



லாபீகை காரீசுடலல லாபீல  
வருடாந்த அறிககை  
Annual Performance Report

2011

அலலசுத அலலதலாலுசு கல்வி அலலசுசு Ministry of Education





# Annual Performance Report - 2011

Ministry of Education

**This Annual Performance Report has been prepared by the Ministry of Education in accordance with the Section 2.4 in the Public Finance Circular No 402.**

**October 2012**

**Ministry of Education  
Isurupaya  
Battramulla.**



## **Foreword from the Secretary**

During 2011, Ministry of Education planned and announced ‘National programme to develop 1000 secondary schools for a network of 5000 primary schools ‘as a major development programme to improve the quality of education in Sri Lanka. This programme focuses on shaping a leading education system that equips our children with the knowledge, skills and values to be successful citizens which is needed to make Sri Lanka a knowledge hub.



## **Main Divisions, Posts and Officials of the Ministry of Education (As at 31.12.2011)**

**Minister of Education**  
*Hon. Bandula Gunawardana*

**Deputy Minister of Education**  
*Hon. Wijith Wijithamuni Zoysa*

**Monitoring M.P.**  
*Mr. Mohan Lal Gero*

**Secretary to the Ministry**  
*Mr. H.M. Gunasekera*

### **Administration and Finance Division**

*Additional Secretary*  
*Chief Accountant*

*Mr. N.H.M. Chithrananda*  
*Mr. B.A.K. Jayasinghe*

**Establishment and Administration (non-consolidated services), Discipline and Investigation Branch**  
*Senior Assistant Secretary*

*Mr. P.H.A. Wimalaweera*

**Establishment and Administration (consolidated services) and Land Branch**  
*Senior Assistant Secretary*

*Mrs. R.B. Gankewela*

**Parliament Affairs and Transport Branch - Senior Assistant Secretary**

*Mrs. A.P. Guruge*

**Finance Branch - Accountant**

*Mrs. S.P.N. Samarasinghe*

**Miscellaneous Accounts Branch - Accountant**

*Mr. J.K.N.S. Perera*

**Payments Branch - Accountant**

*Mrs. Geetha Hemanthi Rubasinghe*

**Pensions Branch - Accountant**

*Mr. Y.M.S. Gunasekera*

**Supply Unit - Accountant**

*Mrs. O.P.R. Damayanthi*

### **Education Quality Development Division**

*Additional Secretary*

*Mr. H.U. Premathilaka*

**Aesthetic Education Branch - Director of Education**

*Mr. W.P.N.D. Gunathilaka*

**Agriculture and Environmental Education Branch - Director of Education**

*Miss. B.L.D. Balasuriya*

**Bilingual Education Branch - Director of Education**

*Mrs. Priyatha Nanayakkara*

**Co-curricular Activities, Guidance and Counseling and Peace Education Branch**  
*Director of Education*

*Mr. A.D.M.D. Bandara*

**Commerce Education Branch - Director of Education**

*Mrs. M. Kamani Perera*

**Educational Publications Advisory Board - Secretary**

*Mr. Wijitha Welagedera*

**English and Foreign Languages Branch - Director of Education**

*Mrs. B.M. Weerasuriya*

**Information and Communication Technology Branch**  
*Director of Education*

*Mr. G.M. Niel Gunadasa*

**Mathematics Branch - Director of Education**

*Mr. Wijedasa Hewawitharana*

**Management and Quality Assurance Branch - Director of Education**

*Mrs. S.M.L.K. Senevirathne*

**National Languages and Humanities Education Unit***Director of Education**Mr. S.L.M.D. Piyasena***Non-formal and Special Education Branch** -*Director of Education**Mr. H.P.N. Lakshman***National Schools Branch** -*Director of Education**Mr.G.N. Silva***Plantation Schools Development Branch** -*Director of Education**Mrs. M. Sabaranjan***Primary Education Branch** -*Director of Education**Mrs.P.M.A.S.Pandithasekara***Religious and Value Education**-*Director of Education**Mr. S.B.M.Nimal Dharmasiri***Science Branch** -*Director of Education**Mr. M.P.Vipulasena***School Health and Nutrition Branch** -*Director of Education**Miss. Renuka Peiris***School Activities Branch** -*Director of Education**Mr. W.K.N.Wijethunga***Sports and Physical Education Branch** -*Director of Education**Mr. M.D.R. Karunarathne***Tamil Schools Branch** -*Director of Education**Mr. S. Muralitharan***New Model Primary Schools Development Project**-*Project Director**Mr. L.R.V. Gunaratna***Education Services Establishment Division***Additional Secretary**Mr. K. Mohamed Thamby***Education Administrative Service Establishment Branch***Senior Assistant Secretary**Mrs. A.D.S. Sadeeka***Principals Branch** -*Senior Assistant Secretary**Mrs. A.D.S. Sadeeka***Teacher Establishment Branch** -*Senior Assistant Secretary**Mr. R.D.M.P. Weeratunga***Teacher Educators Service Branch** -*Assistant Secretary**Mrs. J.K.Athukorala***Planning and Performance Review Division***Additional Secretary**Mr. S.U. Wijeratne***Coordinating Unit of the Northern Province Educational Development***Project Director**Mr. A.F.M. Rafi***Data Management and Research Branch** -*Director of Education**Mr. W.S. Perera***Foreign Agencies and Foreign Affairs Branch** -*Director of Education**Mr. L.T. Lal Padmasiri***Human Resource Development Branch**-*Director of Education**Mrs. Pushpa Wijesooriya***Monitoring and Performance Review Branch** -*Director of Education**Mrs. Lalani N. Wijesekara***Legal Unit** -*Legal Officer**Miss. Surangi Perera***Education for All and Millennium Development Goal Branch***Director of Education**Mrs. B.P. Vithanage*

**Muslim School Development Branch** -Director of Education

*Mr. Z. Thajudeen*

**Piriven Branch** -Director of Education

*Ven. Walaswewe Gnanarathana*

**Policy and Planning Branch**-Director of Education

*Mrs. M.M. Wehella*

**Research and Development Unit** -Director of Education

*Mrs. C.M.P.J. Tillakaratne*

**School Library Development Unit** -Director of Education

*Mr. Anura Jayalath de Silva*

**Statistics Branch** -Senior Statistician

*Mrs. K.M.D.S.D. Karunarathna*

**Chief Commissioner (Teacher Education)**

*Mr. Tissa Hewavithana*

**New Model Primary Schools Development Project** -Project Director

*Mr. L.R.V. Gunaratna*

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

*Additional Secretary*

*Mr. Anura Dissanayaka*

**Building Management Branch** -Building Manager

*Mr. A.H.H.K. Weerakoon*

**Procurement Branch** -Senior Assistant Secretary  
*Accountant*

*Mrs. M.N.D. Gunarathne*  
*Mr. Dunil Heiyanthuduwa*

**School Buildings Branch** -Director

*Eng. Mrs. I.M. Fernando*

**School Supply Branch** -Director of Education

*Mr. B.D.C. Biyanwila*

**School Supply Unit** -Accountant

*Mr. Dunil Heiyanthuduwa*

**Education for Knowledge Society Project (EKSP)**-Project Director

*Mr. Anura Dissanayake*

**Government Audit Branch**-Chief Auditor

*Mrs. W.G.N. Menike*

**Internal Audit Branch** -Accountant

*Mrs. A.A.T.K. Adhikari*



# Content

Foreword from the Secretary	iii
<b>Chapter 1: Overview of the Ministry of Education</b>	
<i>Vision</i>	1
<i>Mission</i>	1
1.1 Functions of the Ministry of Education	1
1.2 Institutions affiliated with the Ministry of Education	1
1.3 Basic information on education	2
<b>Chapter 2: Development Trends</b>	
2.1 New Education Act	5
2.2 National programme to develop 1000 secondary schools for a network of 5000 primary schools	5
2.2.1 Introduction and Background	5
2.2.2 Goal of the programme	6
2.2.3 Objectives	6
2.3 A Model Secondary School - Mahinda Rajapakse Vidyalaya, Homagama	8
2.4 Programmes to improve students' performance at national level examinations	8
2.5 Achievements in national and international science and mathematics Olympiad Competitions	8
<b>Chapter 3: Education Expenditure</b>	
3.1 Recurrent and capital expenditure in 2011	9
3.2 Foreign Aid Investment for Education Development	10
3.2.1 Programmes and activities implemented with the World Bank (WB) assistance	11
3.2.2 Education for Knowledge Society Project (EKSP) funded by the Asian Development Bank (ADB)	11
3.2.3 UNICEF assisted activities	12
3.2.4 Assistance from other agencies	12
3.3 The Memoranda of Understanding (MoU) signed by the Ministry of Education	12
3.3.1 Nenasa TV	12
3.3.2 Web Patashala Programme	12
3.3.3 ICT facilities for education management	13
3.3.4. Development of Education in the Killinochchi District	13
3.3.5 'Partners in Learning' – Corporate Social Responsibility (CSR) funds from Microsoft Cooperation	13
3.3.6 "Intel World Ahead Programme" - CSR funds from Intel Cooperation	13
3.3.7 "Oracle Think Quest" – CSR funds from Oracle cooperation	14
<b>Chapter 4: Programmes for improving access and participation in education</b>	
4.1 Implementation of compulsory education regulations	15
4.2 Supply of school uniforms	15
4.3 Supply of school text books	15
4.4 Provision of bursaries	15
4.5 School mid-day meal programme and health promotion programme	15
<b>Chapter 5: Provision and Development of Human Resources</b>	
5.1 Teachers	17
5.1.1. Recruitment of teachers	17

5.1.2	Teacher education at National Colleges of Education (NCOE) and Teachers' Colleges	18
5.1.3	Continuous teacher education	19
5.2	Leadership in education development and management	19
5.3	Teacher educators to improve the quality of teachers	19
<b>Chapter 6:</b>	<b>Provision of Physical Resources</b>	
6.1	Construction of buildings	21
6.2	Supply of learning equipment	21
<b>Chapter 7:</b>	<b>Education Sector Wide Planning Approach and Achieving Education Goals</b>	
7.1	Preparation of the medium term plan (2012-2016)	23
7.2	Access to primary education	23
7.3	Participation in education	23
7.4	Completion of primary education cycle	24
7.5	Quality of teacher	24
7.6	Quality of learning outcomes	26
<b>Chapter 8:</b>	<b>Performance of Education Development Activities</b>	
8.1	Primary education	29
8.2	Religious and value education.	29
8.3	Pirivena education	29
8.4	Information and Communication Technology (ICT) Education.	30
8.5	Mathematics education	30
8.6	Science education	31
8.7	National languages and humanities education	32
8.8	English and foreign language education	32
8.9	Bilingual education	33
8.10	Agriculture and environmental studies	33
8.11	Aesthetics education	33
8.12	Commerce and business studies	34
8.13	Sports and physical education	34
8.14	Co-curricular activities and guidance and counseling programmes	34
8.15	Development of school Libraries	35
8.16	Broadening of 'Education for All' opportunities through inclusive approach	35
8.17	Development of National schools	35
8.18	Education development of the Northern Province	35
8.19	Plantation schools development	35
8.20	Development of muslim schools	36
8.21	Development of tamil medium schools	36
8.22	Non-formal education	36
8.23	Special education	36
<b>Chapter 9:</b>	<b>Quality Improvement and Quality Assurance of Education</b>	
9.1	School evaluation and supervision	37
9.2.	Education research	37
9.3.	Education Management Information System (EMIS)	37

## List of Tables and Graphs

Table 1.3.1:	No. of schools, students and teachers by province -2010	2
Table 1.3.2:	No. of schools by functional grade	2
Table 1.3.3:	No. of schools by medium of instructions	2
Table 1.3.4:	No. of Pirivena, students and teachers	2
Table 1.3.5:	No. of private schools, special schools and their students and teachers	3
Table 2.2.1	Number of schools in Sri Lanka with less than 50 students and over 2500 Students	5
Table 2.2.2	Student teacher ratio in schools with less than 50 students- 2010	5
Table 2.2.3:	Admission of students to grade 1 in 2010	6
Table 2.2.4:	Distribution of 1AB schools among Divisional Secretariat Divisions	6
Table 2.2.5:	Distribution of students according to the different G.C.E. (A/L) subject streams 2010	7
	Distribution of 1000 secondary schools and feeder primary schools by province	7
Table 3.1.1:	Total allocation and actual expenditure (Recurrent) 2011	9
Table 3.1.2:	Total allocation and actual expenditure (Capital) 2011	10
Table 3.1.3:	Summary of control accounts for advance to public officers' account for the year of 2011	10
Table 3.2.1:	Foreign Aid Investment in 2011	11
Table 5.1.1:	Recruitment of teachers and graduates (2005 – 2011)	17
Table 5.1.2:	Gross Student Teacher ratio by district	18
Table 5.2.1:	Required and available no. of SLEAS officers -2011	19
Table 7.2.1:	Percentage of age 5-11 children having access to school by distance	23
Table 7.3.1:	Gross and Net Enrolment Rates in Primary Education- 2007	23
Table 7.4.1:	Survival Rates – 2008	24
Table 7.5.1:	Percentage distribution of teachers by district and by their highest academic qualification -2010	25
Table 7.6.1:	Performance of students at the Grade 5 scholarship examination and GCE (OL) examination (2007-2011)	26
Table 7.7:	Performance of primary students in the National Assessment of Learning Outcome 2003-2009	26
Table 7.8:	Performance of Junior Secondary students in the National Assessment of Learning Outcomes	26
Table 7.9:	Performance of school candidates at the G.C.E. (A/L) examination 2010	27
Table 8.1:	Performance of students at GCE (OL) in ICT subject-2008-2011	30
Graph 5.1.1:	Growth of teachers in the government schools 2005-2010	17
Graph 7.3.1:	Net Enrolment Rate in Primary Education 1996-2006	24
Graph 7.6.1	Pass Rates of several core subjects at the G.C.E. (O/L) examination 2008 – 2011	27
Graph 8.5.1:	Pass Rates of Mathematics at GCE (OL) examination -2011	31
Graph 8.6.1:	Pass Rates of Science at GCE (OL) examination -2011	31
Graph 8.8.1:	Pass Rates of English at GCE (OL) examination -2011	32



# 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*

## 1.2 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.
- Maintaining bi-lateral and multi-lateral foreign relations for educational development; working in cooperation with international organizations.
- Determining standards for general education and making necessary arrangements to maintain those standards; promotion of creative activities in schools and other educational institutions.
- Conducting research in respect of the education development and using the results for the development of education.
- 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.
- Administering the service minutes of all the services in the education sector.
- Coordinating with National Institute of Education for the development, implementation and evaluation of school curricular and teacher education curricular and human resource development activities.
- Coordinating with Department of Education Publications in providing quality textbooks to all the students
- Coordinating with Sri Lanka Department of Examination to improve the evaluation process through national examinations and school based assessments.

## 1.2 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

### 1.3 Basic Information on education

**Table 1.3.1: No. of Schools, Students and Teachers by province -2010**

Province	Number of schools	Number of students	Number of teachers
Western	1338	915,872	40,460
Central	1466	522,293	30,629
Southern	1099	504,171	29,357
Northern	840	239,633	13,417
Eastern	1003	385,506	20,301
North Western	1218	472,836	27,219
North Central	780	254,464	14,720
Uva	839	277,116	18,243
Sabaragamuwa	1102	368,181	21,726
Sri Lanka	9685	3,940,072	216,072

Source: Annual School Census, 2010

**Table 1.3.2: No. of Schools by Functional Grade**

Function Grade	1AB	1C	Type 2	Type 3	Total
No. of schools	716	2,005	4,094	2,870	9,685

Source: Annual School Census, 2010

**Table 1.3.3: No. of Schools by Medium of Instructions**

Medium	Sinhala only	Tamil only	Sinhala and Tamil	Sinhala and English	Tamil and English	Sinhala, Tamil and English	Total
No. of schools	6,390	2,783	45	327	106	34	9,685

Source: Annual School Census, 2010

**Table 1.3.4: No. of Privenas, Students and Teachers**

Province	No. of privenas	No. of students	No. of teachers
Western	146	14,145	1,327
Central	103	7,639	725
Southern	157	12,817	1,341
Northern	1	271	20
Eastern	22	1,226	128
North Western	95	8,805	842
North Central	55	4,268	432
Uva	72	6,181	605
Sabaragamuwa	79	7,509	709
<b>Total</b>	<b>720</b>	<b>62,861</b>	<b>6,129</b>

Source: Annual School Census, 2011

**Table 1.3.5: No. of Private Schools, Students and Teachers**

Province	No. of private schools including special schools			No. of Students	No. of Teachers
	fee levying	Non fee levying	Total		
Western	30	24	54	87,511	4,317
Central	6	6	12	11,761	668
Southern	11	2	13	6,697	356
Northern	4	2	6	8,659	349
Eastern	1	0	1	30	7
North Western	3	0	3	958	94
North Central	1	1	2	215	23
Uva	2	3	5	1,381	154
Sabaragamuwa	2	0	2	150	26
<b>Total</b>	<b>60</b>	<b>38</b>	<b>98</b>	<b>117,362</b>	<b>5,994</b>

Source: Annual School Census, 2010



← *Guru Prathibha Prabha Teacher Appreciation Ceremony*

*Winners of National School Sports Competition* →



← *Religious programs to invoke blessings on students appearing for examinations*

## Chapter 2: Development Trends

### 2.1 New Education Act

National Education Policies prepared by the committee chaired by Dr. G.B. Gunawardena were subjected to further study by an advisory committee under the chairmanship of the Minister of Education, Hon. Bandula Gunawardena with the participation of ministers, provincial chief ministers, deputy ministers, members of parliament, university professors and lecturers, pediatricians, representatives of the clergy, officers of the MoE and affiliated institutions, principals, representatives from teachers' unions and many other stakeholders.

### 2.2 National programme to develop 1000 secondary schools for a network of 5000 primary schools

- **Introduction and Background**

Despite of remarkable achievements in education, at present, it can be seen that a number of schools are closed in the rural areas while some urban schools attract large number of students. This has resulted in creating bi-polarization of school system which has adversely affected to the quality of education and its development. Weakening of teacher utilization, insufficient distribution of resources and erosion of education quality are some of the problems attributed to this trend and it requires solutions without delay.

**Table 2.2.1 Number of Schools in Sri Lanka with Less Than 50 Students and Over 2500 Students**

	2003		2007		2010	
	<i>No. of Schools</i>	<i>Percentage</i>	<i>No. of Schools</i>	<i>Percentage</i>	<i>No. of Schools</i>	<i>Percentage</i>
<b>Less than 50 students</b>	1437	14.7	1533	15.8	1552	16.0
<b>Over 2500 students</b>	141	1.4	167	1.7	187	1.9

*Source: School Census Data, Ministry of Education*

**Table 2.2.2 Student Teacher Ratio in Schools with Less Than 50 Students- 2010**

<b>Number of Schools</b>	<b>Total number of students</b>	<b>Total number of teachers</b>	<b>As a % of total no. of schools</b>	<b>Student teacher ratio</b>	<b>Student teacher ratio in all schools</b>
1,552	43,753	8,080	16	5:1	18:1

*Source: School Censuses Data, Ministry of Education*

In order to overcome this problem in a systematic manner and to further strengthen the flow of the benefits of the free education scheme established by Dr.C.W.W. Kannangara equally to all citizens, the promotion of a network of pri-

mary schools and the secondary schools becomes a matter of urgent and crucial importance at the present time. This is the context in which, as indicated in the Mahinda Chintana Vision, the policy of establishing 1000 complete secondary schools under the strategy of promoting five powers with knowledge as a cornerstone derives meaning.

- **Goal of the programme**

To provide equal opportunities for children to acquire the necessary knowledge and skills through access to quality education enabling them to be active citizens of the global village.

- **Objectives**

**1. To overcome the challenges in Grade 1 admissions**

The following table shows that 25.3 percent of the country’s schools had admitted 9 or a fewer number of students in 2010. The number of schools with 10 to 40 students has been estimated to 47.7 percent. Only about 1.9 percent schools are with more than 2000 students. This bi-polarization of the school system needs to be addressed urgently with necessary interventions.

**Table 2.2.3: Admission of students to grade 1 in 2010**

No. of students admitted to grade 1	No. of schools	As a percentage
Not a single student	124	1.4
1-5 students	1078	11.9
6-9 students	1089	12.0
10-15 students	1442	15.3
16-40 students	3029	33.4

*Source: School Census Data, Ministry of Education*

**2. To provide equal opportunities for the children to follow Science Stream of G.C.E. (Advanced Level)**

The following table reveals that there are 72 Divisional Secretariats without a single school with GCE (AL) Science Stream (1AB School). The number of DS Divisions with one or two 1AB schools is 157. It can thus be seen that there is no equality in the distribution of 1AB schools among DS Divisions. Under the new programme, it has been planned to develop at least 3 secondary schools with all facilities in almost all Divisional Secretariat divisions.

**Table 2.2.4: Distribution of 1AB Schools (schools with GCE (AL) Science Stream) among Divisional Secretariat Divisions (DS) -2010**

No. of 1AB Schools in the DS Division	No. of DS Divisions
without a single 1AB School	72
having only 1 1AB School	100
having 2 1AB Schools	57
having 3 1AB Schools	30
having 4 1AB Schools	25
having 5– 10 1AB Schools	36
having 11 – 23 1AB Schools	04

*Source: School Census Data, Ministry of Education*

According to Table 2.2.4, percentages of students in the Science stream and Commerce streams add up to 47.7. The Arts stream comparatively has a very high percentage of students. To meet global requirements the Science and Commerce streams should reach a level of at least 75 percent.

**Table 2.2.5: The distribution of students according to the different G.C.E. (A/L) subject streams 2010**

Province	Percentage of students in each GCE(AL) stream		
	<i>Science</i>	<i>Commerce</i>	<i>Arts</i>
<b>Western</b>	27.2	36.2	36.6
<b>Central</b>	20.3	25.2	54.5
<b>Southern</b>	27.5	23.0	49.5
<b>Northern</b>	18.5	15.1	66.4
<b>Eastern</b>	17.2	17.5	65.3
<b>North Western</b>	20.0	20.7	59.3
<b>North Central</b>	19.0	21.3	59.7
<b>Uva</b>	17.2	21.6	61.2
<b>Sabaragamuwa</b>	22.1	23.2	54.7
<b>Total</b>	22.5	25.2	52.3

*Source: School Census Data, Ministry of Education*

### 3. To decrease the dropping out of students from the school

At present the Survival Rate to Grade 9 is about 89 percent for girls and 93 percent for boys showing a 9 percent drop-out rate before completion of the compulsory education cycle. The number leaving school after the G.C.E. (O/L) examination remains around 177,000 per annum. As such, the number leaving the education system through the G.C.E A/L amounts to about 86,000. In order to minimize the dropping out before completion of the secondary cycle and to direct the school leavers towards an accepted professional training it has been planned to provide skill development opportunities centered on secondary schools with the programme.

- **Implementation of the Programme**

The most suitable mechanism to achieve this goal would be through the development of 1000 secondary schools for a network of 5000 primary schools. The details of the distribution of the schools are given in Table 2.2.6.

Province	No. of selected schools			
	<i>National Schools</i>	<i>Provincial Schools</i>	<i>Total Secondary Schools</i>	<i>Primary Schools in the network</i>
<b>Western</b>	18	117	135	539
<b>Central</b>	33	123	156	395
<b>Southern</b>	39	96	135	506
<b>Northern</b>	12	113	125	474
<b>Eastern</b>	18	110	128	395
<b>North Western</b>	19	109	128	379
<b>North Central</b>	8	74	82	470
<b>Uva</b>	28	67	95	351
<b>Sabaragamuwa</b>	22	93	114	504

*Source: Ministry of Education*

Schools were selected for the programme through a mapping exercise conducted jointly by MoE and Provincial Education Departments. All regional political authorities, officials in provincial and zonal education officers, principals, teachers, parents, students and community were made aware on the programme as well the selection procedure. Following Table shows the numbers of selected schools as at the end of 2011. Negotiations were completed with the World Bank (WB) and the Asian Development Bank (ADB) for funding for the programme. The WB funds amounting to US\$ 100 million and US\$ 200 million will be invested in the programme from ADB. The MoE took necessary steps to recruit thousand principals for thousand secondary schools selected for development under the special project. It was also planned to implement a special leadership and management development programme for these principals.

### **2.3 A model secondary school - Mahinda Rajapakse Vidyalaya, Homagama**

Mahinda Rajapakse Vidyalaya at Pitipana, Homagama which commenced activities from 20<sup>th</sup> January 2011 marks a new turning point in education in this country. A distinguishing feature of this school is that classes are conducted on all days of the week up to 3.30 pm providing students to participate a range of curricular and co curricular activities. The school is enriched by children who have been successful in the 5<sup>th</sup> Grade Scholarship Examination and by children who have achievements in other fields. Within the short span of 08 months the school has been able to mark victories at divisional, zonal and provincial Levels. It deserves special mention that a Japanese group which included Dr. Ethokyo has presented a bus for the school to be used by the students. Its value is Rs.15 million.

### **2.4 Programmes to Improve Students' Performance at National level examinations**

- Grade 5 Scholarship Examination: MoE in collaboration with the Department of Examinations (DoE) took several steps to conduct the Grade 5 Scholarship Examination, in a manner not burdensome to students. The examination was used to assess the performance of students and issue a certificate for who score over 70 percent of marks. As a result, in 2011, the percentage of students who had scored more than 70 marks has risen from 58.7 in 2007 to 64.9 in 2011.
- GCE (OL) and GCE(AL) Examinations: The following measures taken by the MoE in collaboration with DoE had contributed to raise the percentage of passes at the GCE (O/L) and GCE(AL) in 2010 and 2011.
  - \* Making model question papers available to the students.
  - \* Providing a compendium of past papers in the core subjects with model answers in the Sinhala, Tamil and English Media.
  - \* Conducting seminars to acclimatize students to the GCE (O/L) and GCE(AL) examinations.
  - \* Implementing programmes for providing special instructions to those entrusted with the preparation of question papers.
  - \* Conducting several special programmes to improve the level of performance in Science and Mathematics where a low success rate prevailed.

As a result of these activities the pass rate of GCE (OL) has increased from 51.47 percent in 2007 to 60.8 percent in 2011. Pass Rate of GCE (AL) has also increased from 61.4 from 2007 to 61.6 in 2010.

### **2.5 Achievements in National and International Science and Mathematics Olympiad Competitions**

Our students have performed well in the Science and Mathematics National and International Olympiad Competitions held in 2011. At the International Mathematics and Science Olympiad Competition for grade 6 and 7 students, our students won 7 Bronze Medals. At the International Mathematics Competition for grades 8, 9 and 10 students, our students won 2 Bronze Medals in the individual competition and the second place in the group competition. At the 2011 International Junior Science Mathematics Olympiad competition held in Philippine Students displayed extraordinary abilities by winning 2 Gold Medals, 7 Silver medals and 2 Bronze Medals.

## Chapter 3: Expenditure in Education

### 3.1 Recurrent and Capital expenditure in 2011

The actual recurrent expenditure of the Ministry of Education in 2011 was Rs.24932 million compared to the allocation of Rs.25709 million. This reduction was caused by various measures adopted for reducing such expenditure. In terms of capital expenditure about Rs. 1000 million reduction is observed in actual (Rs. 4248 million) in comparison with the allocation (Rs.5378 million). The delay in release of imprest was the main reason for this reduction. The details of the distribution of expenditure are given in Table 3.1.1 and Table 3.1.2.

**Table 3.1.1: Total Allocation and Actual Expenditure (Recurrent) - 2011**

Code	Project	Total Allocation 2011 Rs.	Actual Expenditure 2011 Rs.
1.	<i>Operational Programme</i>		
	Minister's office	54,378,886	47,887,033
	Administration and institutional services	464,359,503	453,923,941
2.	<i>Development Programme</i>		
	Primary Education	2,894,569,000	2,888,804,713
	Secondary Education	10,794,696,700	10,737,162,413
	Special Education	2,966,915,000	2,936,396,793
	Grants and Aids for Education	6,975,450,041	6,595,984,569
	Planning of Education, Operations, Research and Development.	16,695,000	5,795,670
	Teacher training and the development framework	1,231,161,300	971,783,155
	Institutional support for the quality improvement in general education	311,700,000	294,532,000
	<b>Recurrent Total</b>	<b>25,709, 925,430</b>	<b>24,932,270,287</b>

Source: Ministry of Education

**Table 3.1.2: Total Allocation and Actual Expenditure (Capital) - 2011**

Code	Project	Total Allocation 2011 Rs.	Actual Expenditure 2011 Rs.
1.	<i>Operational Programme</i>		
	Ministry Office	28,576,180	23,951,579
	Administration and Institutional Service	109,037,838	71,881,444
2.	<i>Development Programme</i>		
	Primary Education	377,850,000	273,142,064
	Secondary Education	1,821,097,523	1,262,627,907
	Special Education	30,920,949	18,631,688
	Teacher Training and Development Framework	119,445,434	80,578,478
	Institutional support for the quality improvement in general education	31,000,000	26,603,000
	Development Projects	2,860,352,475	2,491,470,737
	<b>Capital Total</b>	<b>5,378,280,399</b>	<b>4,248,886,897</b>
	<b>Total Recurrent and Capital Expenditure</b>	<b>31,088,205,829</b>	<b>29,181,157,184</b>

*Source: Ministry of Education*

**Table 3.1.3: Summary of Control Accounts for Advance to Public Officers' Account for the year of 2011**

Description	Opening balance as at 01.01.2009	Debits during the year	Credits during the year	Balance as at 31.12.2011
<b>Actual</b>	1,862,139,299.34	716,245,158.56	801,533,164.07	1,776,851,293.83
<b>Prescribed limits</b>	.....	721,500,000.00	710,000,000.00	2,300,000,000.00

*Source: Ministry of Education*

## 3.2 Foreign Aid Investment in Education

The foreign aid investment in education was Rs. 2039 million in 2011. The major share was in the EKSP funded by the ADB followed by ESDFP funded by the WB. The details of the contribution by different donors are shown in Table 3.2.1.

**Table 3.2.1: Foreign Aid Investment in 2011**

Source	Programme	Annual Investment 2011 Rs.M.
Asian Development Bank	Education for Knowledge Society Project	1867.0
World Bank	Grant for Education Sector Development Framework and Programme	133.0
UNICEF	Annual Implementation Plan	14.0
GIZ	Annual Implementation Plan	10.5
UNESCO	Annual Implementation Plan	11.7
Save the Children	Annual Implementation Plan	2.8
<b>Total</b>		<b>2039.0</b>

Source: Ministry of Education

### 3.2.1 Programmes and activities funded by the World Bank (WB)

- Training of teachers and holding students camps under the Nutrition and Health Promotion programmes
- Training of officers in the Sri Lanka Education Administrative Service
- Professional development programmes related to English education
- Supply of equipment to Regional English Resource Centres
- Training and capacity building programs in Information and Communication Technology education
- Capacity development of professionals in the field of non-formal education
- Training of non-bilingual teachers as bilingual teachers
- Training of non-trained graduate teachers
- Creating an awareness among principals on education standards and quality development
- Training of officers on external evaluation of schools
- Training of principals, teachers librarians and teachers on the use of libraries
- Survey of physical resources in government schools
- Programme for the promotion of geometrical skills of mathematics teachers
- Programme for the promotion of Mathematics teaching methodologies
- Programme for the identification of weaknesses in the G.C.E. (A/L) syllabi
- Purchase of science equipment and chemicals for the schools
- Programme for the preparation of five year National Science Education Plan
- Programme for the monitoring of multi-level teaching methodologies for primary grades
- Development programmes for Plantation schools
- Programmes of the Department of Educational Publications

### 3.2.2 Programmes and activities implemented by the Education for Knowledge Society Project (EKSP) funded by Asian Development Bank (ADB)

#### **(a) Development of 104 schools as a component of the 1000 secondary schools development programme**

- 104 schools have been selected based on poverty index for the development under the secondary school development program. A financial investment of Rs.35 million is contemplated for each school. This investment will cover the costs of construction of new buildings, repair of existing buildings, provision of infrastructure facilities, furniture and laboratory equipment.
- 15 secondary schools which were developed under EKSP were officially presented to the children and development work in another 20 secondary schools was completed during the year.
- Computers and accessories, furniture and equipment were provided for 65 secondary schools.

### **(b) Other achievements**

- Awarding of scholarships amounting to Rs.10,000 each to 5000 students who following vocational training courses.
- Completion of 425 school level computer centres.
- 3600 teachers were awarded Computer Assisted Learning / International Computer Driving License (CAL/KDL) scholarships
- 5000 teachers were awarded scholarships for International Pedagogical ICT (IPICT) License.
- 2440 education officers and principals were awarded e-citizen scholarships.
- Financial support was given to the National College of Education at Peradeniya to implement professional development programmes for teachers and officers in respect of English language. 1069 participants completed the 3 month training course.
- Financial assistance was provided to implement school level health education programmes about HIV/AIDS, to purchase necessary extra reading materials, posters and game boards and to supply equipment to Teachers Centres.
- For the benefit of teachers 3170 short term training programs were provided.

### **3.2.3 Implementation of UNICEF assisted activities**

- Pilot programme to introduce the tool kit for inclusive education.
- Providing water and sanitation facilities to rural schools
- Developed capacity of literacy instructors and produced learning equipment for non formal education.
- Incorporated the child-friendly concept into teacher education.
- Improved capacity of officers in monitoring and evaluation.

### **3.2.4 Assistance from other agencies**

<b>UNESCO</b>	Prepared the module and the e-learning package for the training of primary teachers on inclusive education.
<b>GIZ</b>	Improved the capacity of mathematics teachers. Implemented guidance and counseling activities
<b>Save the Children</b>	Developed skills in national languages and humanities education Implemented peace education programmes
<b>Plan Sri Lanka</b>	Assisted to implement grade 6 mathematics remedial education programme
<b>DFCC Bank</b>	Assisted to implement school productivity programme
<b>MAS Holdings</b>	Assisted to implement school sustainable development programme

## **3.3 The Memoranda of Understanding (MoU) signed by the Ministry of Education with local and international development partners in 2011**

### **3.3.1 Nenasa Educational TV**

A MoU was signed on telecasting of the “Nenasa” educational TV programmes jointly by the Dialog and the National Institute of Education. In 2011, colour TVs and antennas were provided to 1000 schools by Dialog.

### **3.3.2 Web Patashala Programme**

A project was launched by the Ministry of Education in collaboration with the Ministry of Co-operatives and Internal Trade, Etisalat, and the State Trading Corporation (STC) to boost the e-learning practice among students and teachers by making valuable safe internet resources available to them. School curriculum-based e-learning content is provided on an e-learning platform powered by Etisalat. The project also enables the Ministry of Education to circulate any curriculum, memorandums, model papers, teacher handbooks and revision kits or any information for faster and more effective dissemination of information.

### 3.3.3 ICT facilities for education management

A MoU was signed by the Gwanju Metropolitan Educational Institute of Korea to render assistance for the development of ICT programmes for education management. The following are the main programmes incorporated in the agreement.

- To provide 50 computers each year for a period of four years commencing from 2011
- To train resource persons for the Management Information System.
- To provide senior teachers in the ICT field in Sri Lanka and arrange a special training and sponsorship programme

### 3.3.4. Development of Education in Killinochchi District

The Korean International Cooperation Agency (KOICA) made a grant of Rs 500 million for educational development in the Killinochchi district. The project includes the construction of 105 classrooms and 10 activity rooms in 13 schools together with 12 single quarters for teachers.

### 3.3.5 ‘Partners in Learning’ – Corporate Social Responsibility (CSR) funds from Microsoft Cooperation

- *Innovative Teachers and Students Competition*

In order to strengthen the use of ICT for ensuring best practices in teaching and learning process, the innovative ICT skills of teachers and students, were recognized. To fulfill this objective “*Innovative Teachers' & Students' Competition*” is held in cooperation with Microsoft Sri Lanka.

- *Innovative Schools Programme*

This programme creates a vision among students to identify partners, technologies, and environments that will advance learning.

- *Potential Partnership for e-village*

This programme implements workshops to empower teachers from selected e-villages to enable them to deliver and manage Microsoft UPP industry specific, job focused curricula for youth at e-Villages.

- *Multi Point Technology – 1250 Labs Programme*

This programme helps schools to access to a host of Microsoft technologies for the teaching and learning purpose over a period of three years and also helps to establish Multipoint Classrooms over the next three years in rural schools.

### 3.3.6 “Intel World Ahead Programme” - CSR funds from Intel cooperation

- *Intel Teach Training Programme*

This programme helps teachers effectively integrate technology to enhance student learning.

- *Regional Intel Teach School Awards Competition*

This competition rewarded the schools which have demonstrated excellence in technology integration, creativity and innovation.

- *Sri Lanka Science & Engineering Fair / ISEF sponsorships for Sri Lanka participation / Junior Inventor of the Year*

The National Science Foundation (NSF) in collaboration with the Institution of Engineers Sri Lanka and Intel organizes the Sri Lanka Science and Engineering Fair (SLSEF) with the objective of enhancing the innovative thinking amongst school children and youth in the country. National level winners of SLSEF are eligible to represent Sri Lanka at International Competitions.

- *Digital Educational Content via skool.lk*

This programme utilizes the expertise of top teachers in their fields of Science and mathematics for the development of valuable resources to help students and teachers to explore the wider world of education.

### **3.3.7 “Oracle Think Quest” – CSR funds from Oracle Cooperation**

- *Think Quest Training Programmes*

This is a collaborative learning programme where teachers and students in 43 countries engage together in the learning process. Under the programme teachers and students are granted space and design to integrate learning projects into classroom curriculum.

- *Think Quest International Competition*

The programme engages students to solve a problem using their technology, critical thinking, and communication skills in three categories namely Think Quest Projects, Digital Media and Application Development.

- *Think Quest Live – International Forum*

This is a five day event hosted by the Oracle Education Foundation including educational workshops and activities, social events, sightseeing excursions etc. for the winners of the competition.

## **Chapter 4: Programmes for improving access and participation in education**

### **4.1 Implementation of compulsory education regulations**

The School Attendance Committees were established to promote school attendance among children up to age 14. In 2011, 8400 Committees were in operation.

### **4.2 Supply of School Uniforms**

Supplying of school uniforms to all government schools and robe-materials to student priests were costing of Rs 1595 million in 2011.

### **4.3 Supply of School Text Books**

The Ministry of Education spent Rs. 1552 million in 2011 to supply school textbooks for students in the government schools and Pirivenas and student teachers in the National Colleges of Education.

### **4.4 Provision of bursaries**

A sum of Rs. 500 is provided monthly to each student from low income families who reach high standards at the Grade 5 Scholarship Examination. 15,000 students are benefitted by this programme annually. It is planned to increase this amount from Rs.500 to Rs.1500 for the children in G.C.E. (A/L) stream.

### **4.5 School mid-day meal programme and health promotion programme**

With the objective of producing a healthy, active and energetic generation of children, a number of programmes were carried out in collaboration with the Ministry of Health and other relevant institutions.

- **Raising the levels of nutrition:** In 2011, the mid-day meal was provided to 731,942 students in 6,198 schools. Steps were taken to provide iron tablets to young children in schools.
- **Healthy school environment:** Steps were taken for providing sanitary facilities and water tanks and water filters to the necessary schools. 659 schools that have complied with the provisions of the Health Promotion Circular 2007/21 were selected from 21 Zones and certified. Students' camps and teacher training programmes were held to enhance the knowledge of students and teachers on health matters. School Canteen Circular 2011/03 was implemented in all schools with the objective of directing the school children towards a healthy food consumption pattern.
- **School Medical Inspections:** In 2010 school medical inspections were performed in 83 percent of the schools. Students who had health problems were identified and directed them towards treatment.
- **Eradication of HIV/AIDS:** Steps have been taken to minimize harmful and dangerous habits among school children by making them aware through students' camps and psycho-social skill development programmes.



← Mahinda Rajapaskes Vidyalaya of Pitipana Homagama which was newly established in 2011

### Progress on Secondary Schools Development Programme



Before development

Trin/ Agbopura Maha Vidyalaya



Anu/ Kebithigollewa Maha Vidyalaya



After development



## Chapter 5: Provision and Development of Human Resources

### 5.1 Teachers

#### 5.1.1. Recruitment of Teachers

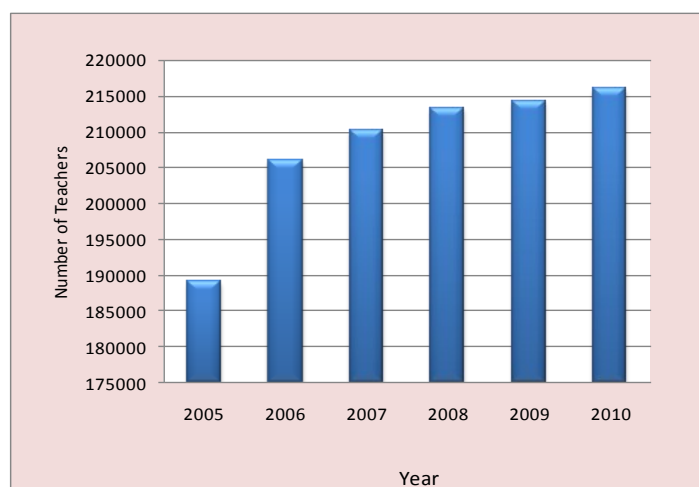
In 2011 the total number of 7593 teachers was recruited by the Ministry of Education and Provincial Councils. Of this total 2180 for the National schools and 5431 for the provincial schools. The details were given in the following table.

**Table 5.1.1: Recruitment of Teachers and Graduates (2005 – 2011)**

Year	Recruitment of Teachers by Ministry of Education				Recruitment of Graduates by Provincial Councils	
	<i>for National schools</i>		<i>for Provincial schools</i>		<i>Teaching appointments</i>	<i>Non-teaching appointments</i>
	<i>Graduates</i>	<i>NCOE Diploma holders</i>	<i>Graduates</i>	<i>NCOE Diploma holders</i>		
<b>2005</b>	2923	383	326	2326	1925	--
<b>2006</b>	2444	887	960	2451	2960	--
<b>2007</b>	--	408	1490	2191	967	321
<b>2008</b>	--	427	671	2191	3070	1119
<b>2009</b>	971	1307	--	1613	1498	46
<b>2010</b>	584	829	132	2078	2368	62
<b>2011</b>	1090	1090	2198	835	2145	235
<b>Total</b>	<b>8012</b>	<b>5331</b>	<b>5777</b>	<b>13685</b>	<b>14933</b>	<b>1783</b>

Source: Ministry of Education

**Graph 5.1.1: Growth of teachers in government schools 2005-2010**



Source: Ministry of Education

There are 214,562 teachers in the system as per the annual school census in 2010 and overall student teacher ratio is 18:1. At the aggregate level this is an adequate number but there are shortages of teachers in the schools in difficult area in certain subjects such as English, Mathematics and Science. The MoE is implementing several strategies to balance the teacher deployment. In this process preference is given to applicants from difficult areas through the school based recruitment.

**Table 5.1.2: Gross Student Teacher Ratio by District**

District	Student/ Graduate Teacher Ratio	Student/ Trained Teacher Ratio	Student/ Untrained Teacher Ratio	Overall Stu- dent/Teacher Ratio
Colombo	49	45	1667	23
Gampaha	54	41	2547	23
Kalutara	52	37	812	21
Kandy	47	28	460	17
Matale	44	27	400	16
Nuwaraeliya	75	30	101	18
Galle	52	31	1714	19
Matara	40	27	1337	16
Hambanthota	37	28	1881	16
Jaffna	42	35	273	18
Killinochchi	66	28	534	19
Mannar	67	32	208	19
Vauniya	64	25	379	17
Mullativu	53	23	631	15
Batticaloe	56	35	534	21
Ampara	62	25	347	17
Trincomalee	92	28	456	21
Kurunegala	41	36	544	16
Puttalam	74	27	211	22
Anuradhapura	52	34	217	16
Polonnaruwa	56	25	272	19
Badulla	46	31	169	15
Monaragala	44	31	138	16
Ratnapura	50	26	424	18
Kegalle	44	26	389	16
<b>Sri Lanka</b>	<b>50</b>	<b>31</b>	<b>390</b>	<b>18</b>

Source: Ministry of Education

### 5.1.2 Teacher Education at National Colleges of Education (NCOE) and Teachers' Colleges

- Initial steps were taken for the recruitment of 3100 new student teachers to the NCOEs for 2012.
- The Gazette notice was published for the selection of 415 graduate teachers to follow the Post-Graduate Diploma in Education.
- Necessary steps were taken to incorporate the teaching methods relevant to child friendly schools and child-centered teaching in the training in 17 NCOEs.
- Necessary steps were taken to train 7300 non-graduate untrained teachers through 31 training centers island wide and Teachers' Colleges.
- A plan was prepared to train another 3500 untrained teachers who work in assisted private schools and Privenas.

### 5.1.3 Continuous Teacher Education

95 two-day workshops were conducted in 39 Teacher Centers for the professional development of teachers using Education Sector Development Grant.

## 5.2 Leadership in education development and management

**Table 5.2.1: Required and available no. of Sri Lanka Education Administrative Service (SLEAS) officers -2011**

As at 2011.12.31	SLEAS I	SLEAS II	SLEAS III	Total
Required	200	300	1783	2283
Available	183	200	1285	1668

Source: Ministry of Education

- Training was given to newly recruited 34 SLEAS class III special cadre officers (2007 batch) and all the initial arrangements were made to give a comprehensive training to new SLEAS class III officers who will join the system in 2012.
- Newly promoted 36 SLEAS class I officers (2010 batch) were given training in effective management and education leadership.

### 5.3 Teacher Educators to improve the teacher quality

- Revised Minutes of Sri Lanka Teacher Educators' Service (SLTES) was submitted to the Public Services Commission (PSC) for the approval.
- Promotions of qualified officers to SLTES class I was also submitted to PSC for the approval.



← *Triumphs at International Maths and Science Olympiads*



← *Providing Computer Laboratories to rural schools...*



← *One Laptop Per Child Project – enhancement of education through ICT*

## **Chapter 6:**

### **Provision of Physical Resources**

#### **6.1 Construction of Buildings**

- Work was resumed in respect of 98 constructions in National Schools where work had been stopped due to inadequate funding.
- Essential repairs identified in all National Schools, Teachers Colleges and National Colleges of Education were completed.
- The building complex which includes 36 class rooms and a rest room for teachers of Mahinda Rajapakse Vidyalaya at Pitipana, Homagama was completed.
- Work on the construction of the proposed auditorium at the National College of Education Peradeniya, with 4 lecture halls and facilities for 1200 students was started.

#### **6.2 Supply of learning equipment**

- During this year 1936 electronic Pianos have been provided to schools. It has been planned to distribute an additional 863 Pianos.
- Plans have been made to distribute 30,000 special blackboards to all schools in the country. As of December 2011 9,750 of them have been distributed.
- Chairs and tables received under German donations have been distributed among the NCOEs and Child Activity Centres.



*Parents participation in preparation of learning materials for primary education*



*Play area of a child friendly primary school*



*School Farm*

## Chapter 7: Education Sector Wide Planning Approach and

### 7.1 Preparation of the Medium Term Plan (2012-2016)

Preparation of the Medium Term Plan (2012-2016) as the second phase of Education Sector Development Framework and Programme (ESDFP) was completed in 2011 in consultation with all relevant agencies. This Medium Term Plan has been organized on three themes with the foundation and crosscutting activity.

*Theme 1: increasing equity of access to primary and secondary education*

*Theme 2: improving the quality of primary and secondary education*

*Theme 3: strengthening governance and delivery of education services*

*The foundation: education sector development strategic rolling plan and*

*Crosscutting activity: results-based monitoring and evaluation*

ESDFP targets to achieve the national policies in Mahinda Chinthana Framework and also recognizes to achieve the international commitments, Millennium Development Goals (MDG) and Education for All (EFA) Goals and regional treaty SAARC Development Goals (SDG). The following are some indicators of performance on access, quality, effectiveness and efficiency which show how far the country has reached these goals.

### 7.2 Access to Primary Education

**Table 7.2.1: Percentage of children in the age group of 5-11 Having Access to School by Distance**

Distance	Distance to school				
	Less than 1 km	Between 1km-3 km	Between 3km-5 km	Between 5km-10 km	10 km and above
Percentage	40.6	34.1	10.9	8.2	6.1

Source: Child Activity Survey, 2008/09

These figures show primary schools are available for 74.7 percent of primary school-aged children within three kilometers from their homes. 85.6 percent of children are having primary school within 5 km from their home.

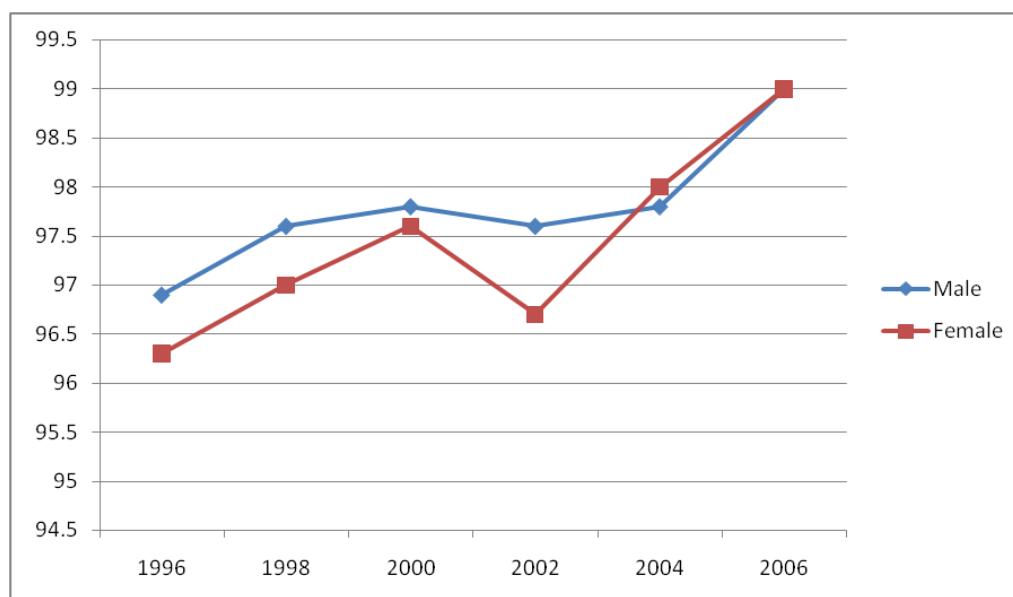
### 7.3 Participation in Education

**Table 7.3.1: Gross and Net Enrolment Rates in Primary Education- 2007**

	Male	Female	Total
Gross Enrolment Rate in Primary Education	101	102	102
Net Enrolment Rate in Primary Education	99	99	99

Source: Household Income and Expenditure Survey 2006/07

**Graph 7.3.1: Net Enrolment Rate in Primary Education 1996-2006**



## 7.4 Completion of primary education cycle

**Table 7.4.1: Survival Rates - 2008**

	Male	Female	Total
Survival Rate to Grade 5	99	100	99
Survival Rate to Grade 9	89	93	91

*Source: Annual School Census 2008 (Transforming School Education in Sri Lanka, 2011)*

In 2011, approximately, 99 percent of boys and 100 percent of girls completed the primary education. However about 9 per cent of students drop out from school before reaching the Grade 9.

## 7.5. Quality of teachers

The most reputed human resource in the Sri Lankan school system is the large body of school teachers. The bulk of our teachers are trained teachers or university graduates. However MoE has identified the need of improving the teacher education because gaps in the teachers' knowledge hamper the successful implementation of futuristic education. Over the last ten years, school curricula have been revised, improving the information base of various subjects. MoE is therefore taking steps to change the curriculum of teacher training and education.

**Table 7.5.1: Percentage distribution of teachers in each district by their highest academic qualification -2010**

<b>District</b>	<b>GCE (OL)</b>	<b>GCE(AL)</b>	<b>BA/BSc/BEd.</b>	<b>MA/MSc/ MEd/MPhil</b>
<b>Colombo</b>	7.7	39.9	49.7	2.6
<b>Gampaha</b>	8.4	44.5	44.8	2.3
<b>Kalutara</b>	8.4	46.1	43.6	1.9
<b>Kandy</b>	6.6	52.2	39.0	2.2
<b>Matale</b>	7.7	52.0	38.7	1.6
<b>Nuwaraeliya</b>	7.7	64.3	27.0	1.0
<b>Galle</b>	6.9	51.1	40.7	1.3
<b>Matara</b>	10.3	45.8	43.2	0.8
<b>Hambanthota</b>	4.9	49.0	45.4	0.7
<b>Jaffna</b>	2.7	50.8	43.0	3.5
<b>Killinochchi</b>	1.9	65.3	32.1	0.7
<b>Mannar</b>	0.9	66.7	30.3	2.1
<b>Vauniya</b>	3.5	64.8	30.4	1.3
<b>Mullathivu</b>	1.9	65.8	31.2	1.0
<b>Batticaloe</b>	5.3	51.7	41.8	1.2
<b>Ampara</b>	5.9	61.9	31.5	0.7
<b>Trincomalee</b>	6.3	66.8	25.4	1.4
<b>Kurunegala</b>	6.1	50.0	42.3	1.6
<b>Puttalam</b>	4.9	59.8	34.0	1.2
<b>Anuradhapura</b>	9.0	54.9	35.2	0.9
<b>Polonnaruwa</b>	6.3	54.2	38.5	1.0
<b>Badulla</b>	9.6	54.1	35.4	1.0
<b>Monaragala</b>	5.2	53.9	40.2	0.8
<b>Ratnapura</b>	6.0	53.1	39.6	1.3
<b>Kegalle</b>	8.3	51.2	39.0	1.6
<b>Sri Lanka</b>	6.9	51.9	39.6	1.5

## 7.6 Quality of Learning Outcomes

Student learning outcomes is a key indicator of institutional quality and it can be used as a key strategy for guiding institutional development. Tables 7.6 and 7.7 show that learning outcomes in primary education have been improving in recent years. Table 7.8 shows that learning outcome in junior secondary education have also been rising over time. Performance of students at GCE (OL) examination has been improving but there are subjects like Mathematics, English and Science where performance needs to be strengthened. At present the highest number of students appears and gets selected for higher education through the Arts stream. It is intended to change this situation and to channel more students towards the Science and Commerce streams. In developing Sri Lanka as a knowledge hub through the Mahinda Chintana development approach, the statistics reveal the need of opening more avenues for children at the end of their school education to pursue tertiary and higher education. Through the measures taken jointly by the Ministries of Education, Higher Education, Youth Affairs and Skills Development and Technology, Research and Sports, it is expected to enhance opportunities of access to higher education and a systematic professional education.

**Table 7.6.1: Performance of Students at the Grade 5 Scholarship Examination and GCE (OL) Examination 2007 – 2011**

Year	Percentage of Students Scoring over 70% marks	Percentage of students qualified for G.C.E. A/L	Percentage of students qualified for university admission
2007	58.83	51.47	61.41
2008	39.45	56.80	62.89
2009	57.63	52.51	61.21
2010	56.19	60.57	61.67
2011	64.90	60.80	-

Source: Department of Examinations, Sri Lanka

**Table 7.6.2: Performance of Primary School students in the National Assessment of Learning Outcomes at Grade 4, 2003-2009**

	2003		2009	
	Proportion of students scoring between 0-50 percent	Proportion of students scoring between 51-100 percent	Proportion of students scoring between 0-50 percent	Proportion of students scoring between 51-100 percent
Mathematics	35	65	21	79
English	69	31	44	56
First Language	33	67	20	80

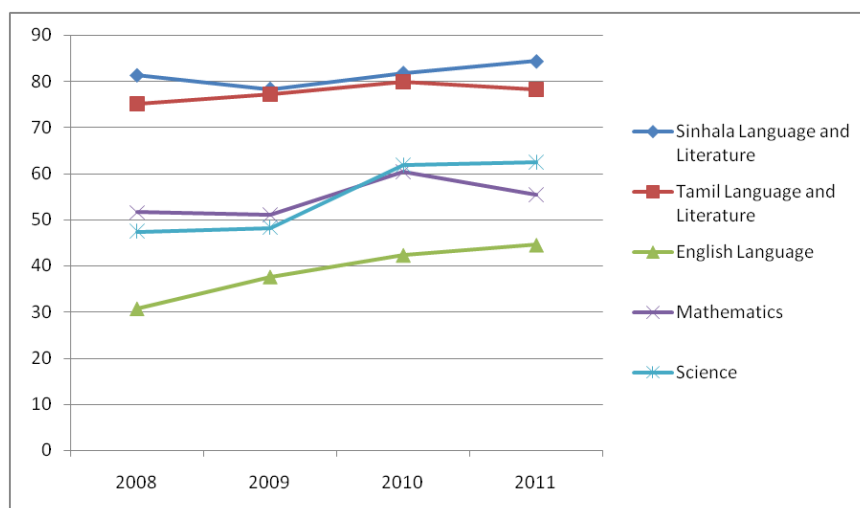
Source: National Assessment of Learning Outcomes at Grade 4, NEREC

**Table 7.6.3: Performance of Junior Secondary School students in the National Assessment of Learning Outcome at Grade 8, 2005-2009**

	2005		2008	
	Proportion of students scoring between 0-50 percent	Proportion of students scoring between 51-100 percent	Proportion of students scoring between 0-50 percent	Proportion of students scoring between 51-100 percent
Mathematics	67	33	55	45
Science	47	53	41	59

Source: National Assessment of Learning Outcomes at Grade 4, NEREC

**Graph 7.6.1 Pass rates of several core subjects at the G.C.E. (O/L) examination 2008 – 2011**



Source: Department of Examinations, Sri Lanka

**Table 7.6.4: Performance of School candidates at the G.C.E. (A/L) Examination According to the Subjects and the Medium-2010**

Stream	Sinhala Medium		Tamil Medium		English Medium		Total	
	No. Sat	Percentage qualified for University entrance	No. Sat	Percentage qualified for University entrance	No. Sat	Percentage qualified for University entrance	No. Sat	Percentage qualified for University entrance
Bio Science	15,647	37.10	2,599	46.40	570	52.30	18,816	38.84
Physical Science	12,421	34.90	1,945	41.40	572	49.50	14,938	36.28
Commerce	32,315	58.10	5,493	59.10	707	72.30	38,515	58.49
Arts	52,922	63.10	16,170	68.60	149	67.80	69,241	64.37
<b>Total</b>	<b>113,305</b>	<b>55.00</b>	<b>26,207</b>	<b>62.40</b>	<b>1,998</b>	<b>59.70</b>	<b>141,510</b>	<b>56.41</b>

Source: Department of Examinations, Sri Lanka



← *Sports Camps to enhance sports skills*



← *Developing ICT skills in teachers*



← *Education quality development through teacher development*

## Chapter 8:

### Performance of Education Development Activities

#### 8.1 Primary Education

MoE has been working in collaboration with UNICEF to promote 'Child Friendly Schools' (CFS) approach into the primary education with the objective of improving the quality of primary education. CFS approach includes school development as well as development of the individual child, ensuring that all children achieve the accepted learning outcomes in primary education.

- In 2011, provisions were made for 206 National schools to purchase quality inputs to primary sections.
- 251 National schools were provided with science and mathematics equipment for primary education.
- Students' camps for development of mathematics skills and activity based oral English were held in every province.
- Furniture and computers were provided to primary sections in 5 national schools.
- Provincial level resource teams were made aware of the item response analysis of the Grade 5 Scholarship Examination in order to take steps by them to enhance student performance.
- Multi-level learning methodology was introduced to Grade 1 in 14 schools on pilot basis.
- Model Primary Schools Development Project:

#### 8.2 Religious and Value Education.

The objective of religious and value education is to produce a future generation with a faith in and a respect for religion and which will internalize religious teaching in personal character.

- MoE implemented a number of programmes in 2011 to commemorate 2600 Sri Sambuddhathwa Jayanthi.
  - \* Sil campaigns were organized in schools with a majority of buddhist students
  - \* The academic compendium "*2600 Sri Sambuddha Jayanthi Sasathriya Sangrahaya*" was launched
  - \* A historical event, '*Esala Maha Sisu Perehrea*' with the participation of thousands of students from all over the island was held on 14<sup>th</sup> July 2011 in Colombo.
- Workshop was held to promote values among teachers and students in Buttala, Monaragala, Wellawaya and Bibile along with the 2011 Deyata Kirula Exhibition.
- The unveiling of the Anagarika Dharmapala commemoration statute and the opening of the museum at the Ananda Balika Vidyalaya in Colombo was another main event conducted by the MoE in 2011.
- A CD catering dramatized version of "*Sirith Maldama*" was produced and distributed free of charge among the schools in collaboration with Prime Minister's Office.
- Programmes were held for raising the levels of performance in Buddhism in the Central, Uva, Southern, and Sabaragamuwa Provinces.
- Religious ceremonies were conducted to commemorate the 127<sup>th</sup> Birth Anniversary of Dr. C.W.W. Kanangara, father of free education.
- Awareness programmes were implemented island wide to develop value education programmes in connection with teaching of Hinduism, Roman Catholic, Christianity and Islam.
- Among the other programmes implemented in 2011 was the programme for the promotion of ethical values among principal, teachers and students of catholic, Christian and Islamic Schools.

#### 8.3 Pirivena Education

The necessary measures were taken to grant Pirivena institutes all the facilities and privileges enjoyed by schools. Arrangements were made to develop Pirivena institutes by providing them with the facilities on computer education and English and foreign language teaching.

- Steps were taken to amend the Pirivena Education Act No.64 of 1979 in keeping with the needs of the time.
- The establishment of new 12 Pirivenas in regions identified as in need of them has been approved.
- Implementation of a tri-lingual education in 45 Pirivenas was started.
- Action was taken to provide the necessary support to Pirivenas started in Nepal and India.
- Distribution of Thripitaka publications to Pirivena Libraries was completed.
- Inter-pirivena competitions in Language and Literature were held.

## 8.4 Information and Communication Technology (ICT) Education.

ICT acts as an important tool in achieving vital goals in Education. ICT plays an important role in preparing individuals in schools for their later life as professionals in various fields.

- In 2011, provisions were made available to 127 schools for the purchase of computer equipment for ICT laboratories.
- The construction of the computer laboratory at the Kataragama Central College was completed and computer equipment was provided to Kataragama and Nakkawatte Central colleges.
- The hostel building of ICT Centre of Vauniya was completed.
- Students' seminars and teacher capacity building programmes were conducted to improve the ICT subject of GCE (OL) and GCE (AL) classes.
- In relation to the "One Laptop per a Child"(OLPC) Project, subject related electronic software for grades 1-5 was designed.
- The problems faced in school computer laboratories in relation to hardware and networks were solved successfully through hardware and network solution teams.
- A National level completion was held for the purpose of promoting the ICT.

### National level Information and Communication Technology Championships

*The Ministry of Education conducts the competitions in joint partnership with two organizations, the Federation of Information Technology Industrialists of Sri Lanka (FITIS) and the Sri Lanka Computer Society.*

*The awards ceremonies for winners of the students' competitions and teachers' competition were held under the patronage of the Minister of Education. Over 1000 school children representing all the provinces presented their ICT creations at provincial and national level. Six winners at national level, 27 at provincial level and 100 skills certificate awardees received tokens, badges and certificates.*

**Table 8.1: Performance of students at GCE (OL) in ICT subject-2008-2011**

	2008	2009	2010	2011
<b>No. Sat for ICT</b>	38759	40413	41490	39797
<b>Percentage Passed</b>	87.54	82.13	82.33	71.39

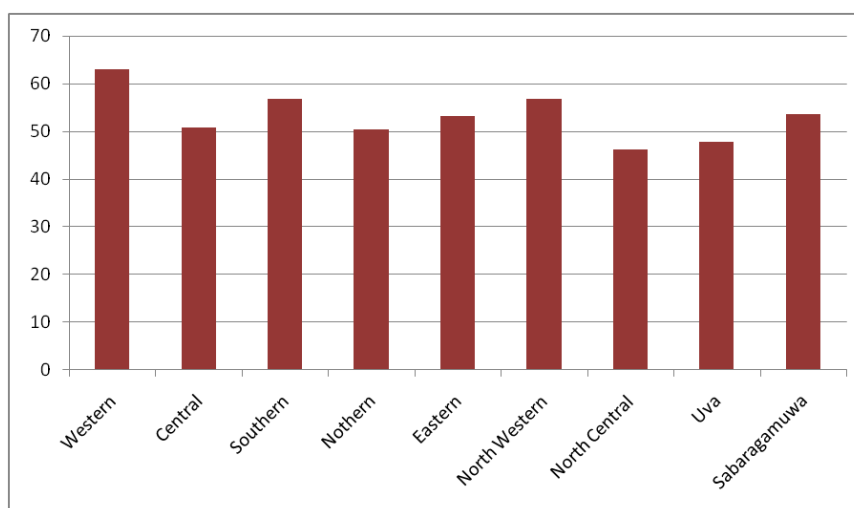
*Source: Department of Examinations, Sri Lanka*

## 8.5 Mathematics Education

Mathematics education programmes with the foremost objective of producing a generation of rational and creative students capable of confronting challenges relating to national requirements were successfully implemented.

- With the objective of reducing the knowledge gap between grade 5 and grade 6 students a remedial education programmes for selected 10000 students in grade 6 were implemented successfully. 28000 copies of assignment book required to this programme were printed and distributed among the provinces.
- Targeting to increase the GCE (OL) pass rate in Mathematics, a remedial education programme for grade 11 were implemented for selected 20000 students. 10,000 copies of 'Ganithayata Athwelak' were distributed among the centers implementing the programme.
- At the international Mathematics and Science Olympiad competition for grade 6 and 7 students, our students received 7 Bronze Medals.
- At the International Mathematics Competition for grades 8, 9 and 10 students, our students won 2 Bronze Medals in the individual competition and the second place in the group competition.
- Training was provided to 1050 Mathematics teachers and resource persons with the aim of enhancement of geometrical skills.
- A pilot programme was held for improving Mathematics teaching methods in the education zones of Jayewardenepura, Piliyandala and Horana.

**Graph 8.5.1: Pass Rates of Mathematics at GCE (OL) Examination -2011**



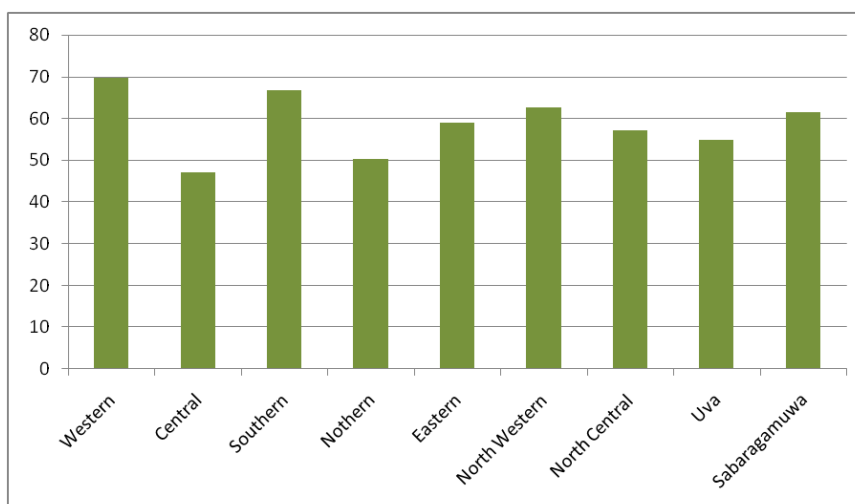
*Source: Department of Examinations, Sri Lanka*

## 8.6 Science Education

A quality science education in schools is essential to improve the scientific literacy of the population. MoE is in the belief that the future of the country lies in scientific literate workforce who can generate new knowledge and use it for the country's development.

- Students displayed extraordinary abilities by winning two gold medals, seven silver medals and two bronze medals in the 2011 International Junior Science Mathematics Olympiad competition held in Philippine.
- Weaknesses in the AL syllabi for Chemistry, Biology, and Physics were identified and circulars were issued to omit unnecessary sections in Chemistry and Biology. Revised syllabi will operate from 2012.
- While science equipment and chemical substance were bought for 400 schools, steps were taken to prepare standard list for the procurement of these items.
- Programmes were prepared to develop field study centers with the participation of field officers.
- Along with the Ministry of Research and Technology opportunities were provided to the students of difficult areas to visit key places in Colombo.
- A report on the usage of mobile laboratories was prepared to understand the future requirements in providing mobile laboratories.
- Steps were taken to establish School Energy Conservation Clubs.
- Awareness programmes on Nano technology were conducted for teachers.

**Graph 8.6.1: Pass Rates of Science at GCE (OL) Examination -2011**



*Source: Department of Examinations, Sri Lanka*

## 8.7 National Languages and Humanities Education

It is vital to achieve the objective of producing a future generation which will safeguard the Sri Lankan identity in respect of culture and language. Different programmes and activities were conducted with the aim of enhancement of knowledge in social studies and language competencies which will contribute to the transmission of culture to the next generation.

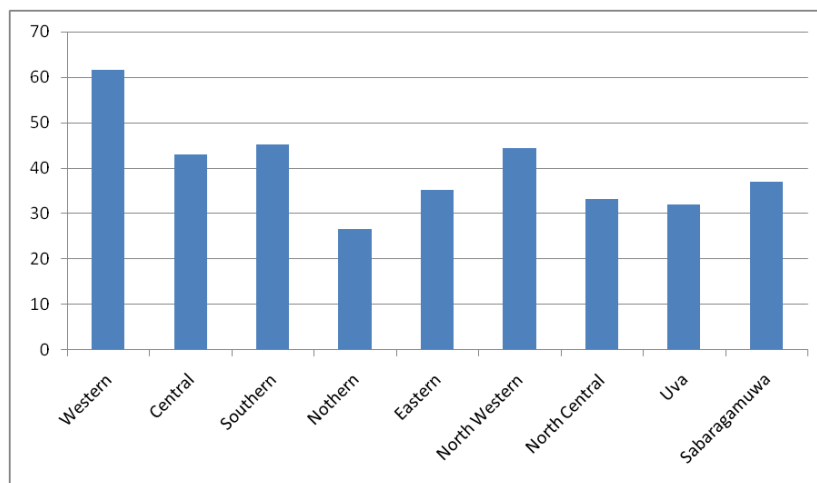
- In 2011, steps were taken to hold Sinhala language and literature competition, Tamil language and literature competition and Second language competition with the objective of enhancing the fourfold language competencies among Grade 6-13 students.
- The magazines 'Nuwana' and 'Kurmathi' were prepared with the aim of enhancement of writing talents of child writers.

## 8.8 English and Foreign Language Education

MoE aims to develop students' abilities to read critically, write clearly and speak fluently in English and explore the students to the vast collection of learning materials written in English around the world.

- In 2011, with the participation of 1152 students, competitions, exhibitions camps and ceremonies were held.
- Training sessions were held for 800 English teachers at Regional Centres.
- 'English for All' programme was implemented for 100,000 students.
- Three centers of excellence for the teaching of English were established.

**Graph 8.8.1: Pass Rates of English Language at GCE (OL) Examination -2011**



Source: Department of Examinations, Sri Lanka

### ***English as a Life Skill***

*This Programme is being implemented in association with the Presidential Secretariat with a view to encourage children to speak English free of fear or compunction. In this way it is hoped to make English a Life skill that will contribute to enhance the level of children's future lives. Among the Provincial level programmes implemented with this objective the following may be mentioned;*

- *A ten day teacher training programme*
- *Establishment of provincial programme units.*
- *Launching of a collection of compact DVDs*
- *Designing a teaching kit with productive activities.*
- *Conducting a certificate course in simple English for 100 hours for Principals and Deputy Principals.*
- *Strengthening the English activities room in Educational Divisions*
- *Establishing centre of excellence for English Teaching.*
- *Republication of the examination and evaluation instruction manual.*

## 8.9 Bilingual Education

With the vision of widening horizons to explore the world through diversity in language the Bilingual education programme supports to empower the future generation through a heightened multi-language competence. A range of subjects in the secondary grades are taught in the English medium to the students who participate in Bilingual education programme.

- Opportunities of access to the bilingual education programme were increased for students through 1000 bilingual schools.
- Training of monolingual teachers on bilingual teaching was conducted in 57 Teacher Centres.
- 57 Teacher Centre managers, 64 Bilingual teachers and 50 principals were made aware on the programme.
- Orientation programme were carried out for newly recruited 130 English medium graduate teachers.
- Steps were taken to analyze the extent of partiality of the evaluation system to Bilingual learners.
- Initial steps were taken to formulate a Content and Language Integrated Learning (CLIL) framework which will be implemented in 2012.

## 8.10. Agriculture and Environmental Studies

Agriculture and environmental studies programme provides students with the opportunity to participate in curricular and co curricular activities which focus students on knowledge, as well as the skills and attitudes of the agricultural industry and the management and conservation of our natural resource systems.

- Among the activities undertaken in 2011 was the training of 110 teachers for the purpose of establishing 32 school farms.
- Funds were provided for the maintenance of school farms in 10 schools.
- 20 officers of provincial and zonal education offices and 25 agriculture officers of Western and Central provinces were made aware on the "Green Schools" programme.
- Guidelines for school on Green Schools programme were prepared.
- An environmental camp was held in the Western Province with participation of 100 students.
- A students' camp on water studies and land cover was held for 60 students under the GLOBE programme.
- Teachers' camps on soil studies and land cover studies were held for 60 teachers and officers.
- Programmes were conducted for 52 agriculture officers on fisheries and food technology, landscaping and post harvest technology.
- Steps were taken to supply agricultural equipment to 100 National Schools, and to provide GLOBE equipment to 15 schools.

*The programme of 'Ada Wawamu Pelayak-Heta Nelamu Palayak' which aimed planting five million plants at the auspicious time of starting work after the Sinhala and Tamil New Year was held with the support of the Ministries of Agriculture, Coconut Development and Economic Development and many other institutions.*

## 8.11 Aesthetics Education

Aesthetics education programmes are conducted by the MoE with the ultimate objective of endowing the future community with a human capable of appreciation.

- Under the 'Shanidina Bahushilpa' (Saturday multidisciplinary project) in 2011, 12770 students participated in courses in Art, Dancing, Music, Drama and Western Music.
- The all-island School Aesthetic Competition was held with the participation of 60000 children in Dancing, Eastern Music, Western Music, Drama and Dramatics and with the participation of all children in Art.
- Under the 'Sonduru Pubuduwa' (awakening affection) programme, 400 teachers were trained.
- National 'Ves Mangalyaya' was held for traditional initiation of 380 student Ves dancers.
- In three zones, teacher student skills programme was completed.
- Action was taken to provide aesthetics equipment to 340 schools.
- Under the "Uthuru Mithuru" (Northern Friends) aesthetics programme, Sinhala and Tamil students were brought together to promote their talents.

## 8.12 Commerce and Business Studies

With a view to producing Sri Lankans of quality steeped in skills that will enable them to enter the emerging world of commerce, MoE implements a number of Commerce and Business Studies development programmes .

- 110 Commerce education coordinators and 125 in-service advisors were made aware the new programmes.
- The changes that have to be made in the learning-teaching process were identified
- Identification of weaknesses in the commerce curricula was done through workshops.

## 8.13 Sports and Physical Education.

Sports and Physical Education programmes are implemented to develop students' motivation, fitness, cognitive, behavioral, and active lifestyle need.

- The all island school sports competition 2011 was held in 3 phases during September-October 2011.
- It should be specially mentioned that the most talented sportsman and sportswoman were selected from each event and 40 such players were awarded a sum of Rs. 25,000 under the sponsorship of the Bank of Ceylon.
- The most talented sportsman and sportswoman in the whole competition were awarded
- Rs.125, 000 to each under the sponsorship of the National Savings Bank.

*Students established 24 new meet records at the all island school sports competition 2011.*

<i>Western</i>	<i>09</i>	<i>Southern</i>	<i>01</i>
<i>Sabaragamuwa</i>	<i>05</i>	<i>North Western</i>	<i>02</i>
<i>Central</i>	<i>04</i>	<i>Uva</i>	<i>01</i>
<i>Northern</i>	<i>02</i>		

## 8.14 Co-curricular activities and Guidance and Counseling programmes.

School plays the key role in the development of social skills and promotion of social cohesion through the curriculum as well as co curricular and extracurricular activities.

- In 2011 with the participation of 150 schools and 1500 students the all island school (Tower Hall) drama competition was held.
- Extracurricular activities were conducted in schools by the forming of hands of the Cadet Battalion, the Scout Troop, the Girl Guides Troop, the Saukyadana Organization and the St. Johns Ambulance Organization.
- The drug preventing competition was held with the participation of 1000 teachers and 2500 students.
- 10 workshops for 1000 teachers and 03 camps for 500 students were held to make them aware the drug eradication
- 25 workshops for 200 schools and 17 NCOEs were conducted with the support of Alcohol and Drug Information Centre and Cancer Prevention Centre in order to make the students and teachers aware the risks of drug abuse
- Psychosocial intervention programme was implemented in about 6000 schools.
- The education counseling programme was implemented in all schools in the country.
- School career guidance service was started in 2700 1AB and 1C schools.
- The professional guidance officer service was started in all Teacher Centres.
- *Senehasaka Thaksalawa*'(School of Affection) , *Denuwara Mithuro*' (Friends of Two Cities) and Students' Parliament were the programmes implemented with a view of promoting concepts of Peace and Social Cohesion

### **8.15 Development of School Libraries.**

Many programmes were implemented for the development of school libraries to inculcate the reading habit in all children which is an important aspect in cultivating learning skills essential for the creation of a generation who are community friendly, disciplined and with a proper sense of responsibility.

- 7 workshops were held on '*effective usage of school library*' for principals, librarians and teachers.
- Model reading camps and reading promotion programmes were held in all provinces.
- Funds were provided for 341 National Schools to purchase library books.
- Production of educational TV and Radio programmes in collaboration with National Institute of Education were completed.
- Providing library furniture for 150 selected National Schools was completed.
- A manual of instructions was prepared for school libraries.

### **8.16 Broadening of 'Education for All' opportunities through inclusive approach**

It is government policy to provide equal education opportunities to all students disregarding distinctions and differences of geographical location, ethnic, language and religion. With a view to ensuring the achievement of Education for All objectives several activities were carried out in 2011 to improve inclusive education in the schools.

- A pilot project was implemented in the education divisions of Soranotota, Kandeketiya, Meegahakieula and Mannar to implement the tool kit prepared for inclusive education.
- Steps were taken to prepare the module and the electronic learning package on inclusive education for the training of teachers of the first key stage.

### **8.17 Development of National Schools**

Out of the total number of schools 340 schools have been classified as National Schools. National Schools are directly managed by the MoE.

- During 2001, a sum of Rs.12.65 million was distributed among 338 National Schools to purchase Quality Inputs to improve teaching learning process.
- 75 National Schools were provided with furniture.
- Principals were trained about financial procedures

### **8.18 Education Development of the Northern Province.**

In collaboration with the Presidential Task Force for Northern Development and Northern provincial education authorities MoE implemented several programmes to resume and continue the education of conflict affected children by developing infrastructure facilities and providing all the resources.

- A programme was implemented to provide computer training for 26 Management Assistants in schools
- Management training was provided to 26 Principals and Deputy Principals of 13 schools.

### **8.19 Plantation Schools Development**

MoE with other relevant ministries and development partners has been working towards to improve both access and quality of education in plantation schools. A considerable progress has been made; however, MoE is taking steps to minimize remaining inequalities in education outcomes between plantation schools and other schools.

- In order to improve quality of primary education of plantation schools a series of workshops were conducted for primary teachers in the Central, Uva, Western and Southern Provinces.
- In order to improve professional capacity of secondary teachers a number of workshops were conducted in Central, Sabaragamuwa, and Uva, Western and Southern provinces.
- With the objective of improving psychological counseling and health education in plantation sector workshops were conducted in Central and Sabaragamuwa provinces.

## 8.20 Development of Muslim Schools

MoE is implementing several programmes with the aim of providing support for Muslim students to achieve overall educational objectives through the development of the relevant skills and maintain cultural and religious values with Muslim identity.

- Capacity building and leadership training workshops were conducted for principals of 94 Muslim Schools.
- Students reading abilities were enhanced by providing supplementary reading material to Muslim School libraries.
- Information was obtained on Muslim religious Schools (Ahadiya) countrywide and arrangements were made for an analysis of this information with future action in mind.
- Action was taken to have a branch of the Kopay Teacher Training College in order to regularize the training of Muslim teachers in the Northern Province.
- Necessary plans were prepared to uplift the education standards of school children in areas where displaced persons have been resettled.
- Steps were taken to spread the Arabic Language in Muslim schools under the 1000 schools programme.
- The introduction of an Islamic banking and financial system in Muslim Schools were commenced in 2011.
- Self-education kits were provided to Muslim Schools with low performance.

## 8.21 Development of Tamil Medium Schools

Special steps were taken for the development of Tamil medium schools to ensure their participation in knowledge based economic and social development.

- Eight basic problems in Tamil medium schools were identified and discussions were held with all the stakeholders to find solutions.
- Steps were taken to formulate programmes for the development of 175 Tamil schools included in the 1000 secondary schools programme.
- Programmes for the capacity building of principals and teachers were implemented.

## 8.22 Non-formal Education

MoE implements non-formal education programmes as an alternative form of education for adults and children who have missed out on the opportunity to complete the formal school education for various reasons. The non-formal education includes literacy programmes, skill development programmes and catch up education programmes.

Programme	Achievements in 2011
Community Learning Centre	171 centers in progress , 50 instructors were trained
Entrepreneurship Education	100 trainers were trained
Functional Learning Centre	66 centers in progress, 90 instructors were trained
Programme for Street Children	220 street children were provided education opportunities.
Capacity Development of Non Formal instructors	50 officers were trained
Literacy programme	Teaching Guidelines were prepared in Sinhala, Tamil and Mathematics, 90 instructors were trained.

## 8.23 Special Education

MoE is making efforts to promote inclusive education in order to meet the Special Education Needs (SEN) of disable children. Simultaneously steps are taken to strengthen the special education provisions for the children who need special care and facilities.

- A programme is implemented to establish the National and Provincial Centres for development of SEN services
- 25 children's camps were conducted for personality development of SEN children.
- Student participation was enhanced by the supply of spectacles and hearing aids for the children identified with deficiencies.
- To improve the access of SEN children to education modernization of class rooms and buildings were taken place.
- Necessary equipment was provided to the Braille press to increase the production of Braille text books.

## Chapter 9: Quality Improvement and Quality Assurance of Education

### 9.1 School Evaluation and Supervision

MoE implements a school evaluation and supervision programme in cooperation with provincial education authorities to ensure that acceptable standards of education are being maintained. School self evaluation and external supervision are the two major components of this programme. School Quality Index is prepared for all the schools based on standards and indicators.

Programme	Achievement in 2011
<b>Awareness of school principals and zonal officers on school self evaluation</b>	Nittabuwa Zone-156 ,Ibbagamuwa Zone – 125, Nivithigala Zone – 139, Theldeniya Zone – 57 were trained.
<b>Training of officers on school external supervision</b>	55 supervisors from Western, Uva, Sabaragamuwa, Central and North Western provinces were trained.
<b>Schools Supervised by MoE</b>	SWRD Bandaranayake V. - Kundasale Al Madeena National School- Siyambalagaskotuwa Rajawella Hindu National School- Aluthgama MMV JR Jayawardena MMV-Panduwasnuwara Senanayake MMV-Madampe Sujatha Vidyalaya -Matara

### 9.2. Education Research

National assessments of learning outcomes are conducted through the National Education Research and Evaluation Centre (NEREC) of University of Colombo according to a regular cycle for key subjects in primary and secondary cycles. The results of these assessments are widely disseminated and used as a feed back into policy development. A number of programmes were conducted in order to promote the research in all subject areas and also to encourage the use of information flowing from research.

### 9.3. Education Management Information System (EMIS)

Action is being taken to raise the degree to which data and information are used in making policy decisions to ensure quality and equality in education. EMIS is based on the annual school census conducted by the MoE.

- In 2011, physical resources of all government schools were surveyed and computerized.
- Information about the teachers in government schools was computerized.
- With the mapping of schools in the Northern Province in 2011, the location of all schools has been mapped and formed into GIS.