regional levels. To ensure its success it is proposed to get the participation of various public institutions and the private sector.
- With a view to making the Grade 5 scholarship examination more student friendly and to minimize the uncalled for interference by various people, as an advance preparation is proposed to provide each student, free of charge, a booklet containing past question papers.

## **2.7 Ensuring a high return on investment in education by making the school system more objective and critical in approach**

- To make the school system more objective and critical for enhancing its efficiency, a system of education planning which will include a continuous review of student teacher ratios and class strength will be introduced.
- In optimizing the returns from investment on education the right to education of all children will be fully assured.
- The distinctive feature here is the rationalization of the school structure by the creation of a network of a cluster of schools centred on a secondary school. This exercise will be strengthened by a Zonal, Provincial and Education ministerial direction.
- A primary and secondary school network will be established which will guarantee the internal and external efficiency in education and an optimum class strength and appropriate staff ratios.
- To rectify the situation of the number of schools with minimum number of students increasing, rationalization will be done taking student population and school data into consideration.

## **2.8 Establishment of Teacher Villages for teachers in difficult areas**

- Based on several difficult schools, with a view to the complete eradication of teacher shortages in schools in difficult areas, teacher villages will be established related to schools at central places in these areas. Accordingly, in one place a teacher housing complex will be established. Steps will be taken to provide all the physical facilities required for their including transport facilities need for the teachers to access the schools.

## **2.9 Broadening opportunities for education in Information and Communication Technology for principals and teachers serving in schools in difficult areas even in the absence of computer facilities**

- In addition to the provision of fully equipped computer laboratories to 1 AB and 1 C schools, the provision of computers and related facilities to Grade 2 schools will also be completed.
- Continuous sponsorship will be provided to raise the level of National Computer Literacy by providing thousands of training opportunities in Information and Communication Technology to school teachers.
- The implementation of special programmes for computer hardware and network solutions with the assistance of school children will be further expanded.
- In addition to the introduction of Information and Communication Technology as a subject in the school curriculum, the use of this technology in the management of schools on a wider scale has been identified as an essential activity. With this in view the designing of suitable software and training are being accelerated.
- These activities have been started as part of the 1000 schools programme under the Mahinda Chintana Policy. They have the special objective of ensuring that there schools will become exceptional being empowered through Information and Communication Technology. Investments with Asian Development Bank assistance will be further broadened to provide computer facilities to category 2 schools and fully equipped computer laboratories and network facilities to secondary schools to be up graded as Isuru Schools.
- Through investment in education, to usher a knowledge based society with Asian Development Bank aid, it is arranged to make awards for excellence in information technology so as to cover rural schools as well. For this a sum of Rs. 250 million will be allocated to 574 schools that have emerged as winners.

## **2.10 Special continuous programmes for the empowerment of schools**

- The Programme for School Improvement will be implemented with a special priority with reference to the 1000 secondary schools proposed to be developed.
- The school improvement programme which has already been implemented will be introduced to the entire school system. In this connection, development plans formulated at the level of the schools will be implemented through decisions at the school level. To ensure this, the provision of financial resources to the level of the school will be further extended. The main objective is the empowering of the school through taking decisions and implementing them without delay at school level.
- Through this programme, school level planning, planning of curricula and related subjects, school based teacher development, development of school precincts and promoting relationships within school community will be strengthened.
- Using quality inputs for schools will go beyond strictly academic matters to the development of school precincts. The Ministry of Education and Educational Authorities have placed a great confidence in the Principal of the school and the Board of Management for the implementation of school empowerment programmes through development programmes emanating from the school itself, by creating a conducive atmosphere.
- The main objective here is the change to a strategic planning system under which financial provision will be made for a school level plan.
- Action has been taken to plan development activities, take necessary decisions and to provide guidance in implementing there decisions with a view to empowering schools. In this background, the Education Quality Inputs Programme, the School Improvement Programme, the School Development Grant Programme, the Schools Development Financing Grant and similar programmes are being continuously implemented. Report indicate that principals and staff of schools are engaged in this work with much commitment and contentment.

## **2.11 Broadening and Developing Bilingual Educational Opportunities**

- The ultimate goal sought to be achieved under the bilingual education programme is providing bilingual educational opportunities to all students in the secondary grades.
- While specific targets have been set for this objective to be achieved, it is expected to implement this programme in 1000 secondary schools by the end of 2011.
- In addition in the 1000 secondary schools earmarked for development bilingual education opportunities will be broadened. Also, depending on the requirements of the educational system, measures have been taken to further develop teachers skills to launch bilingual programmes. By this there will be greater chance of the expected results being realized.
- As a continuation of these activities 410 new graduate teachers in the English medium will be recruited with a view to further expanding bi-lingual education, and to enable students in the commerce stream too to benefit, the introduction of the English medium to the core commerce stream will commence with Sithawaka Rajasinghe MV at Hanwella, the Homagama Central College and Lumbini College in Colombo.

## **2.12 A new approach to a better distribution of teachers**

- The National Teacher Transfer Policy and the Process of Recruitment to the Teachers Service will be subjected to a systematic review. A combined effort will be made along with the Provincial Education Authorities to eradicate teacher shortage in village schools and to make future teacher recruitments according to teacher requirements. Further, steps will be taken to ensure that school based teacher recruitments will be made more systematically in the future.

## **2.13 A new Act for Pirivena Education and the proposed new tendencies**

- Among the proposals for the development of Pirivena Education, the amendments to the hitherto unchanged Pirivena Act in keeping with the present day requirements stand out.
- With the objective of providing primary education in a religious environment, primary sections will be opened for grades 1 – 5 for lay students. Activities related to the 2,600 Sambuddha Anniversary

will be implemented in all the Pirivenas. Steps will be taken to absorb teachers who have passed the 'Dharmacharya' examination and the GCE A/L to the Sri Lanka Teachers Service. Arrangements have been made to revise Pirivena textbooks after 25 years. Specific measures will be taken to obtain the services of Tamil language teachers for the Pirivena and to provide computer knowledge, to train Pirivena teachers.

## **2.14 Exceptional foreign assistance for educational development**

In terms of an agreement entered between the Government of Korea and the Government of Sri Lanka on the intervention of the Hon. Minister of Education, action has been taken to get foreign assistance on a completely aid basis. This will be utilized, to cover National and Provincial Schools of the island to bring about a qualitative improvement in education by providing 3000 electronic pianos for promoting aesthetic education. Steps will be taken to provide a special training to students in piano music.

In addition, action has been taken to obtain as a presentation 30,000 a special type of blackboard – Non reflective Green Board. The objective here is to enhance the quality of teaching this enabling the development of potential in school children.

## **2.15 The Sri Lanka Science Mathematics Olympiad Conference**

Twenty nine Grade 5 Scholars who had exceptional levels of achievement represented Sri Lanka at the International Science Mathematics Olympiad held in Indonesia. 12 of them succeeded in this at a high level. Participation of our students at international competitions such as these makes it possible to directly compare our educational standards with those of other countries. Specially challenging educational opportunities will be provided to students who showed exceptional promise here.

## **2.16 Programme to promote English Language as a Life Skill**

Through this programme introduced with the guidance of HE the President, action will be taken to enhance rapidly the competence of school children in Spoken English and to sharpen their professional skills on a long term basis.

Through the English and Foreign Languages University of Hyderabad in India 39 trainers have trained local English teachers as trainers. They have noticeably improved the spoken English ability of English teachers throughout the island. Already 78% of the island English teachers have received this training. For this programme modules have been prepared including Spoken English skills and evaluation methods. From 2012 evaluation processes will commence to assess English speech for the G.C.E. (Ordinary Level).

The overall objective of this exercise is a body of Students and Teachers with strong communication skills and an enhanced English speaking ability. These advances will contribute to meet Global challenges through a knowledge based society.

For the Peradeniya Centre for Excellence in English Education various infrastructure facilities including computer technology will be provided. Action is now being taken to strengthen the financial management of the centre with the financial assistance of the Asian Development Bank.

## **2.17 A Question and Answer book series for GCE O/L and GCE A/L examinations and the Grade 5 Scholarship Examination**

- The Sri Lanka Department of Examinations has made available to students and the General Public Question and Answer manuals of a high standard for the different subjects at the G.C.E. (O/L) at a concessionary price. By this it has been possible to prevent private printers from exploiting a captive market.
- The possibility of getting question and answer books of a high quality is now assured.

## **2.18 Steps are being taken to lessen the weight of school textbooks and to introduce a lighter book bag for Students**

The weight of recommended school textbooks has been subjected to a review and a way has already been found to transform them into lighter, more easy to handle textbooks. Accordingly the weight of textbooks will be reduced. Similarly, action is being taken to introduce a range of school bags conforming to medical recommendations and conducive to the good health of school children.

## **2.19 High and safe standards are being stipulated for food sold in school canteens**

Steps are being taken to ensure high safety standards for food sold in school canteens and to prevent the sale of artificial and inferior food in these canteens.

The objective of this exercise is to provide opportunities to children to consume wholesome food of high quality and thereby to enhance the health and nutrition standards of the country's children.

With the help of the health authorities the necessary action to implement this change is already being taken.

## **2.20 The Shradhanjali Programme**

At the initiative and under the committed drive of the Hon. Minister of Education, the Aesthetic Section of the Ministry of Education along with the Aesthetic Section of the National Institute of Education staged an evening of Buddhist devotional songs “Shradhnjali” at the Ruwanweli Maha Seya in Anuradhapura on the occasion of Wesak 2010.

Alongside this musical performance a learned discussion on Buddhist songs and aesthetics at which resource persons of great eradiation participated. Through these innovative and novel programmes designed to heighten a religious awakening, it hoped to transform the thought patterns of the new generations towards a high level of morality.

## **2.21 Special programs to promote sales of educational publications, textbooks, syllabi and question and answer manuals**

- Under this programe opportunities will be ensured to make available to all interested parties at concessionary prices the divers publications of the Ministry of Education, The Department of Educational Publications and other institutions including various educational books textbooks and past examination papers.
- In this connection The department of education publications has already made arrangements to open at all the railway stations in the country book sales center for these publications.
- Also action is being taken to extend and better organize the publication and books sales promotion center at the premises of National Institute of Education under the aegis of the department of education publications. Opportunities for the purchase of teacher’s handbooks syllabi, teacher guidance manuals, textbooks and all other relevant publication will be provided in more efficient and attraction manner.

# Chapter 03

## Progress of Education Quality Development Programmes-2010

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### 3.1 Implementation of Educational Policies and Plans

Plans were prepared during the last year for the implementation of projects arising from the policies underlying Mahinda Chinthana and the policy proposals recommended by the National Education Commission. In this connection, under the development across framework which serves as the basis for the implementation of zonal, provincial and central levels were implemented through projects and it needs to be specially mentioned that the targets expected have been achieved.

#### 3.1.1 - The Education Sector Development Framework and Programme

The Education Sector Development Framework and Programme is a sector – wide innovative approach which is followed from 2006. This programme consists of the following themes :

**Theme 1 :** Promoting equitable access to primary and secondary education

**Theme 2 :** Enhancing the quality of Primary and Secondary Education.

**Theme 3 :** In the distribution of resources for education, to ensure economic efficiency and equity.

**Theme 4 :** Strengthening governance and service delivery

- ❖ This programme is implemented by all the provincial educational authorities through national level educational institutions. There is also in the participation of other educational institutions and the universities in this venture.

While the Education Sector Development Framework and Programme is built on medium term budgetary framework, the results based monitoring framework is a special feature here.

Among the programmes carried out by the Planning and Performance Review Division in 2010 for the implementation of the sector – wide approach in education, the following assume a special importance.

- ◆ The preparation by all the provinces acting together, long, medium term and annual activity plans for the implementation of national educational plans through the entire education system.
- ◆ A pilot programme has been planned for the school based provision of funds for 100 National Schools with the objective of strengthening the control over the use of financial resources in schools, for the purpose of decentralizing financial authority and decision making.
- ◆ It is expected to formulate projects to implement national education policies pertaining to the school structure, for school mapping and rationalization.
- ◆ Providing the technical assistance and guidance necessary for the coordination and implementation at the national level the Education Sector Development Framework and Programme .
- ◆ Identification of the sources of funds for the implementation of programmes for educational development and in coordination with relevant parties to work and implementation strategies.
- ◆ Amendment of circulars governing school finances.
- ◆ Performing the basic activities related to the development of 1000 secondary schools referred to in the Mahinda Chinthana.
- ◆ Performing the basic functions needed for the second stage of the Education Sector Development Framework.
- ◆ Preparation of performance reports for the Parliament, Ministry of finance and planning, the office of the Prime Minister, the Central Bank and the Ministry of Economic Development.
- ◆ Implementation of Monitoring and Evaluation programmes related to the Education Sector Development Framework and Programme.
- ◆ Forwarding progress reports , especially for the projects involving more than Rs.50 million, being implemented with foreign funds and finances form the consolidated fund.
- ◆ Data analysis and reporting related to the income and expenditure of the education system.
- ◆ Coordination of national level student assesment programme

To control the additional funding requirement for the implementation of ESDFP it was included World Bank Grant and grants by other donors in addition to government funds.

### **3.1.2 - Implementation of the Mahinda Chinthana Programme**

Of the 36 programmes recommended for the promotion of intelligence and values under the Mahinda Chinthana 34 have achieved the expected results. Some of these programmes are being continued on a long term basis due to their importance and relevance. Further the plans necessary for the future vision of the Mahinda Chinthana are already under preparation. For several programmes under these plans preparatory steps have taken for implementation.

### **3.1.3. - Achieving the Education For All (EFA) Goals and the Millennium Development Goals(MDG)**

In respect of Education For All Goals and Millennium Development Goals, Sri Lanka has made remarkable progress which stands out ever when compared internationally. In order to ensure the achievement of these goals by 2015 the following activities were carried out during past year.

- While policy proposals for the realization of Education for All Goals and the Millennium Development Goals have been forwarded to the National Education Commission, steps have been taken to implement jointly with the relevant Ministries strategies suited to the achievement of these objectives.
- Based on the findings of the Mid – decade assesment of Education for All, a functional framework to implement interactive education at school level as an avenue of access to education for all has been prepared along with a manual for teachers. In 2011 action will be taken in partnership with the relevant authorities to implement these measures.
- A capacity enhancement programme for provincial and zonal officers to implement a formal monitoring and evaluation programme based on data and information has been implemented in all the Provinces.

## **3.2 - Progress of Education Quality Development Programmes**

The investments made under this programme with foreign assistance and the consolidated funds are given below. The estimated financial provisions under subject heads in respect of the Ministry of Education, The Department of Examination and the Department of Publications are presented in tables. The expenditure incurred by Provincial Departments of Education is not included here

In additional the summery of control accounts for advance to public officer's account for year 2010 has been included below

**3.2.1 Table : The actual expenditure under expenditure head of the Ministry of Education in 2010,**

Code	Project	Actual Expenditure 2010 (Rs. '000)
	Recurrent Expenditures	23,969,897
	Operations Programme	
	Minister's Office	44,378
	Administration and Establishment Services (General Education)	337,073
	Development Programme	
	Primary Education	2,448,167
	Secondary Education	9,987,858
	Special Education	24,726,575
	Grants and Aid for Education	5,611,106
	Education Planning and Programming	17,813
	Teacher Training and the Development Framework	8,97,088
	Institutional Support for Qualitative Improvement in General Education	310,500
	Capital Expenditures	4267,331
	Operations Programme	
	Minister's Office	5,186
	Administration and Establishment Services (General Education)	59,874
	Development Programme	
	Primary Education	300,629
	Secondary Education	585,722
	Special Education	4603
	Grants and Aid for Education	
	Education Planning and Programming	
	Teacher Training and the Development Framework	62,331
	Institutional Support for Qualitative Improvement in General Education	20,800
	General Education Development Projects	3,001,173
	<b>Total</b>	<b>28,237,225</b>

Source : Ministry of Education

### 3.2.2 Summary of Control Accounts for Advance to Public Officers' Account for the year of 2010

Description	Opening balance as at 01.01.2009	Debits during at the year	Credits during the year	Balance as 31.12.2010
Actual	1,881,687,445.67	724,323,317.87	743,871,464.20	1,862,139,299.34
Prescribed limits	.....	900,000,000.00	650,000,000.00	2,700,000,000.00

Source: Ministry of Education

### 3.2.1 - Primary and Secondary Education

The progress achieved in implementing the curriculum and in co-curricular activities, in attaining the objectives, in primary and secondary education in the development of human resources, while, safeguarding national identity on the one hand and achieving the ability to face the challenge of global requirement is presented below in concise compass.

- **Primary Education**

Providing physical resources to Primary Schools and Primary Sections in Secondary Schools with the objective of ensuring essential learning competencies to all students with the development of the primary school system as child friendly schools. Capacity development of officers at provincial, zonal and divisional level and the training of principals and teachers were implemented on a priority basis in 2010.

- **English Language Education**

With the objective of importing English language skills needed to discharge the responsibilities one is entrusted with by successfully facing national and international challenges, numerous professional programmes were implemented in 2010 for school children, English teachers, teacher counse and managers.

- **Science and Mathematics Education**

For the purpose of encouraging students to follow the science stream at the G.C.E. (A/L) by improving the performance in science at the G.C.E. (O/L), the Ministry of Education has designed a low cost Mobile Laboratory so that essential laboratory facilities could be provided to both urban and rural schools. It is expected to make this mobile laboratory available to 30 schools in the North and East in 2010

- **Learning the National Language and a Second Language**

Among the activities undertaken in 2010 were language seminars, the conduct of the all island language competitions and trial tests for the purpose of enhancing the literacy and performance level of students through the promotion of the fourfold language skills. The more efficient and productive preparation of materials for the teaching of Sinhala or Tamil as a second language is planned.

- **Aesthetic Education**

Programmes for the promotion of skills of both teachers and students in regard to art, dancing, eastern and western music, drama and acting have been conducted to awaken the inherent creativity of girls and boys as well as of teachers. This would lead to the emergence of a skilled artistically sensitive and creative society. Further, with a view to displaying the talents of students all island competitions were held in these fields.

- **Agriculture and Technical Education**

With the objective of producing a citizen equipped with skills relevant to national needs and who can meet challenges, programmes such as ‘Kitchen aid’, ‘Let us grow for the country’s upliftment’, ‘New inventions from the school’, ‘Pioneering environment groups’, ‘Save the earth’, ‘School farm’, ‘Urban agriculture’, ‘School medicinal parks’, ‘School weather centres’ have been conducted.

- **Information and Communication Technology Education**

On the theme of Digital Bridge Through Education ,among the programme undertaken in 2010 with the objective of promoting the teaching of Information and Communication Technology and using it as a teaching medium, the production of subject related software, competitions in the IT field, the One Laptop per Child project, providing computer facilities to schools, teacher training to handle the subject IT at the G.C.E. (O/L) and G.C.E. (A/L) are important.

- **Religious and Value Education**

Among the programmes implemented in 2010 a programme to enhance the performance in Buddhism at the G.C.E. (O/L) and the awareness programmes directed to the promotion of ethical values may be mentioned. The meetings of the Buddhist, Hindu, Islam, Catholic and Christian Advisory Boards will be held in 2011 and student supportive workshops will be conducted along with the programmes for the promotion of mental health. To commemorate the 2600 Buddha Jayanthi Anniversary which falls in 2011, the Ministry of Education and affiliated institutions, provincial, zonal and divisional education offices have all taken action to implement special programmes. The main objective of this entire program is the promotion of good values among school children so as to produce citizens with high ethical standards.

- **Peace Education**

The implementation of the inter-ethnic school friendship programme 'Fostering Affection' launched with the objective of creating a generation of Sri Lankans imbued with a sense of mutual understanding and friendship, construction of the war destroyed Elephant Pass railway station- post of affection- 'Friends of Two Cities' with the objective of the re-establishment of the damaged understanding between two communities were among the main activities in 2010 in promoting Peace Education. At a time in our history when inter- ethnic friendship needs to be cultivated, plans have been made to implement special programmes relevant to this requirements.

- **Co-curricular Activities, Student Guidance and Counseling**

Numerous programmes were implemented in 2010 for directing the student community towards healthy active and clever adulthood making them citizens capable of overcoming challenges of the future successfully. Among them the preparation of the teachers' guidance manual on career guidance, programmes for awareness creation on the eradication of the drug menace among students and teachers, the Tower Hall drama competition for schools all island deserve special reference.

- **Development of School Libraries**

With a view to providing facilities to school children as an encouragement for them to enhance their knowledge through books, funds will be given to 150 schools for the purchase of books for libraries under the Book Flood Programme. The programmes for the provision of funds to 500 primary schools under the Book Bags Programme, the establishment of library and teaching resources centres in 5 schools and the supply of furniture and equipment, making funds available to 339 National Schools for the purchase of library books, and supply of book packages to 100 schools in the Moneragala District have been implemented in year, 2010.

### **3.2.2 - Teacher Education and Professional Development**

With the objective of bestowing upon the school system a generation of teachers replete with skills pre-service and in-service teacher training programmes were implemented embracing National Colleges of Education, Teachers Colleges and Teacher Centres. In the recruitment of student teachers to National Colleges of Education attention will be paid to give a greater weightage to teachers in subject areas where a conspicuous shortage of teachers is experienced. It is anticipated, at the same time, to change the content of the current curricula so as to make them better suit present day requirements and to enhance the quality of education. Providing pre-service training to the 554 new teachers recruited to fill vacancies for teachers in the English medium, training of untrained teachers in the system, implementation of teacher training programmes at Teacher Centres already completed 2010

### 3.2.3 - Non-formal Education

Non-school going children in the age range 5-14 years, the age limit for compulsory education, have been identified and admitted to schools and literacy centres. Action was taken to provide special educational opportunities to dropouts from the school system youth, elders, prison detainees and children in disadvantaged environments. It is expected to conduct, on a continuous basis, special programmes targeting various groups through literacy, functional and community learning centres, 'Nana Sarana' community learning centres for street children, and Non-formal learning centres.

#### The integration of non-school going children of the 5-14 age range of the population to schools and to centres of Non-formal education, 2006-2010

Year	2006	2007	2008	2009	2010	2006 - 2010 Total
Number admitted	8,968	12,796	14,027	15,064	5,425	56,280

Source : Ministry of Education

As a result of the action taken by the Ministry of Education along with all the Provincial Authorities, based on the conviction that education is a basic right of children, it has been possible to integrate 56,280 non-school going children to schools and non-formal education centres. This can be regarded as a notable achievement. At the same time as stated in the vision for the future in Mahinda Chinthana the proposal to increase the compulsory school leaving age to 16 is due to be implemented.

### 3.2.4 - Special Education

With the objective of providing facilities so that students with various defects and special education needs, can develop their talents to the maximum, several major programmes were implemented in 2010; accepting sign language as a medium of learning, providing books in Braille to blind students to students with hearing and vision deficiencies, hearing aids and eye- glasses, providing sets of implements to special units in schools.

### 3.2.5 - Education Development of the Northern Province

For the purpose of re-establishing the educational facilities which were adversely affected by the 30 year long conflict, several important steps were taken by the Ministry of Education with the Presidential Task Force and other relevant Ministries and Institutions. To create an environment to ensure that education activities of the displaced and resettled children in the Northern Province, are continued without any interruptions, several special programmes have been implemented of which the following are among the most important:

- ◆ Re-opening of 233 schools which were closed by July 2010.
- ◆ Providing educational opportunities to 518 child soldiers who have been rehabilitated.
- ◆ Preparing students for national level examinations by launching a programme to teach lessons left and so that the full syllabus would be covered.
- ◆ Implementing the mid-day meal programme for 193,157 students in 885 schools.
- ◆ Rebuilding the destroyed schools and supplying the equipment needed.
- ◆ Implementing the Accelerated Learning Programme.
- ◆ Providing assistance to school children.
- ◆ Taking steps to develop 20 schools as 'Isuru' Schools.
- ◆ Making computers and accessories thereof available to computer teaching centres.

For the purpose of implementing these programmes in addition to the consolidated fund of the government, financial assistance has been provided by the World Bank, Asian Development Bank, UNESCO, Save the Children and Koika.

### **3.2.6 - Development of plantation schools**

Extra teaching programmes were conducted for the subjects Science, Mathematics and English to improve the education standards of plantation schools. It is intended to create an awareness of multi-level and multi-grade teaching in plantation schools in education officers, principals, teacher counselors and teachers. In addition external evaluation activities will be started and the child friendly school concept introduced. It is a matter for satisfaction that there is an increase in Grade V scholarship results and an improvement in GCE (O/L) and GCE (A/L) results over the years.

### **3.2.7 - Development of Muslim Schools**

Among the measures taken in 2010 to improve the educational standards of the Muslim schools in all parts of the country, forwarding the necessary information for the filling of teacher vacancies, to the teacher establishment branch, giving appointments to fill vacancies for Mawlavi teachers, are particularly important.

### **3.2.8 - School Evaluation and Supervision**

For the purpose to ensuring the quality development in education based on skills and standards, steps were taken to strengthen the internal evaluation in schools and to formalize the system of external evaluation. Internal evaluation systems were activated in 4425 schools and quality indices of school education were prepared. To encourage the internal evaluation process and to make it more systematic, training programmes were conducted by the Line Ministry to Provincial and Zonal officers. It is expected in this way to generate a strong evaluation reserve at all levels.

### **3.2.9 - The contribution of National Schools in the Development of the Education System**

With 341 National Schools in the country at present, a new strategic plan has been prepared for the better management of their education and for their better administration. Accordingly for the establishment of a closer rapport with the Ministry of Education in 2011, a supervising officer has been appointed for a group of 10 national schools.

It will be their function to keep the Ministry of Education informed about issues or problems that each National School may face in respect of teachers, students, principal and human resources in general on the one hand and physical resources including buildings on the other. Among his other functions, the further improvement of class room teaching extracurricular activities in the school, to suggest strategies for the solution of problems related to deficits and surpluses of academic and non-academic staff, the problems these categories face and the ways of solving them as well the problems arising from the weaknesses in the principals administration.

## **3.3 Education Services and Establishment Matters**

### **3.3.1 - Strengthening the Administration and Management of Education**

The Minutes governing the Sri Lanka Education Administrative Service, the Sri Lanka Principals Service, the Sri Lanka Educationists Service and the Sri Lanka Teachers Service have all been changed and forwarded for approval to the Salaries and Cadres Commission.

#### **◆ Sri Lanka Education Administrative Service**

Interviews were held and selections were made to fill vacancies in Class I of the Sri Lanka Education Administrative Service. Those selected have been duly appointed to relevant posts. Steps have also been taken to fill in a proper manner forthcoming vacancies in Class I. Action has been taken to fill 410 vacancies in Class III of the Sri Lanka Education Administrative Service.

#### ◆ **Sri Lanka Principals Service**

After a period of seven years, some recruitment was made to the Sri Lanka Principals Service in 2009. Of these 1966 were appointed to Grade 2- 11, 1718 to Grade III. The officers thus recruited were given appointments within the public service of the different provinces to fill vacancies in National Schools in February 2010. While these officers were appointed Deputy and Assistant Principals of National Schools, those released to the Provincial Public Service were appointed as Principals and Deputy Principals of Provincial Schools. The promotional process of the Sri Lanka Principals Service was also operated in a formal and proper manner.

#### ◆ **Sri Lanka Teacher Educators' Service**

Steps were taken to fill 235 vacancies in the Sri Lanka Teacher Educators' Service in 2010. Also promotions to Class I and Class 2-1 of the Sri Lanka Teacher Educators' Service were also made in 2010. New lecturers are due to be appointed to fill 208 vacancies in Class III in 2011.

#### ◆ **Sri Lanka Teachers Service**

Arrangements have been made to remove salary anomalies in the Sri Lanka Teachers Service and to make promotions in a proper manner. It is expected that in the coming year quick action will be taken to effect the annual transfers, to bring about a balance of teachers in the National School System, to transfer to another school, with a view to enhancing their own efficiency and that of the school system, teachers who have been in the same school for over 8 years. While 3228 new teaching appointments were given in 2010. In 2011, 8874 new teachers are due to be recruited to satisfy subject requirements.

### **3.3.2 - Human Resource Development**

With the objective of providing local and foreign training to the different categories of officers who can be considered as the guiding force of the Sri Lankan education system towards the knowledge based society, in 2010, 184 officers of Class III of the Sri Lanka Education Administration Service were trained while a further 250 officers are due to be exposed to such a training. In the near future, the training of officers in Class I of the Sri Lanka Education Administrative Service will be undertaken. In addition several training programmes for English and Sinhala as well as in the computer field will be carried out.

## **3.4 Provision of Education Services and Student Welfare Programmes**

### **3.4.1 - Supply of School Uniforms**

In 2010, materials for uniforms were provided to 3,890,591 students from 9,662 schools throughout the country. Material for saffron robes has been provided to 35,451 student Bhikkus of Pirivenas. The total expenditure incurred for the supply of uniform material is Rs. 1,260 million.

### **3.4.2 - Providing School Textbooks**

In 2010 some 2,539 million copies of 433 categories of textbooks were distributed to the Schools, Pirivenas and Colleges of education in the country.

### **3.4.3 - Scholarships to School Children**

Every year student assistance is provided to 15,000 students who pass the Grade 5 Scholarship Examination. Taking into consideration the problems that had arisen due to the student assistance funds not being made available in time, steps have already been taken to obtain the funds needed from the Treasury.

The monthly payment for Grade 5 Scholarship holders who are studying at the G.C.E. (A/L) has been increased from Rs. 500/= to Rs. 1,200/=.

In 2010, skilled students studying in Grades 10-13 handicapped by economic difficulties were given 6,160 'Sisu Diriya (Encouraging Students)' scholarships under the Asian Development Bank funds.

### **3.4.4 - The School Mid-day Meal Programme and the Health Promotion Programme**

The provision of mid-day meals to 74,012 students from 6,276 schools under the Mahinda Chintana Programme and to 315,442 students from 1,357 schools under the Food for Education Programme is an ongoing activity. The of the School Health Promotion and the HIV/AIDS Prevention Programme, the health promotion programme for the primary section as well as several other programmes were implemented in year, 2010.

### **3.4.5 - Construction of School Buildings**

The following activities will be completed in 2010 with investments of Rs. 793 million from the Consolidated Fund and Rs. 135 million under World Bank assistance.

- ◆ Bringing to an end work which has continued in 304 projects.
- ◆ The construction of buildings to house the Vavuniya Information Technology Centre as well as for the library, the computer units and hostels.
- ◆ Completion of work in 35 National Education Colleges.

### 3.4.1 Table : Goods and Services purchased through the Procurement Division of the Ministry of Education

Service / Item of Goods	Value Rs. Mn.
Purchase of Computers and accessories for National Schools	27.0
Purchase of Science and Laboratory equipment for schools	10.0
Purchase of aesthetic equipment for National Schools	27.0
Purchase of furniture for National Schools and for New Model Primary Schools	13.0
Purchase of equipment for technical education for National Schools	8.0
Purchase of furniture for National Schools	37.0
Purchase of office equipment for National Schools	2.5
Purchase of furniture for pirivenas	4.8
Purchase of Library books for Pirivenas	4.5
Purchase of furniture for School Libraries	3.7
Purchase of aesthetic education equipment for new Model Primary Schools	2.5
Purchase of computers for Primary Schools	4.5
Purchase of DVD players for the Aesthetic Sections of National Schools	3.4
Supply of computers and accessories to School Libraries	2.0
Supply of furniture to School Libraries	1.0
Supply of Science and Laboratory equipment to Schools	50.0
Printing of books relevant to Health and Nutrition in Schools	1.2
Purchase of a van to the School Building Section	7.05
Purchase of equipment for English Support Centres	6.0
Supply equipment to Northern Province Computer Training Centre	3.0
Supply of equipment to the Planning and Performance Division	4.0
Purchase of computers and accessories to the Information and Communication section	2.6
Supply of a van to the Information and Communication Section	4.2

Service / Item of Goods	Value Rs. Mn.
Supply of multi-media equipment to school libraries and non-formal education centres	1.8
Supply of necessary equipment to non-formal education centres	2.0
Purchase of computer equipment to National Schools at Nakkawatta and Kataragama	5.1
Supply of Bar Code Scanners Printers and relevant Soft ware to School Libraries	2.55
Printing of guidelines on National Education Standards	3.5
Printing of 'Help in Mathematics' Book	1.4
Printing of Books relevant for Bi-lingual Education	4.0
Supply of equipment to the computer laboratory for IT Section	8.0
For the construction of 5 school library buildings	40.0
Establishment of 3 Computer Centres	27.0
Construction of the first stage of the Stores Complex, Department of Publications	25.0
Construction of a Hostel at the Computer Centre in the Northern Province	37.0
Supply of computer equipment to schools	88.0

## 3.5 Investment of Foreign Aid for Educational Development

This Chapter describes in brief the investment of foreign aid by international banks and different development institutions during the year 2010 via the Ministry of Education.

### 3.5.1 Table -Investment of Foreign aid for Educational Development 2010

Source	Programme	Annual Investment
		2010 Rs. Mn
World Bank	Grant for the Education Sector Development Programme	527.1
Asian Development Bank	<ul style="list-style-type: none"> <li>• Secondary Education Modernization Project</li> <li>• Education for Knowledge Society Project</li> </ul>	700.0 1310.0
UNICEF	Annual Work Plan	43.0
G.T.Z.	Education for Social Integration Programme	10.0
UNESCO	Annual Work Plan	11.2
Save the Children	Annual Programme	16.0
Education Sector Development Framework and Programme	Stage II	

Source : Ministry of Education

### 3.5.1 - World Bank Aids for the Education Sector Development Framework and Programme

Education Sector Development Framework and Programme is implemented under 04 themes. The awards made by the World Bank for same are given as follows.

Programme Period : 21<sup>st</sup> February 2006 – 30<sup>th</sup> June 2011

Total Investment : US \$ 60 Million (Grant)  
US \$ 10 Million (Concessionary loan)

Disbursement Ratio : 83% (by 2010)

**3.5.2 Table : World Bank aids through Education Sector Development Grant and Additional Financing -2010**

Institution / Province	Allocation (Rs. Mn.)		
	Educational Sector Development Grant(ESDG)	Additional Financing (AF)	Total
Ministry of Education	261.00	65.00	326.00
National Institute of Education	50.00	35.00	85.00
Sri Lanka Department of Examinations	120.00		120.00
Educational Publications Department	50.00		50.00
Western Province	120.00	33.00	150.00
Central Province	125.00	35.00	160.00
Southern Province	125.00	35.00	160.00
Northern Province	240.00	60.00	300.00
Eastern Province	245.00	40.00	285.00
North Western Province	125.00	35.00	160.00
North Central Province	125.00	25.00	150.00
Uva Province	125.00	35.00	160.00

*Contd. ....*

.....from pg.

Institution / Province	Allocation (Rs. Mn.)		
	Educational Sector Development Grant(ESDG)	Additional Financing (AF)	Total
Sabaragamuwa Province	125.00	35.00	160.00
Finance Commission	20.00		20.00
National Education Commission	5.00		5.00
Department of the National Budget	4.00		4.00
Department of National Planning	5.00		5.00
Department of External Resources	2.00		2.00
Faculty of Education-University of Peradeniya			
Faculty of Education-Open University	2.00		2.00
Total	1874.00	430.00	2304.00

Source : Ministry of Education

## **Theme 1 : Promoting equitable access to primary and secondary education**

### **Ensuring the policy of free education :**

With this objective in mind, in the year 2010 the government has incurred an expenditure of Rs.2,200 million for the provision of free textbooks to all school children; an expenditure of Rs.1,260 million for the supply of school uniforms; Rs 125 million, for scholarships and students assistance; Rs 2275 million for the supply of mid day meals and are expenditure of Rs 2.20 million for children with special education needs.

### **Non-formal and Special Education :**

While the school admission committees have been activated with a view to enforcing rules and regulations pertaining to compulsory education, steps were taken to ensure the admission of non-school going children to the formal school system or to institutes of non- formal education or to special education schools or units, Also, while the resources necessary for the learning teaching process in non-formal education institutions were provided, capacity building programs were also implemented. It may be noted in particular that many programs have been conducted for the benefit of children with special educational needs.

## **Provision of basic facilities necessary for schools and learning space of a high quality :**

Requirements in respect of provincial council schools were provided through provincial councils and in respect of national schools through the line ministry, National and emergency requirements were also satisfied by the live monitoring. While money from the consolidated fund for the provision of basic facilities to school- such as, water, sanitary facilities, electricity and class rooms, for high level learning needs such as ICT centers, laboratories, mathematics and language laboratories the fund for educational sector development or supplementary investment funds are used.

## **Theme 2 : Enhancing the quality of primary and secondary education**

- The financial resources needed for the implementation of programs for national curriculum development for facilities for capacity and human resources development are provided directly to the National Institution of Education from the Education sector development grant and supplementary financing.
- The implementation of the national curriculum is carried out under the different subjects.

### **Enhancing of levels of access to learning :**

- Supply of science equipment to category 2 schools under the education sector development grant.
- Supply of equipment needed to divisional English help centers (Yakarawatte, Bibile, Mannar)
- Implementation of the English teaching programs through regional radio broadcasts
- For the provision of education facilities on a bi-lingual basis, the implementation of capacity building and teacher development programs and conducting of quick learning camps were carried out.

### **Implementation of the Development of Information Technology :**

- Programs for the promotion of teacher training (training of 237 hardware instructors, training of 40 teachers under the inter active white board project, training of 700 ICT teachers for the GCE A/L)
- Implementation of the One Laptop Per Child(OLPC) programme(supply of computers and teacher training programs, preparation of complier programs)
- Establishment of school computer centers at the Kalmunai Kaamal Fathima College, the Welimada Central college, the Nakkawatta Central Colege and the Kataragama Central College.
- Establishment of a Provincial computer center for the Northern Province at Vavuniya under supplementary financing.

- Supply of computers and computer accessories to schools

### **Development of school libraries :**

- Supply of library books and supplementary readers with a view to promoting the reading habit among school children.
- Provision school based grants to small schools under supplementary financing for the supply of school bags.
- Making grants available to schools under the Book Flood Scheme for the purchase of library books by the schools themselves.
- School libraries were constructed under line ministry funds at Princess of Wales College Moratuwa , Central College Jaffna, Alhar Muslim Central College Batticaloa, UB Wanninayake Central College Galgamuwa and the Bible Wellassa Central College.
- Implementation of quality and management programmes in schools
- Implementation of programmes with relevant to first and second languages
- Implementation of peace education and national integration programmes

### **Teacher education programme :**

- Implementation of teacher training development framework and school based teacher training programmes.
- Provide grants to National Colleges of Education, Teachers colleges and Teacher centers for compliers, Learning equipment and building repair work.
- Provide grants to Faculties/Departments of Education in the Universities of Colombo and Peradeniya and the Open University for capacity building, human resource development and research activities

### **Improving Evaluation and Examination activities :**

- Preparation of Examination guides
- Establishment of an item bank
- Providing high capacity computer facilities for data storage
- Implementation of capacity building and human resources development programs

## **Enhancing the quality level of subject contents in textbooks :**

- The first stage of the stores complex at Pitipana has been completed with Rs. 29 million from the Education Sector Development grant.
- Implementation of capacity building and human resources development programs
- Promotion of the subject contents of text books.
- Making textbooks available to student on time

## **Theme 3 : Enhancing economic efficiency and equity in resource allocation.**

### **Education policies, planning and budgeting**

- Preparation of medium term and short term plans
- Preparation of the medium term budgeting framework
- Preparation of programs for capacity building and human resources development in respect of provincial and national level officers on planning.
- Making schools grants to 100 schools on a pilot basis
- Introducing amendments to circulars pertaining to schools finances so as to better adapt them to future development needs of education.
- Preparation of a results based monitoring framework; implementation of monitoring and feedback programs.

### **Carrying out basic and policy related activities needed for the second medium term stage of the Education Sector Developments Framework; Relevant coordinators with state institutions and development partners :**

- Performing the basic activities needed for the development of secondary schools as envisaged in the Mahinda Chinthana
- Performing the functions related to the establishment of a continuous monitoring system of public finance and education quality

- For 2010, the Ministry of Education has set apart.
  - 3 % from the recurrent expenditure head for activities and inputs for higher order functions
  - 45% from the capital expenditure head for higher order learning space and capital assists.
  - 15% from the capital expenditure head for maintenance

### **Research and studies :**

#### **Theme 4 : To strength good governance and service provision in education**

- Implementing the school development program in 18 zones in 2010
- Introducing the school development program to all other zones
- Programs for Human Resources development

### **Providing infrastructure facilities :**

- Purchasing vehicles for the Ministry of Education
- Purchasing vehicles for provincial Ministries/Departments
- Modernization and improvement of office facilities in national and provincial level educational institutions
- Purchasing vehicles for the department of Education Publications

### **3.5.2 - Secondary Education Modernization Project Funded by the Asian Development Bank**

#### **Objective of the Project :**

Providing school children with opportunities for good quality higher secondary education which accords equal and appropriate prospects of learning that prepares them to the needs of the market for employment.

#### **Financial Investment**

Total investment on the project Rs. 5,250 million

Investment up to 31 December 2010 Rs. 5,320.33 million

The project completion date was 31 December 2010.

#### **Work accomplished in 2010 :**

- School based funding facility - Rs Million 8.4 school development grant provided for 814 schools
- Providing of ICDL / CAL teachers training scholarship ICT for 990 teachers
- Sisudiriya Scholarships' providing for 21,500 students in economic backward families
- School Development grant has been provided for 484 schools in Northern province under "Uthuru Wasanthaya" Special Programme
- 80,000 Educational software creations has been submitted for the provincial software competition by teachers and students

### **3.5.3 - Education for Knowledge Society project funded by the Asian Development Bank**

#### **Objective of the Project :**

Conduct an educational programme specially designed for the secondary schools with a view to equip the younger generation with capabilities appropriate for the employment while paying attention at the same time to the ethical quality of education and relevance to other social aspects.

#### **Details of financial investment :**

Total investment in the project	- Rs. 11,267.0 million
Investment as at 31/12/2010	- Rs. 2,252.74 million

#### **Tasks accomplished during 2010.**

- 104 Secondary schools have been identified to for develop as full fledge secondary schools. Development works in 17 schools completed.
- School Development Financial Grant facility (SDFG) has been provided for 104 secondary schools.
- Education quality development special programmes have been conducted in 66 schools.
- 2,300 ICDL/CAL teacher training scholarships have been provided for teachers.
- Teacher training scholarships International Pedagogical ICT license (IPICT) provided for 4,500 teachers.
- Established ICT Centers in 600 type 2 schools.
- 1,200 (ASAP) scholarships have been provided for young school leavers to improve their skills and competencies.
- 12,979 "Sisudiriya" scholarships provided for students in low income families
- 1500 short ICT courses (5 day Programmes) provided for ICT teachers
- Established E- Village programmes in 20 schools

## **Development of Secondary Schools (Isuru) :**

- The school from each Divisional Secretariat mostly effected by proverty selected by the use of the poverty index making a total of 104 schools covering all districts is targeted for development under 'Isuru Schools' programme. Each school is allocated Rs. 35 million. These funds will be used to construct new buildings and repair the buildings available at present combined with infrastructure development. These schools will thus be converted to attractive prestigious secondary schools with facilities to persue studies in all the streams at G.C.E. (A/L).
- Estimates amounting to Rs. 832 million have been prepared for 72 schools within the period January to August 2010 out of which contracts amounting to Rs. 670 million have been awarded.
- Work on 10 Isuru schools has been completed.
- It has been launched the programme of empowering Isuru schools by the implementation of special quality programmes with the expertise of National Institute of Education, Excellent center for English of Peradeniya and Distance Learning Centre.

### **3.5.4 - Programme receiving UNICEF Assistance**

UNICEF provided financial assistance to several programme implemented through many branches of the Ministry of Education. These programmes are briefly described below.

- **Awareness on the risk of land mines :** Learning material and hand books were distributed among school children in areas where the ethnic conflicts prevailed in order to enhance their awareness about the risk caused by land mines.
- **Accelerated Learning Programme :** Teaching materials was prepared and teachers were trained to implement the Accelerated Learning Programme in the Northern Province.
- **Education on disaster management :** A programme on disaster preparedness was implemented in the Northern and Eastern Provinces. Five (05) schools destroyed by Tsunami were reconstructed.
- Financial aid was provided to the 'Education for All' branch for the purpose of conducting a series of programmes on statistical capacity building. The programmes were aimed at providing the knowledge and skills required by provincial and zonal officers on the use of date and information for regulatory work.

- Based on the recommendations of the studies on “ Catch up Education’ and “Study on School Dropouts”, basic literacy training programmes were conducted and learning material for children in literacy classes was provided with UNICEF assistance. The non-formal education officers were given 12 bicycles for the purpose of regulating non-formal educational activities at divisional level.
- UNICEF aid has been granted to 1,500 schools for the purpose of building ‘Child Friendly’ concept and broadening the areas of its application in the context of primary education. The extension of this concept to all the schools in future is envisaged.

*The investment during the year 2010 is about Rs. 35 million.*

### **3.5.5 - Education for Social Integration programme implemented with GTZ (German Technical Cooperation) Programme**

Providing children with skills required for all to live in peace in a multi-ethnic and multi-lingual society via education and psycho-social protection is the objective of this programme. The relevant activities are ;

- ◆ Assist the implementation of the national policy on learning for social integration through the school curriculum.
- ◆ Provide teacher training on teaching of Sinhala / Tamil as the second language.
- ◆ Provide teacher training on teaching of English as a foreign language.
- ◆ Provide education and training to school children on disaster preparedness, prevention of disasters and minimization of disasters.
- ◆ Enable participation in co-curricular courses prepared on the basis of the need to persuade the children in areas affected by conflicts and poverty to re-enter the schools or providing them pre – occupational capabilities.
- ◆ Give priority to improve the mental health of children and their families who were living in areas affected by conflicts.



# Chapter 04

## Analysis based on Educational Data and Measurements

### 4.1 Introduction

Information is presented here related to some data and measurements selected in a manner that highlights the overall picture of general education. In the main, basic statistical information about the education system, information on student performance and the way in which national wealth is invested on education, are presented below.

### 4.2 Basic Statistical Information on General Education

#### 4.2.1 Table - Number of Government Schools in Sri Lanka 2005 - 2009

Province	Year and the Number of Schools				
	2005	2006	2007	2008	2009*
Western	1356	1353	1351	1340	1340
Central	1466	1467	1464	1459	1460
Southern	1097	1093	1096	1094	1098
Northern	888	892	890	877	597
Eastern	972	971	948	969	985
North Western	1224	1221	1220	1218	1219
North Central	781	782	776	774	776
Uva	830	831	831	832	831
Sabaragamuwa	1109	1104	1102	1099	1104
Sri Lanka	9723	9714	9678	9662	9410**

\* Provisional

Source : Annual Census of Schools, Ministry of Education

**\*\* Note :** *At the time of the 2009 school census – 1<sup>st</sup> June – all Government schools in Kilinochchi and Mullativu Districts and some schools in the Mannar and Vavuniya schools remained temporarily closed.*

According to the above information a gradual and slight reduction of the number of schools can be seen; what has happened in the system is that schools with very few students have been amalgamated with another school close by.

#### **4.2.2 Table – Number of Private Schools and Pirivenas 2005 – 2009**

Category	2005	2006	2007	2008	2009*
Private School	85	91	94	92	98
Pirivenas	653	654	658	691	697

Provisional\*

Source : Annual Census of Schools, Ministry of Education

The statistics given above show a small increase in the numbers of both private schools and Pirivenas.

#### **4.2.3 Table - Number of Teachers in Government Schools 2005 - 2009**

Province	2005	2006	2007	2008	2009*
Western	38038	41410	42033	41349	40217
Central	27260	29760	32095	32035	30792
Southern	26173	28408	29137	29565	29404
Northern	11360	13363	12195	12387	11263
Eastern	15760	17530	17233	17565	19861
North Western	25105	26323	26808	26978	27417
North Central	11968	12570	12491	14138	14561
Uva	14839	15646	16453	17339	18492
Sabaragamuwa	18731	20819	21756	21856	21687
Sri Lanka	189234	205829	210201	213212	213694**

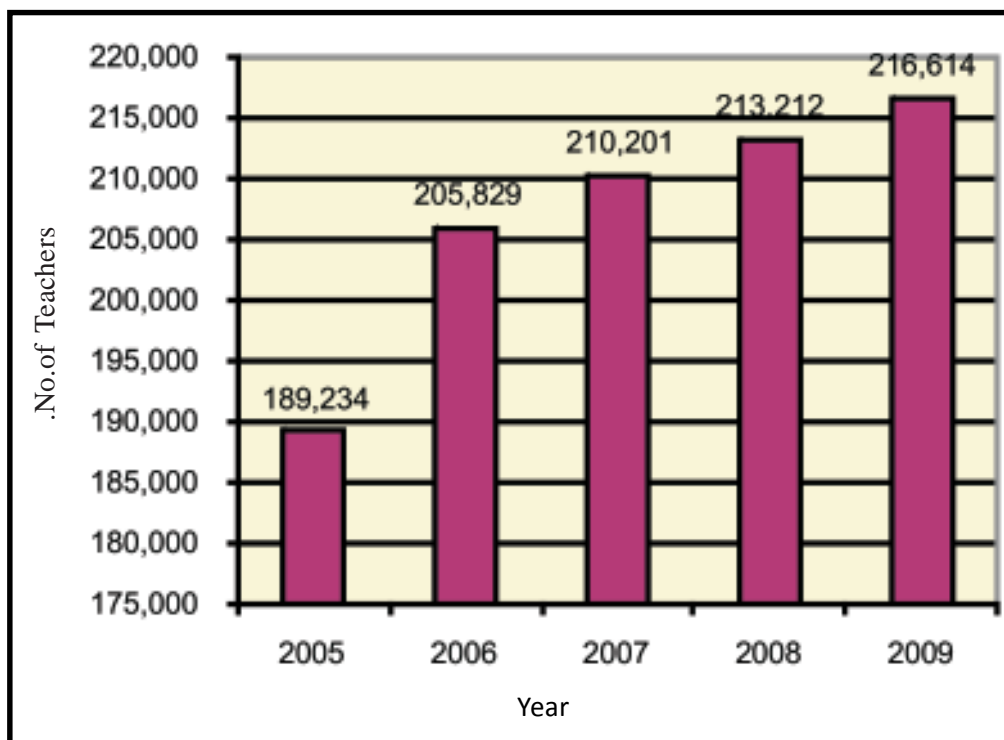
Provisional\*

Source : Annual Census of Schools, Ministry of Education

**\*\* Note (I) :** All Government schools in the Killinochchi and Mullativu Districts and some in Mannar and Vavuniya Districts were temporarily closed by the date of the census, 01.06.2009.

**Note (II) :** When the 2009 census was conducted, new teachers at the Teachers Colleges and New English medium teachers were not included. With these the total figure for teachers would be about 216614.

#### 4.2.1 Graph – The Increase in the Total Number of Teachers



Source : Annual Census of Schools, Ministry of Education

When compared with the year 2005, by the year 2009, the increase in the total number of teachers was 27,380. As a percentage, this is a growth of 14%. As such, while a considerable increase in the number of teachers is shown, the question of posting teachers to ensure their optimum utilization would be further addressed.

#### 4.2.4 Table – Number of Teachers in Private Schools and in Pirivenas

	2005	2006	2007	2008	2009
Private School	5,000	5,266	5,414	5,454	5,701
Pirivenas	5,481	5,528	5,593	5,744	5,943

Source : Annual Census of Schools, Ministry of Education

According to the above information a growth is reflected in the number of Teachers in Private schools and Pirivenas as well as in the Government schools.

#### 4.2.5 Table - Recruitment of New Teachers in 2010

Recruitment of Teachers 2010	
Teacher Category	No. Recruited
Diploma holders Teachers Colleges in Pedagogy	2543
Graduate Teachers	174
Maulawi Teachers	111
English Medium Teachers	410
Total	3238

Source : Ministry of Education

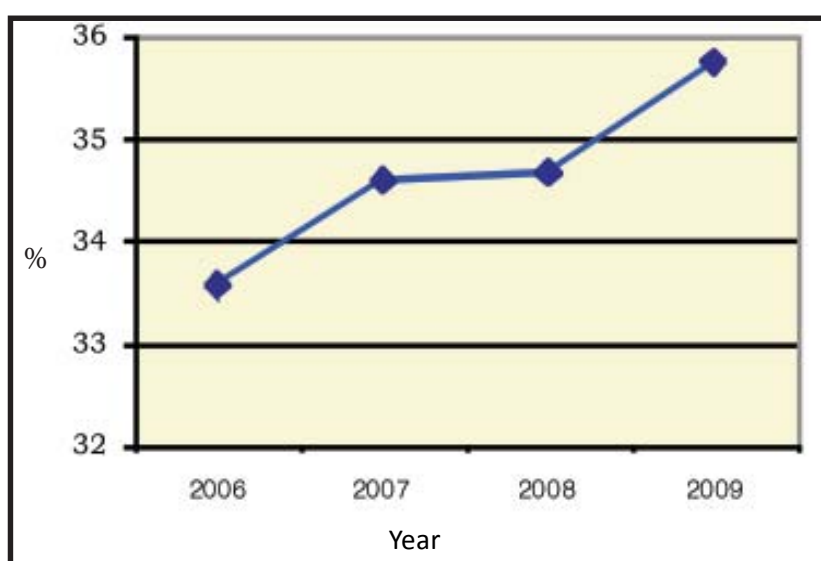
3238 new teachers have been recruited to the system in 2010. They were recruited in such a way as to cover subjects in respect of which there was a shortage of teachers. It is hoped to recruit 8874 new teachers in 2011. In this instance too the focus is the coverage of subjects where a teacher shortage is experienced.

#### 4.2.6 Table - The Growth of Graduate Teachers within the Total Number of Teachers

Year	Growth in the number of graduate teachers	The growth in the number of graduate teachers in the Total number of teachers
2006	68705	33.57
2007	72374	34.59
2008	73549	34.67
2009	77223	35.75

Source : Ministry of Education

#### 4.2.2 Graph - The growth of graduate teachers as a percentage of total number of teachers



With the enhancement of the quality of education as its first and foremost priority, the Ministry of Education gives much attention to the possibility of making all teachers graduates. At the present graduates amount to 35% of the total number of teachers.

#### 4.2.7 Table – Number of Students in Government Schools, 2005 – 2009

Province	2005	2006	2007	2008	2009*
Western	879,838	857,985	894,752	898,299	904,263
Central	519,564	504,392	519,123	517,680	519,778
Southern	512,834	494,554	508,293	506,471	505,558
Northern	266,448	264,926	267,856	261,499	177,252
Eastern	377,129	372,523	379,072	378,317	382,995
North Western	468,747	456,325	468,778	469,084	471,063
North Central	255,833	248,610	253,132	252,482	252,771
Uva	287,448	277,330	282,232	280,261	279,832
Sabaragamuwa	374,236	360,903	368,947	366,358	366,664
Sri Lanka	3,942,077	3,837,548	3,942,185	3,930,451	<b>3,860,176</b>

*Provisional\**

Source : Annual Census of Schools, Ministry of Education

#### 4.2.8 Table - Number of Students in Private Schools and Pirivenas

	2005	2006	2007	2008	2009
Private School	106,262	106,126	113,884	115,070	114,974
Pirivenas	55,173	55,292	54,935	56,065	58,098

*Provisional\**

Source : Annual Census of Schools, Ministry of Education

The number of students in Government schools has assumed a figure of around 3.9 millions. This figure which has not shown much variability within past five years. Perhaps this is due to the decline in the rate of increase in the population cohort of the school going age when compared with the ratio of births. A percentage of students who enroll in the private schools which are not coming under the government school net work can be considered as another reason.

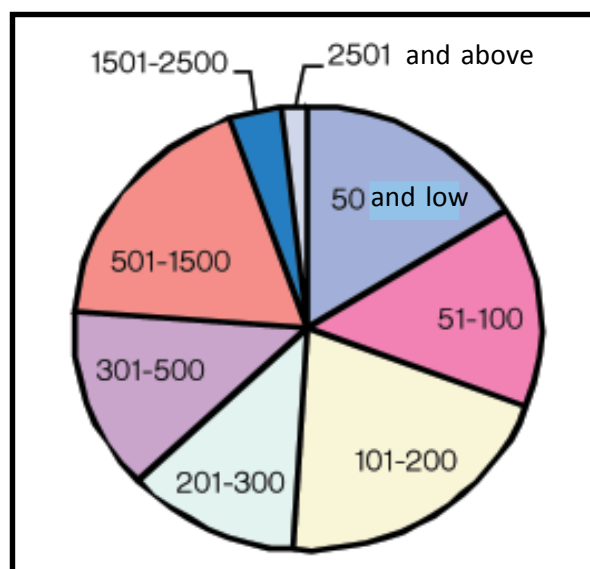
**4.2.9 Table - The Distribution of Schools According to the Number of Students - 2009**

Province	Number of Schools								
	No. of Students 1 - 50	No. of Students 51 - 100	No. of Students 101 - 200	No. of Students 201 - 300	No. of Students 301 - 500	No. of Students 501 - 1500	No. of Students 1501 - 2500	No. of Students 2501 - and above	Total
Western	100	127	220	164	215	348	98	68	1340
Central	246	246	310	158	197	249	36	18	1460
Southern	129	175	231	138	159	188	47	31	1098
Northern	120	104	122	74	65	99	11	2	597
Eastern	115	140	205	132	133	218	39	3	985
North Western	203	181	275	131	162	203	44	20	1219
North Central	176	123	143	90	106	110	19	9	776
Uva	158	119	189	97	96	141	26	5	831
Sabaragamuwa	263	169	217	131	124	164	18	18	1104
Sri Lanka	1510	1384	1912	115	1257	1720	338	174	9410
As a % of the Total Number of Schools	16%	15%	20%	12%	13%	18.	4%	2%	

Source : Annual Census of Schools 2009

*Note : By the date of the censuses 01.06.2009 all the Government schools in the Kilinochchi and Mulativu Districts and some government schools in the Mannar and Vavuniya Districts were temporarily closed.*

**4.2.3 Graph - The distribution of schools based on the number of students**



Source : Annual Census of Schools 2009

When the distribution of schools according to the number of schools in there is considered, it can be seen that, in 2009, schools with less than 50 students in them constitute 16% of the total number of schools. The number of schools with over 2,500 students comes to 2%. It is a significant fact that schools with less than 500 students exceed 75% of the total number of schools. This situation supports the contention that after a mapping exercise of schools, a system of rationalization is called for as a necessary intervention in this connection, under the direction of the Line Ministry an exercise in the rationalization of schools is on-going at the level of the Provinces.

### 4.3 Basic Statistical Information on Student Performance

#### 4.3.1 Table - Percentage of students who scored more than 70% of Marks in 2007– 2009

Year	Number	%
2007	166,934	58.83
2008	108,545	39.45
2009	167,802	57.63

Source : Department of Examinations, Sri Lanka

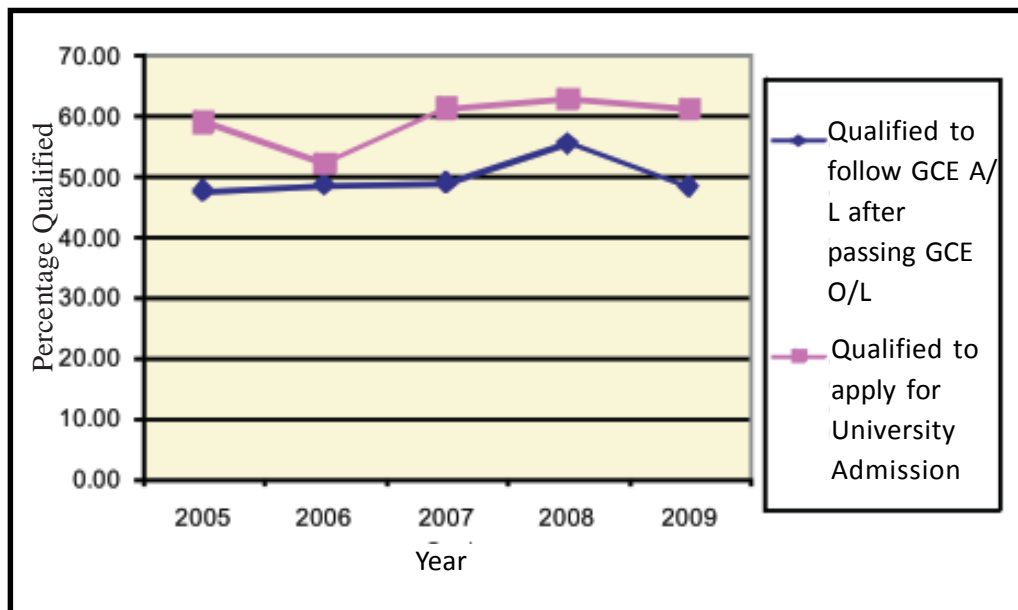
The percentage of those who scored more than 70 marks remains at around 58%. Steps have been taken to implement several programmes with the objective of improving student performance at the primary school level. A certificate for special ability is being considered for those who have scored over 70%.

#### 4.3.2 Table - Performance of school candidates at the G.C.E. (O/L) and G.C.E. (A/L) examinations 2005 – 2009

Year	Qualified to follow GCE A/L after passing GCE O/L		Qualified to apply for University Admission	
	Number	%	Number	%
2005	146.862	47.72	102.854	59.20
2006	144.348	48.70	103.557	52.40
2007	153.460	49.14	104.479	61.41
2008	175.399	55.65	112.866	62.89
2009	150.797	48.51	108.725	61.21

Source : Department of Examinations, Sri Lanka

#### 4.3.1 Graph - Growth of Student Performance Level at G.C.E. (O/L) and G.C.E. (A/L) 2005 – 2009

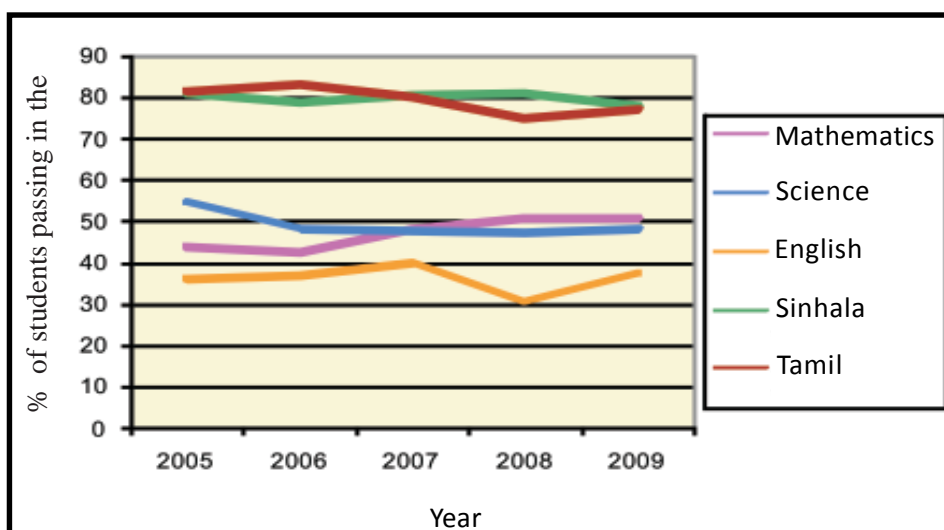


Source : Department of Examinations, Sri Lanka

From the above data it can be seen that after passing the GCE O/L, about 50% of the students qualify to follow the GCE A/L. Several strategies are being followed to further improve this situation. Discussion of model question papers, improving the term tests, examination – oriented seminars are the more important among them.

The above statistics also show a gradual improvement of G.C.E. (A/L) results. For this reason, it is evident that enhancing opportunities for higher education is a very real contemporary challenge.

#### 4.3.2 Graph – Performance in several key subjects of first time applicants at the G.C.E. (O/L) 2005 – 2009



Source : Department of Examinations, Sri Lanka

To further increase the numbers qualifying to pursue studies at GCE A/L, it is necessary to increase the number of students passing in the subjects Mathematics, Science, and English.

When considered as a whole, the subject wise, performance is at a high level. The increase in performance in Mathematics from 44% in 2005 to 50% in 2009 is a matter for satisfaction. The performance levels in Science and English should be further augmented. The performance levels in Sinhala and Tamil as first languages is comparatively high.

#### 4.3.3 Table - Comparison of learning achievement of Grade 4 students

Province	Percentage of student who scored more than 50%								
	First Language			Mathematics			English		
	2003	2007	2009	2003	2007	2009	2003	2007	2009
Western	81.7	88.2	86.3	80.5	88.8	86.5	53.1	68.0	74.1
Central	77.0	79.4	78.5	63.5	79.0	76.8	31.6	44.6	55.9
Southern	72.0	83.3	86.1	71.5	84.5	85.2	36.0	54.8	62.4
Northern	61.0	78.7	83.7	53.3	76.5	79.5	22.9	39.9	54.8
Eastern	57.7	72.7	73.7	52.3	74.6	70.2	21.9	44.3	41.9
North Western	75.1	85.5	87.1	74.0	85.7	86.4	32.0	54.9	64.8
North Central	70.7	83.4	83.1	72.1	84.5	81.8	29.3	43.3	50.6
Uva	64.2	77.4	79.8	62.5	78.1	80.8	27.3	40.3	51.9
Sabaragamuwa	70.8	81.4	86.5	68.5	82.6	87.1	33.4	46.7	64.2
Sri Lanka	68.9	81.1	82.9	66.5	81.5	81.8	31.9	48.5	58.4

Source : National assesment of Learning Achirements of Grade 4 student National Education Research and Evaluation Centre

When the achievement levels in learning of grade 4 students is compared is seen that in respect of the First Language, Mathematics and English in relation to 2003 performance levels have increased by 2009. However it appears that performance level in English can be further improved also it is necessary to take action to minimize the inequalities among provinces.

**4.3.4. Table - Learning Achievement of students in grade 8 and grade 10  
2005 and 2008**

Province	Mean Values of Achievements level in learning								
	Grade 8						Grade 10		
	First Language		Science and Technology		Mathematics		First Language	Science and Technology	Mathematics
	2005	2008	2005	2008	2005	2008	2005	2005	2005
Western	63.30	64.13	56.73	63.78	48.45	56.90	60.91	50.76	46.38
Central	59.10	51.62	52.85	57.54	44.83	49.30	55.80	49.03	42.62
Southern	58.80	59.08	50.33	56.06	44.27	48.64	60.75	54.32	44.86
Northern	58.36	59.27	55.68	47.09	43.72	47.53	57.75	50.50	46.16
Eastern	57.79	57.14	53.15	48.69	44.78	45.98	58.16	50.00	44.94
North Western	61.04	65.21	51.34	59.38	45.26	52.69	60.81	51.34	45.74
North Central	60.43	58.97	47.29	56.12	46.94	48.35	59.62	49.59	44.18
Uva	58.74	56.39	52.93	52.29	43.27	45.57	57.23	48.93	43.83
Sabaragamuwa	59.65	61.90	54.43	58.36	44.68	50.42	58.52	49.26	44.18
Sri Lanka	59.89	59.87	53.19	56.32	45.19	50.45	58.61	49.97	44.71

Source : National Assessment of Achievement of Grade 8 and Grade 10 students  
\*National Education Research and Evaluation Center

Even though the performance level of grade 8 students in the First Language, Science and Technology and Mathematics have improved between 2005 and 2009 the need to increase the level of marks remains. With regard to grade 10 the same situation exists. A minor inequality is evident among provinces. Steps have already been taken to implement many programs to overcome this situation and to minimize inter province inequalities while enhancing overall levels of performance of students.