Education division documents No.1

# Education and training in Sri Lanka

# A sector analysis Olle Engquist Lars Jivén Kjell Nyström.





November 1981



EDUCATION AND TRAINING IN SRI LANKA A Sector Analysis

SIDA

Report of a SIDA-Mission 1981-04-21 - 1981-05-14

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TIMMS OF REFERENCE

PREPACE

A fundamental principle for Swedish development co-operation is to support national efforts for development. Support to a sector like education or health is based upon this principle. Thus Swedish support aims at strengthening the recipient country's possibilities to carry out its development plans for the sector. The responsibility for the implementation of the supported activities rests upon the country itself.

Within Swedish development co-operation, sector support has become more and more common during the 1970's as compared with the traditional project assistance. Sector support implies a lesser degree of predstermined objectives. It allows the recipient ministry flexibility and at the same time contributes to a safe and secure frame for planning. The idea is that foreign assistance when given in this form should become an integral part of the plans of the concerned ministry.

Sector support also entails that the monitoring, at SIDA, of the development of the sector as a whole becomes more important. One aspect of this is the carrying out of a sector analysis as part of the preparations for support to a sector. Such an analysis assesses the needs within the sector or within those sub-sectors for which Swedish support is intended.

The analysis at hand has been worked out with the aim of providing a basis for discussions concerning continued support to the development of the education sector in Sri Lanka. In this particular case, another reason for carrying out the analysis has been the formulation of proposals for changes in the education sector in Sri Lanks. These proposals are contained in the document "Education Proposals for Reform" which the Ministry of Education has published recently.

It is my firm belief that the present analysis will prove to be valuable for SIDA for concluding a new agreement with Sri Lanka for support to the education sector, as well as for the continued dialogue with the Ministry of Education concerning the implementation of the new agreement. Furthermore, I hope this analysis will be of value also to othere, inside and outside SIDA, working with and interested in Sri Lanka and her efforts to develop into a celf-reliant and wealthy mation.

Lennart Wohlgemuth Director, Education Division

The views expressed in this paper are those of the authors. They should not necessarily be interpreted as reflecting the views of SIDA. INTRODUCTION

During the fiscal years 1977/78 and 1970/79 a total of 5.55 million Swedish Eronor was disbursed to the Ministries of Education in Sri Lanks. The funds, under the import support component, were to be utilised mainly for equipment for technical institutes and the Sri Lanka Institute of Distance Education.

An agreement on support to the development of the education sector in Sri Lanka was signed on 16 May 1979. The agreement covers the period 1 July 1979 to 31 December 1981. A total of eleven million Swedish Kronor has been allocated with 5.3 million for the fiscal year 1979/00 and 7.7 million for 1980/81. In line with the agreement part of the Dwedich support is at present directed towards practical and technical subjects at the secondary level. vis home economics education, agricultural science and handicraft subjects. The Science Equipment Production Unit (SEPU) of the Ministry of Education is also supported as is non-formal education delivered through the so-called "school-leavers" centres. For these areas the responsibility lies with the Ministry of Education, Technical institutes and the Sri Lanka Institute of Distance Education under the Ministry of Higher Education are also supported under the present agreement.

Originally the Ministry of Higher Education was responsible for the coordination of the Swedish support. However, it soon became evident that this arrangement was unsatisfactory. As a result, three "coordinators" were later appointed to handle support to the Ministry of Education, the Ministry of Eigher Education and the Open University/the Board of Study for Management, Science and Technology (formerly the Bri Lanka Institute of Distance Education).

In order to provide SIDA with information relevant for assessing requests from Sri Lanka concerning future cooperation in the field of education an analysis of the education sector in Sri Lanka was carried out in April and May 1981 by a mission from SIDA. The members of the mission were Mr Olle Engquist (Inspector of Schools, County of Malmöhus, Malmö, Sweden), Mr Lars Jiwán (Semior Lecturer, University of Lund, School of Education in Malmö, Sweden) and Mr Ejell Hyström (Semior Programme Officer, SIDA, Stockholm, Sweden).

The analysis sets out with giving some general facts about Sri Lanka and describing the socio-economic situation in which the education system has to operate. It then comtinues with a description of the current situation in the education sector. It touches upon some for education in Sri Lanka important historical aspects, highlights the main aims of education and outlines the education system in Sri Lanka. After that the different types and levels of education are treated as are the examination system, management functions and financial aspects. The situation with regard to research and development is briefly dealt with. ACIS

The analysis then continues with a discussion of ongoing changes and proposed reforms of the education sector. The proposed White Paper on Education is of main interest in this chapter. A discussion of the salient problem areas within the education sector, as suggested by the previous chapters, then follows. The analysis concludes, based on the analysis of problem areas, with a number of recommendations on possible areas of future cooperation between Sri Lanka and Sweden in the field of education.

The authors are grateful to the Sri Lankan officials in different Ministries for their availability and for their readiness to provide the mission with material and information. Discussions took place in an open, frank and friendly atmosphere which offered opportunities to penetrate more deeply into important issues. The mission would like to sincerely thank Mr E L Wijemane, Mr W S Perera and Mrs F Fernando for their assistance to the mission during its visit to Sri Lanka, and all others who, by offering their knowledge and experience as well as time, contributed to the realization of the pestor analysis.

CHAPTER 1

SOME GENERAL FACTS ABOUT SRI LANKA

Sri Lanka comprises 65 610 square kilometers. The island is about 435 km from north to south and 225 km from west to east. The climate is equatorial in type with an average temperature in low lying areas of about 28°C. Rainfall varies considerably throughout the island with an average of less than 1 000 nm per annum in the driest parts and up to some 5 000 nm in certain areas of the hill country.

The major cities are Colombo (the capital) with nearby Dehiwala and Moratuwa; Jaffna; Kandy and Galle. The island is divided into nime provinces, each of which comprises a certain number of districts for administrative purposes. All in all there are 30 districts composed of 141 electorates.

The population of Sri Lanka is estimated at 14.9 million (1980) giving a population density of 227 per sq km. The population growth is estimated at 2.1 % per year. The major ethnic groups are Singhaless (75 %) and Tamil (19 %). The balance is composed of Moors, Burghers and other minority groups. The major part of the population, 67 %, sdheres to Buddhism, which also is the state religion. Other denominational groups are Hindus (18 %), Christians (8 %) and Muslims (7 %).

Sri Lanka's recorded history starts around the 6th century B C. Two major population groups immigrated from the Indiah peninsula to Ceylon during the centuries B C. The Singhaless came from the northern and the Tamils from the southern part of India. The old capitals of Anuradhapura and Polonnaruwa as well as extensive irrigation systems tell about the advanced culture existing around and after the birth of Christ. Both Buddhism and Minduism have had a tremendous influence on the political, economic and social development of Sri Lanka. The influence of Arabs, Fortuguese, Dutch and British is still noticable, especially in the areas of religion and education.

The British colonisation in the beginning of the 19th century meant that the whole of Ceylon was for the first time under European control. The British introduced large scale estates for coffee, tea, rubber and coconut growing. This led to profound changes in the traditional culture as the economy became directed towards the world market, the expansion of the estates was guaranteed in new laws and the subsistence economy was harassed through inter alia the so called "Grain Tax".

The colonial administration also facilitated the recruitment of Tamil labour force from southern India for the estates. The Indian Tamils make out some nine per cent of the population. In 1949 they were deprived of the right to vote and most of the civil rights. Sri Lanka has had universal franchise since 1931. Independence was peacefully gained in 1948 and politics in Sri Lanka has since been conducted according to a parliamentary constitution. Two parties, the liberal-conservative United National Party (UNP) and the more radical Sri Lanka Preedom Farty (SLFP), have dominated the national political scene since independence. In the national elections in 1977 UNP got the majority of the votes.

Economic growth and modial development are viewed by the present government as important political targets with economic growth seen as a prerequisite for modial development. About one third of the capital budget is now channeled to three major development projects, viz the Nahaweli Ganga programme, the Prec Trade and Export Promotion Zones and the Urban and Housing Development Programme.

Subsidizing of food, especially rice, free education and health care have been the cornerstones in what has become called a welfare policy carried out by alternating governments during the post-war period. The present government continues this policy but with some limitations.

One of the major concerns of the governments of Sri Lanks has been and is the high unemployment rate. The creation of more employment opportunities has become very important. In the 1971 population census some 19 % of the labour force was reported to be out of work. It appears that the unemployment rate has declined during recent years and the consumer finance and socio-sconomic survey in 1978-79 gives an unemployment rate of 15 % in 1979, but the issue of unemployment remains one of the most urgent and difficult to solve.

The gross national product amounted to 40 242 million rupees in 1978 giving a GNP per capita of some 2 800 rupees. The main export goods are the traditional tea and rubber. Industrial exports amounts to about the same percentage valuewise as rubber. The main import items are food and drinks, rice, flour, petroleum, chemicals and machinery and equipment.

The average monthly income in 1978 was 574 rupees. The top ten percent received 39 % of the national income while the bottom ten percent received 1.5 %. The Gini coefficient decreased in the late sixties and early seventies but was in 1978 back to the same level as in 1955 and 1965 i e 0.49.

The literacy rate was in 1975 estimated to be some 80 % of the population 10 years and older. In 1979 67 % of the school age population (5-17 years) were enrolled in primary and secondary schools. In 1975 there were almost 4 000 patients per doctor and 2.8 beds per 1 000 inhabitants. Life expectancy was in 1975 60 years and infant mortality 42.4 promille in 1977.

In May 1981 one supee equaled 0.26 Swedish kronor or 0.05 US dollars.

CHAPTER 2

SOCIO-ECONOMIC CONDITIONS

Before entering into a description of the current situation in the field of education and a discussion of the main problem areas Sri Lanka is facing to-day, we would like to present a brief outline of the socio-sconomic setting in which the education system has to operate. This chapter draws heavily on P Richard's and W Gooneratme's Basic Needs, Poverty and Government Policies in Bri Lanka 1) and Lee's Eural Poverty in Sri Lanka 2).

# 2.1 Income distribution

Sri Lanka has often been cited as a developing country where policies towards equalization have been remarkably successful. Indeed, the surveys of Ceylon's consumer finances 3) shows sharp reduction in the degree of inequality between 1963 and 1973 as far as income distribution is concerned. However, as can be seen in appendix 20, the reduction is mainly due to changes in the income distributions for urban and rural areas with increases for the lower quintiles and decreases for the higher (in real terms). In his article Lee questions the conclusions usually made on the basis of the surveys. He shows that the pattern of consumption during the period 1963 to 1975 does not show a parallel change and concludes that "there was thus a strong contradiction between the trends revealed by the income data and those of the data on consumption" 4).

4) Lee, op cit, page 167

Richards P and Goonerstne V. Basic Needs, Poverty and Government Policies in Sri Lanka, Geneva; ILO, 1980

<sup>2)</sup> Lee E L H. Rural Foverty in Sri Lanka in Poverty and Landlessness in Rural Asis, Genevat ILO, 1977

<sup>5)</sup> Surveys of Ceylon's consumer finances were carried out in 1963 and 1973 under the auspices of the Central Bank of Ceylon

The household budget survey of 1978/79 also shows that the income distribution in 1978 is comparable with the one of 1965 and even with the one of 1955. In fact the data in Table 1 suggest that the situation as far as income distribution is concerned has, on the whole, not changed during the last 25 years.

## Table 1

# Income distribution 1953 to 1978

	1993	1963	1273	1928
1) Average monthly income (8s)	100	134	228	574
in 195) prices <sup>1</sup> )	100	124	139	254
2) Medias menthly income (Re)	60	83	189	357
in 1953 prices <sup>23</sup>	68	77	110	156
3) Percentage of total income received by	r.:			
<ul> <li>a) the lowest 10 per cent</li> <li>b) the lowest 40 per cent</li> <li>c) the highest 10 per cent</li> </ul>	1.5	1,2	1,8	1,5
	15.0	12,0	15,1	12,3
	42.3	39,2	39,0	39,0
4) Qiai coefficient (by desile of income receivers)	0,50	0,49	0,41	0,49

1) Deflated by the Dilombo cost-of-living index

Source: @ Wissi-Ström, Landanalys Sri Lanks, Stockholms SIM 1981

However, one would expect that transfers like food subsidies, health and education services, public transport etc would contribute to a reduction of income concentration. Alailing shows in her study 1) that in 1975 the per capita impact of benefits from government expenditure was highly progressive. For the lowest income group the various subsidies amounted to as much as 45 % of personal disposable income. The corresponding figure for the highest income was only 3 %. The average per capita impact of subsidies as percentage of personal disposable income was 14 %. From Alailings study it is also evident that the taxation policy reduced income inequality at least as much as government subsidies did. As indicated by Table 2, this was especially the case in urban areas and in the estate sector.

 Alailima P J, Income distribution and employment programme - Fiscal incidence in Bri Lanka, WEP Research Working Paper, Geneva; ILO, 1978 Table 2.

Fiscal Daridance on income concentration 1973

5

Sartor	Gini coefficient by decile of spending unit					
	Incose, pre bases pre mibuidies	Incose after tales	Income after taxes and submittee			
All taland .	0.35 0.40	0.33	0.31			
Persi	0,34	0.32	0,30			
Estate	9.33	0.28	0.28			

Source: P Alailian, Fiscal incidence in Sri Lanks, General ELO, 1978

#### 2.2 Vages

In an analysis of the development of real wages for various groups of employees during the period 1963-1975 Les shows that in spite of the increases in income for low income groups "all employee categories experienced a fall in real wages, except for workers in comperce and industry where real wages remained constant". 1) This finding further supports the conclusion based on the comparison between income and consumption.

Tear	Agriculture <sup>13</sup>	Industry and conserver	Central Govern-	Orvernment sthrol beathers
	10000			
1963	104,1	120.5	116,5	307.9
1945	303.4	118,0	112.6	104.4
1979	101.4	139,2	124,0	160.1
1973	101.6	129,8	108,9	47.2
1,975	121.6	136.8	112,1	86.6
1976	122,0	140,7	118,2	39.5
1,977	151.5	349.6	118.5	90.9
1979	130.0	142,0	120,8	19.5
1979	226,0	171.7	129.7	32.6
1,980	224.3	265.6	114,3	80.0

Beal wage indes (1952 = 100)

1) Refers to wirkurs in tes, rubber and coccout estates

Sources Sectoral Bank of Oxylon, Antonal Report 1980, Colombog Contral Bank of Caylon, 1940, tables 15 and 17

As shown in appendix 20 the labourers on estate experienced a fall or an insignificant increase in real income between 1965 and 1975. However, during the second half of the 1970's workers in agriculture, i e on

1) Lee, op cit, page 168

Tebla 3

estates, benefitted from a faster rise in real wage index than did workers in industry and commerce. Nevertheless, as nost of the rise apparently accrued to managerial and supervisory staff (the wages of workers in estates decreased in real terms from 1975 to 1980), Lee's conclusion that for the estate sector "there is no doubt that this sector of the population experienced a continous fall in their real standard of living" still holds true to a large extent.

# 2.5 Ecusebold expenditure

Table 4 shows the large differences in total espenditure<sup>1</sup>) between the urban, rural and estate sectors. The households in the two lowest income groups in the urban area account for somewhat over a third of the total erpenditure in this sector. For rural households the corresponding figure is 64 % and for the estate sector as much as 69 %. At the other end of the income scale, it can be seen that the households with 800 Rs or more in income spend one third of the total expenditure in the urban sector, 7 % in the rural sector and only 1.5 % in the estate sector.

Table 5 also shows that expenditure per household is lowest in the estate sector for all income groups except the lowest. This latter situation is explained by the fact. that although the average income per income receiver is about two thirds of the one for urban and rural areas, the average number of income receivers per household is 2.1 in the estate sector as compared with 1.5 and 1.4 in the urban and rural sectors respectively. The contribution by income receivers towards disposable income per household is thus greater in the estate sector. The fact that the number of income receivers for the income group 200-399 rupees on average is twice as big in the estate sector as compared with the urban and rural sectors is neutralized by the average income per income receiver in the estate sector being less than half of what an income receiver on average earns in the other two sectors. In the rural areas the expenditure per household exhibits a pattern similar to the one in the urban sector when the generally bigger household size in rural areas is taken into account.

 Including inputed expenditure of own-produced goods but excluding consumption of rationed rice

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# Table 4

Total expenditure by income groups and pector 1963/70 (Re million)

loovee group (Re household/ south)	Trines Re	\$	Real Re		Estate Re	\$	Subal Su	\$
0-199	151.7	0.2	1.494.6	25.1	353.4	47.3	2.035.7	23.0
200-399	\$93.4	27.3	2 303.7	39.1	397.3	41.6	3 234.4	36.4
400+599	454.5	19.0	1 168,6	135.8	60.2	7.9	1 643.3	18,6
600~799	254.2	15.7	454.6	0.4	14.7	1.9	763,5	8,6
100-999	195.5	0.3	200,7	3.4	3.3	0.4	297.5	4.5
1 006 +	535,7	24,8	235.6	4,0	8,5	1,1	792.0	8.3
					1.52	1000	2000	20.25
	2 176,0	100,0	5.007.0	300.0	263.0	300.0	8 837.0	100,0

Source: Pywit G and Are A. Social Accounting for Development Flanning with Special Reference to Sri Lanka, Geneva; ELO, 1977, Table 5.1

Table 5

Ararage household expenditure by income group and sector 1963/70 (Rs)

Income group (Re household/ minth)	. Sri	ten	1	ersl.	8	etate	to/	tal
0-199	12	521		236		369	2	741
200-399	. 4	361		036	3	#31		071
400-599	- 6	730		500	6	264	6	544
600-799		808		61.0	7	481		285
800-999	11	060	12	197		480	11	564
1 000 +	19	343	16	802	35	888	1.0	551
All income group	e 6	327	3	917	3	088		115

Sourcest Pywit G and Row A, op cit, Table 5.1, and Sould-monomia survey of Sri Lanka 1969-70, Colombig Department of Course and statistics, 1973

> As shown in appendix 21 the percentage of total expenditure spent on food stuffs declines with increasing income. This applies to all three sectors with the urban sector having the post pronounced decline. The income elasticity of demand 1) for food is thus less than one. For clothing and footwear the income elasticity of demand is not constant but is bigger than one up to the income group 600-799 Rs and is then less than one with the only exception being the income group 800-999 Rs in the estate sector. The expenditure on rent, rates and water charges generally increases with income. In the estate sector there

 "Income elasticity of demand is the relative responsiveness of quantity demanded to changes in income" (Ferguson C E and Gould J P, Nicroeconomic theory, Illinois; Richard D Irwin Inc. 1975) is a sharp increase between the two income groups 400-599 Rs and 600-799 Rs 1). Expenditure on fuel and light shows a generally declining trend. Taken together, expenditure on food, clothing and housing has an income elasticity less than one. The rural households now have the sharpest decline. For the lowest income group the percentage of total expenditure on basics is roughly the same for the three sectors, i.e. a little over three fourths, while for the highest income group the estate sector spends ten per cent more than does the rural sector. Consequently expenditure on durables, transport/communication and other commodities shows an income elasticity of demand higher than one. Due to the large share of total expenditure on basic items the households in the estate sector also have less to spend on other items as compared with the two other sectors. For instance, this can be seen in the expenditure on education which generally increases with income both in absolute and relative terms. The poorer groups spend less on education than the more wellto-do in all sectors and this is especially noticable in the estate sector.

Table 6.

Average household argentiture on education by income group and sector 1968/70 (Rs)

Incres group (Re hrosebold/ month)	3rban Ra	$\xi_{\rm off}{}_{\rm exp}$	Bursi No	E.S.	Rotate Ro	El <sup>f</sup> ep	Total Re	Ell'up
0-199	-	0,8	17	0,0	6	6.3	16	0.7
200-399	54	1.7	55	1,4	21	0.5	50	1.1
400-599	153	2.3	114	1.8	142	8.2	130	2.0
600+799	257	2.9	277	3.1	63.0	8.2	275	2.1
000+999	399	3.6	265	3.0			175	3.2
1 000 +	399	3.1	555	3.3			579	3.1
All groups	146	2,3	61	1.6	21	9,7	70	4.7

Supper Socia-economic survey 1965/70, up ait

t) Managerial and supervisory staff on the estates are typically Singhalese and their consumption pattern is more likely to resemble that of higher income groups in urban and rural areas

# 2.4 Education and income

Bichards and Gooneratne1) present an interesting table showing enrolment and retention rates for urban, rural and estate areas as well as income groups. As can be seen in table 7, the proportion that is enrolled increases with income for the age-group 5-14. This tendency is particularly noticable in the estate sector. The enrolment rates for girls is generally lower than for boys especially in the estate sector. For both the urban and rural sectors the differences are conparatively smaller. Turning to the age-group 15-17, it can be seen that enrolment rates tend to increase considerably with income, particularly for girls. The differences in enrolment rates between boys and girls are also for the age-group 15-17 to the advantage of the boys. Again the enrolment rates in the estate sector differ most. Income plays an important part in influencing the enrolment rates. This is especially so for girls in the rural and estate sector.

Quintile group	Bural <sup>2</sup> ) Bales		Nural <sup>1)</sup> Nales	Painies		Estate Nales		Fonales		Urbsa Rales		Provine						
	1	11	11/2	1	п	11/1	1	11	11/1	1	11	11/1	1	ш	11/1	1	п	11/3
0 - 20	80	43	54	71	32	45	59	21	36	47		.19	43	54	47	15	42	50
20 = 40	54	44	53	79	38	47	73	26	36	57	1.7	12	100	57	45	43	45	54
40 = 60	47	- 55	63	44.1	54	54	26	23	43	63	38	22	32	55	65	60	49.	55
60 = 60	10	- 55	- 65	10	- 50	44	73	25	-	59	11	-1.0	93	71	24	17	50	- 57
00 + 100	-90	- 61	-68	15	59	20	76			42	22	- 25	97	23	.62	12	62	72

Invigent and extention rates; rural, estate and urban areas, 1963/70 (percentage)

1) Including ortate

Table 7

I = ags group 6 = 14 II = ags group 15 = 17

Source: Ristards and Gonteraine, op mit, table 11

It is of interest to note that the holding power from the younger age-group to the older is stronger for boys in all three sectors. Furthermore, the holding power is strongest, for both boys and girls, in the urban area and weakest in the estate sector. The difference between girls in the urban and rural sectors is however significant. The table also shows that the retention rates increase markedly with income, particularly for girls.

As table 7 showed, increasing income implies increasing holding power of the education system. Increasing income also implies a better performance in school. This is inherent in table 0 which shows the progression of children from different income groups.

1) Richards P and Goonerstne W, Basic needs, poverty and government policies in Sri Lanka, Genevas ILO, 1980

Table 0	Age and grade	of elientics,	shildren is	s school, 196	(per cent)
	The second second second	and the second s	and the second second	a second a second	117 177 1 1 PTF . STREAM

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Acri. Grade Inches group cosplated. Fathers's Redius Richart pidetile SAUNUAR quintile. 12 Primary 57 44 25 Widdle. 44 56 71 24 Prisary 26 22 4 #LbbL+ 73 78 93

Ridile 82 74 57 \*D\* Level 10 26 29 \*A\* Level - 3

Source: Richards and Googaratas (Department of Cousse and Statistics), op sit, table 15

Part of the differences can be attributed to varying ages, i e children of the poorest groups tend to enter school late, but part of the differences is due to differing ability and standards of services provided. 44 % of the poorest quintile has at the age of 12 reached middle level while the corresponding figure for the richest quintile is 71 %. At 14 years of age 4 % of the richest quintile and 26 % of the poorest were still in primary school. Purthermore, 16 % of the poorest quintile is still in primary school at the age of 16. 42 % of the richest quintile had at the age of 18 passed 0-level as compared to 10 % of the poorest quintile. It is also of interest to note that the length of stay in school seems to be regressively related to income.

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CHAPTER 3

EDUCATION - THE CUBRENT SITUATION

In this chapter a brief resumé of the history of eduoation is given and the educational situation of today is depicted. The description of the current situation will, together with the discussion of the socioeconomic setting in chapter two, form the background to the development aspects and the analysis of the main problem areas.

# 3.1 General aspects

3.1.1 Some important historical aspects of the development of education1)

Sri Lanka has a long history of contacts with foreigners of different nationalities. The heavy impact made by invaders and visitors in many areas including education is still felt today.

Centres of Buddhist learning, so called pirivenas, mainly for monks but also for laymen, have existed since ancient times and are still functioning today. In these monasteries the residents studied the Dhanma, the Buddhist doctrine. Secular learning relating to poetics, medicine and engineering also took place. Technological achievements of the time were the lakes or "tanks" and the irrigation canals, many of which are still intest today.

During the period of foreign rule (1505-1948) the pirivenas were the strongholds of religion and literature. These institutions indicate that education was a social undertaking within Buddhism compared to the more individualistic approach within the other great religion, Einduism, where the highest ranking caste, the Brahmans, at least in the beginning monopolized education.<sup>2</sup> Islam did not at all achieve the same impact in Ceylon as did the other religions.

Of the European powers, Fortugal, the Netherlands and Great Britain penetrated the island. The traditional education was eroded by new approaches to education. The Christian missionaires, both Fortuguese and Dutch, satablished schools of their own. "It would be seen that in the matter of methods of teaching and content this new institution 'the school' did not differ significantly from the 'pirivens' of the pre-colonial days. However, in regard to a non-educational function there

- This sections builds to a large extent on Ministry of Education, Eighth Commonwealth Education Conference, 5-15 August 1980 and E L Wijemane, Educational reforms in Sri Lanka
- Myrdal G. Asian drama, New York; Fantheon, 1968, pp 1624-1632

was a significant difference between these two sets of institutions and it was this function that was later to nould very heavily the institutions of formal education. Even at this very early stage, school certificates and the competence to read and write the Fortuguese language that it indicated, cans to be accepted as qualifications for employment under government including the missionaries. In this manner started the initial linkages between formal education and employment in the modern sector.\*1)

The Dutch system of education was similar to the Portuguese, but in certain respects differences were salient. The Portuguese had for instance a more proselytizing seal compared to the Dutch. However, both powers left schools and churches behind but the impact of the Portuguese was probably felt longer.

The British domination followed the Dutch. "In the matter of strategies for holding the Empire, a major difference between the Portuguese and the Dutch on the one side and the British on the other side was that the latter used not only conversion to the Christian faith but also sought to create through eduoation in the English medium a local ruling class 'indigenous in blood and colour but English in tastes, in opinion, in morals and in intellect'. For this reason they established a few English medium schools...\*2) Education was thus organized at an early stage by the Christian nissionary orders and societies as well as the Government.

Two types of schools developed, i e the 'English schools' and the 'Vernacular schools'. The English schools, with English as the medium of instruction, prepared for posts in Government. In the Vernacular schools, i e village schools, instruction was given in the major languages, Singhalese or Tamil. A dual system was thereby developing directing children along different paths. Two classes of people were crystallizing.

During the 1860's several attempts were made to alter the unfair dual system. However, the efforts were not successful and the injustices remained. At this time the Buddhist Theosophical Society was founded to satisfy the needs of the majority of the people professing themselves to Buddhism. Buddhist schools were founded in both urban and rural areas. The pressure during the years to come for universalization of education had its roots among the adherents of Buddhism.

Nationalist currents became more pronounced in the beginning of the 20th century. Voices were raised for making education more relevant in relation to national

Wijemanne E L, Educational reforms in Sri Lanka, Colomboş Marga Institute, 1977, p 2

<sup>2)</sup> Wijemanne E L, op cit, p 3

needs and demands. Influences from outside, if progressive, could however be considered and introduced into the national education system. These ideas grew stronger during the first decades of the 20th century. Town schools (Ordinance 1906) and Rural schools (Ordinance 1907) sustained an orderly education where the demands of different religious denominations were satisfied to a certain extent. Education in 'Vernacular schools' was proposed to be free of charge. Proposals regarding the establishment of estate schools were nade as the attention given to the estate areas was minimal at the time.1)

During the 1920's dispatisfaction with the education opportunities erupted. Alterations were carried out in primary and secondary education. The number of Christian schools was diminished. Instead, schools for Singhalese and Tanils were introduced mainly for providing Buddhist and Hindu education respectively. These changes were confirmed in the Ordinance of 1920.

In 1931 a Constitution was passed. In line with the provision of the Constitution a supervisory board on education, the Executive Committee of Education, was set up. Previously a Board of Education with an advisory role, established in 1920, had been functioning.

In 1945 free education from primary school to university was industed. As another novelty the mother tongue was introduced as the medium of instruction in the primary school. A new educational era started with Independence in 1947. A White Paper on Education (Government Proposal for Educational Reform in Ceylon) was published in 1950. A classification system was established,vis primary (5+ to 11+), junior (11+ to 14+) and senior secondary (from 14+). The division into English, Singhalese and Tamil schools was abolished. The recommendations of the White Paper were sanctioned in the Education Amendment Act of 1951.

Teacher training was organized by the administration and missionary societies as early as the 17th century. Courses were given for teachers in both the English language and the vernacular languages. The results were however less successful. The education of teachers became more organized when a Teachers Training College for teachers in English schools was started in 1903.

A Technical College was established in 1907 for the training of technicians and of people for the commercial sector. The College developed into an institution preparing students for engineering degrees of the University of London.

 UNESCO, World Survey of Education - Handbook of educational organization and statistics, London; UNESCO, 1955 A University College began functioning in 1921. Students were prepared for University of London degrees. The Ceylon University, combining the Ceylon University College with the Ceylon Medical College, was however not established until 1942. Two pirivenas have developed into institutions of higher learning. In 1959 the Vidyodaya Pirivena and the Vidyalankars Pirivena were given university status. The pirivenas attached to these two became affiliated colleges. These two universities thus became religious universities whereas the Ceylon University, later on Colombo University, remained a secular institution. The two religious universities, now named Kelaniya and Sri Jayawardenapura, have lately introduced secular education.

# 5.1.2 The aims of education

The following quotation is taken from the White Paper published in 1950. It illustrates the optimistic points of view prevailing at the time. Several white papers have followed since, the latest in 1981, and more are probably to come, but the basic spirit and the general aims as expressed in the White Paper of 1950 permeate all those which have followed.

"No education plan should be fixed for all time, for education cannot be regarded as something static. It is a living growth, and educational thought and provision grow and change. The best of our past in education should be preserved and we must extend and modernize what exists. This calls for good-will, energy, adaption and patience. We are educating the young person for a life of freedom, for the fullest possible realization of his capacities, and service in the community. This view values man as an end, seeking to win his cooperation in building up a society to which he can make his own particular contribution and through which he can enjoy a richer life. The broad general ain, therefore. may be described as the development and enrichment of personality, alike in the individual life of which it is the expression, and in the diverse relationship to others which make up our human civilisation. #1

A new government was formed when the United National Party in the 1977 parliamentary elections won the majority of the seats. A new policy was formulated and spelled out in the party manifesto. The general objective in the field of education is to "... bring forth "2), a self-reliant, educated and disciplined citizenry...", who respects prevailing cultures and traditions, has an international out-look and is tolerant.

- USEBCO, World Survey of Education II Primary education, Zürich; UNESCO, 1958, p 219
- 2) Ministry of Education, Sri Lanks country report for the regional conference of ministers of education and those responsible for economic planning in Asia and Oceania (Colombo, 24 July = 1 August 1978), Colombos Ministry of Education, 1978, p 5

The priorities in education range from intangible ones like the provision of "a general education that will provide every citizen with the requisite knowledge, skills and attitudes"1) to more tangible ones like "the removal of the imbalances and the inequalities that obtains in the present system"1) and "the establishment of school farms in order to encourage pupils to participate in productive agricultural activities".<sup>2</sup>) Emphasis is given to the diversification of secondary and post-secondary education, to the organization of non-formal programmes for both adults and early school leavers and to provide more opportunities for higher secondary and tertiary education.

5.1.5 Contours

The education system in Sri Lanka contains formal edusation and non-formal education. Education is unrestricted at the lower levels and free. Most education institutions are government ones. There are a few private, unaided schools. The Education Ordinance of 1939 states that the statutory school-going age for all children is from 5 to 16 which mainly relates to primary and junior secondary school students. The Ordinance is still valid in its essence. There are however some ameniments in the later versions. The formal education system (see figure 1) includes one year of pre-primary education. Primary education (grades 1-5), junior secondary education (grades 6-10) and senior secondary education (grades 11 and 12) as well as certain types of teacher training fall within the domain of the Ministry of Education.

After grade 10 (junior secondary school) there are a few other alternatives available spart from the senior secondary school with its three streams. Students could proceed to a technical, commercial or fine arts institute for either a three-year part-time course or a two-year full time course. They could also choose to continue in a two-year full time craft level vocational course (alternatively three years in the part-time mode).

Students leaving the formal education system at or before grade 10 have the opportunity of entering the apprenticeship training scheme organized by the Sational Apprenticeship Board (SAB) under the Ministry of Youth Affairs and Employment or of studying at a school leaver's centre, or of joining a skill centre connected to the Ministry of Labour. Other alternatives are also offered by other ministries and institutions as well as private industry.

There are some higher vocational/technical institutes on secondary school level within the domain of the Ministry of Nigher Education. The universities (or

- 1) Ministry of Education, op oit, p 5
- Ministry of Education, Implementation programmes of the Ministry of Education 1978-1982, Colombo; Ministry of Education, Planning Division, 1978, p 10



Source: Ministry of Education, Eight Commonwealth education conference, Commonwealth Secretariat, 1980

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institutes of equal status) are under this Ministry. Courses at adult education centres and distance education courses provided by the Open University are other opportunities for school leavers and those with work experience. Non-formal education is offered by several different ministries, among which the Ministry of Education has got the most extensive system.

The Ministry of Education Services is responsible for, amongst other things, the production and distribution of teaching aids mainly within the formal education system.

The whole education system can be said to suffer from what has been termed the diploma disease. The system is ingrained with examinations, which disturb learning and training, and the lack of certification may very well debar a student from employment. Still, a student with a certificate or diploma is less likely to come by an expected job than someone with less education (see table 15) and the reason for this is according to Isennan that "a very poor economy simply does not require 75 per cent of new entrants to the labour 1) force to have more than a basic primary education".

# 3.2 Formal education

The formal general education system is composed of three levels: the primary, the secondary and the tertiary levels. These levels are illustrated graphically in figure 1, which also contains some non-formal education programmes. The structure of the general education at primary and secondary levels is as follows:

-	erel.	Agu	Grades	Rusher of grades
8	Primary Level	5 = 10	1 + 1-5	4
3	Junior Secondary Level.	11 = 15	6-10	5
¢	Sentor Secondary Level	16 - 17	13-17	

5.2.1

# Pre-primary education

There are a few pre-primary schools in the country. These schools do not form part of the formal education system.

The pre-primary schools are mainly found in the major urban areas and are run by private agencies. They are fee-levying and only well-to-do parents can afford to enrol their children. The Ministry of Social Services is the ministry in charge of supervision of the preprimary schools.

1) Isensan P. Basic needs: the case of Sri Lanks, World Development, vol 8, 1980

A pre-primary grade, the lower kindergarten, is however part of the free and universal education system.

#### 3.2.2 Primary education

The primary education is unified and its duration is five years. Including the lower kindergarten class, pre-secondary education comprises six years. Most schools are government schools. In addition there are nearly 500 Pirivens schools (Buddhist schools). There are also a few private pohools, all in all around 40. Usually the schools are mixed.

There are approximately 2 500 small schools. 1) Those situated in densely populated areas are in the process of being phased out.

There are some estate schools intended for estate workers' children. These schools are successively integrated with the normal system under the condition that certain specified pre-requisites are satisfied. Since 1977 about 700 estate schools have been taken over by the state.

An integrated curriculum is applied in the primary school. The teaching is focused on the project or thematic approach. Subjects are grouped into areas as shown in table 9. A foreign language is introduced in grade 5. The medium of teaching is the mother tongue.

### Table 9

The context of education subjects

Brianry Grades	Justor Secondary Scales	Fettor Secondary Grades
Integrated curriculus	Comeon curriculas	Siglish, arther tongue plus any
Religion.	Religion	Physics
First language	First language	Chemistry
Relievention	International language (English)	Botaay
Revivemental studies	Rathematics	Seeing
Aarthotic studies	integrated eclence	Pure nethenation
Constructional activities	Social studies	Applied mothemation
Bagliah (from grade 3)	Realth enjamon An menthetic subject	Tamil English
	Technical Autorate	Eistory Seigraphy

Source: Ministry of Education, Education sector analysis, Colombo; Ministry of Education, Education Planning and Research Branch, 1901

1) A small school has usually less than 100 pupils

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There are around 8 600 schools providing primary education. Of these nearly 5 600 contain lower kindergarten and grades 1-5 only. More than two million children are enrolled in primary schools including lower kindergarten. Promotion from one grade to the next is based upon continuous evaluation of the general performance of the pupil. The headmaster decides if a child will be promoted, is to repeat or has to leave school.

There are no compulsory examinations at the end of the primary school. A cumulative record sheet is used to follow up the progress of a child. The school year starts in January and ends in December encompassing around 200 school days a year. There are 20 to 30 periods in a week, less in the lower classes, more in the upper classes.

# 5.2.3 Junior secondary education

After primary school around 60 % of a cohort of children proceed to the junior secondary level (grades 6-10). Thus at least 150 000 children of each cohort are denied the possibility of education at this level. There are more than one million students in the junior secondary schools. Some schools combine primary and secondary school functions, some have only secondary school functions. According to the school census of 1979 there were some 4 950 schools providing junior secondary education and another 500 having grades 6-8 of the junior secondary level.

In the junior secondary school a common curriculum is applied. Integrated science and social studies are two subject cluaters which differ from the thematic studies of the primary school (see table 9). In order to develop appropriate pre-vocational skills and to instill proper attitudes for employment, certain technical subjects have been introduced. There are eleven subjects from which the students are obliged to choose one, e.g. wood work, metal work, sewing, agriculture, radio technology, etc.

Ordinary level of the General Certificate of Education (GCE O-level) is awarded on satisfactory completion of the junior secondary school examinations taking place at the end of grade 10.

The O-level certificate serves as a selection instrument. It is at this point that the race to reach the universities becomes still more intensive.

# 3.2.4 Senior secondary education

The number of students entering the senior secondary school is much less than the number of students having completed the junior secondary school. In the first year and the repeating year of grade 10 around 300 000 students are enrolled, while in grade 11 the enrolment is only some 75 000 students. Senior secondary education is divided into three streams: science, commerce and arts. Depending on the facilities the secondary schools are categorised as 1A, 1B, 1C and 1D schools. 1A means a school with three streams and a science laboratory. 1B schools have three streams but no science laboratory. The 1C category has no science stream and 1D schools lack both the science and the commerce streams.

Students are studying their first language and English as compulsory subjects plus four out of fifty subjects (see table 9 ). Advanced level of the General Certificate of Education (GCE A-level) is awarded on satisfactory completion of the senior secondary school examinations.

# 3.2.5 Vocational and technical education

Within the formal education system there are two types of technical institutes under the Ministry of Higher Education. The number of institutes is twenty. Of those, twelve are classified as Junior Technical Institutes and the remaining eight have been designated Polytechnic Institutes. There is also a technical unit at Polgolla, affiliated to the Polytechnic Institute of Kandy. The number of students in 1978 in Junior Technical Institutes was 4 094 and in Polytechnic Institutes 8 225.

Junior Technical Institutes provide full-time and parttime courses up to certificate level and Polytechnic Institutes courses up to diploma level. Courses are offered in the fields of engineering, commerce and agriculture at craftsman, technician and technological levels.

Professional and Higher Sational Diploma Courses at the Polytechnics are comparable to those for a university degree. At present, higher national diploma courses only exist in the field of commerce. National Diploma Courses aim at training middle level technical personnel in various branches of engineering and commerce. Ordinary level is the basis for admission to engineering courses. In other cases Advanced level is required.

National Certificate Courses are part-time for persons in employment. The certificate is of a lower academic standard than the diploma.

Craft Level Courses provide training of craftsmen, mainly in the engineering trades. Minimum entry requirement for admission to these courses is a pass at grade 0.

# 3.2.6 Higher education

Of the 125 000 students sitting for the A-level examinstion, only about 6 000 start their university studies. Thus less than two per cent of a school cohort join the university. In 1978 about 16 000 students were studying in different institutions of higher learning. These are the universities of Colombo, Peradeniya, Moratuwa, Sri Jayawardenapura, Kelaniya, Jaffna and Ruhuna, seven in all.

More than half the number of students attend arts based courses. The enrolment of students to courses related to agriculture, engineering and medicine have remained static during the last years, in spite of the fact that the number of A-level students qualifying in science has grown rapidly during the 1970's. This has imposed a pressure on the higher education concerning the mentioned areas.

There is a University Grants Commission responsible for the maintenance of academic standards and for the budgetary allocations.

An Open University for distance education was inaugurated in 1980. This university offers three types of courses:

- 1 Credit courses leading to diploms and degrees
- 2 Evening and weekend courses leading to certificates
- 5 Non-credit short-term courses

# 3.3 Special education 1/

Special education has a long tradition in Sri Lanka. At the beginning of the 20th century attempts were made to improve the situation of the handicapped. The initiative cane from missionaries and charitably minded people. The first missionary non-integrated school for the bandicapped commenced in 1912 at Mount Lavinia. In 1935 mother school opened at Ragama. In subsequent years a number of other schools were started in other parts of the country. However, the government did not take direct responsibility for the education of the handicapped until 1968.

Information on handicapped children and their situation is far from complete. Several surveys with different sources of information, with principals and teachers of schools, village headmen and mid-wives have nevertheless been conducted:

"According to these surveys the present position as regards to the approximate numbers of handicapped children in the country is as follows:

1) Piyasena K. Special education in Sri Lanka, Journal of education, (Colombo) No 1, 1980, is the main source of information for this section

3 500 Visually handicapped (V-R) 22 000 Hearing handicapped (E-E) 100 000 Hentally handicapped 300 000 Slow learners 3 000 Orthopaedically handicapped

Slow learners include emotionally disturbed children, socially mal-adjusted children, children with specific learning disabilities, those with speech difficulties and with behaviour problems." 1/

There is reason to believe, that these figures are underestimated. According to the number given above the mentally handicapped and the slow learners represent 12.5 % of the school age population. Of course, this is to a large extent a matter of definition. There are no statistics available regarding the proportion of these pupils which repeat grades or drop out of school but there are reasons to believe that most of the handicapped belong to these categories.

"There are two types of Special Educational Programmes operative in the country, namely:

1 The Integrated Education Programme under which handicapped children (deaf, blind, mentally retarded, slow learners and cripples) attend regular schools and learn with normal children.

2 The Non-Integrated Special Schools Programme under which handicapped children are segregated in Special Schools which are residential for the most part,"2)

Only a small proportion of the handicapped children are given the opportunity of special education or remedial teaching. This is indicated in the following statistics.

- 1) Piyasena K, op cit
- 2) Piyasens K, op cit

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#### Table 15 Bussney of Special Education Property (1990)

# Big of approaches and a second second

Sategory	Thild in givernment schools	Arristed schools	Private achoria
Vienally handicapped	370 [integrated]	9 (non-integrated) 8 (for both T-E & E-B categories)	1 (non-lategrated)
Bearing handlengped	9 (Integrated)	<pre>il (non-datagrated) * (for both T-Z &amp; B-E categories)</pre>	4 (non-integrated)
Restally retarded	2 (integrated)	1 (non-integrated)	14 (non-integrated)
Blow learners	42 (integrated)		
Cripples	2 (integrated) 1 (Government residentia)	L) -	1 (non-integrated)

# Boy of children induced for in the relation

detegnry	No. of children in give subcols	No. of skildren in ministed schools	No. of children in private schools	Tutal
Timally handicapped	475	339	4	40.5
Searing handinapped	100	650	344	1 102
Mentally retarded	16	87	306	409
fits learners	560		-	560
Origiles	41	-	13	- 66
Pue	1 200	1 269	469	2 939
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Source: E Pipasona, Special education in Bri Lanka, 1960

The table above indicates that the proportion of handicapped children of all children going to school is only 0.7 %. The number of integrated units are rapidly increasing with the output of teachers of the training. However, the main problem seems to be the lack of a sufficient number of trained teachers.

The steps which the government has taken to train teachers for special education are described in Mr Plyasena's report. At present there is a proposed annual output of about 200 teachers, mostly in-service. trained. This seems to represent only a very small part of the required teachers.

In connection with the International Year of the Disabled Persons a series of projects, based on the need for special education, have been proposed. The objective of one of the projects is to make available a general course of training to at least one primary level teacher per school. The course aims at enabling the teachers to identify slow learners and other handicapped children. They should also be able to teach the mildly impaired children. It has to be said. that the described goals, judged in relation to the Sri Lanka conditions, can be difficult to reach.

5.4

# Non-formal education

Organized education and training programmes outside the formal school system are included in non-formal education. Non-formal education developed both as a reaction against, and an alternative to, formal education. For those who never had the opportunity of attending school, or who dropped out before completing school, various types of non-formal training have been organized by different government ministries, voluntary organisations and private enterprises.

In general, non-formal education programmes seek to inprove the quality of life for participants and are directed towards such specific concerns as nutrition, literacy, community development, health and employment. They are based on the felt and perceived needs of individuals and groups in a long-term perspective, but seek to satisfy the training requirements associated with these needs in a shorter period of time than that taken by the formal school system. Characteristic features of non-formal programmes are their flexibility, relatively short duration, practical bias and their close relation to the world of work.

A variety of non-formal training programmes are offered in Sri Lankal). The Ministry of Education runs short-cycle 2) skill development programmes for secondary school leavers. One to two-year apprenticeship programmes are organized by the National Apprenticeship Board in co-operation with the private sector. Farmer training programmes and extension services are provided by the Ministry of Agriculture, the Ministry of Labour organizes employment-oriented vocational training programmes and six month courses in traditional orafts and cottage industries are provided by the Department of Small Industries, A wide variety of community development programmes are sponsored by such voluntary organizations as the YNCA and TWCA, the Sri Lankan Bed Cross and the Sarvodaya Movement.

The range of non-formal training and education courses provided is extensive and comprises many different target groups including unemployed school-leavers, rural women, semi-skilled artisans, smallhold farmers and illiterate adults. In some cases, participants pay a small fee to attend courses, while in others they receive a modest stipend during the period of instruction. In general, however, the social cost of providing non-formal education is much lower than the cost of providing similar training in a formal school setting. In part, this is due to the fact that

 For more information on non-formal education courses run by different ministries, see Ministry of Plan Implementation, Career prospects in Sri Lanka, Colombos Ministry of Plan Implementation, 1980

2) For more information on these programmes, see Karonaratme & H. Hon-formal education through multi-agency participation, Journal of Education, (Colombo) No 1, 1980, and Semaratme U S P. Recent development in technical and vocational training programmes for school leavers in Sri Lanks, Journal of Education, (Colombo) No 1 1980 BIDA

many types of non-formal training attempt to utilize existing educational facilities and staff associated with the formal school system. At the same time, non-formal programmes are able to employ the services of local craftsmen and artisans as instructors and this further reduces programme costs.

# Adult education

"Son-formal education' should not be regarded as synonymous with 'adult education'. The latter term refers to training and education for the adult population a g literacy education, extensive university education, etc. Adult education could be developed to provide formal education on different levels while in other cases non-formal education will become the solution when providing grown-ups with systematic training or instruction.

In Sri Lanka adult education denotes "the provision which a society consciously makes either publicly or through approved voluntary organizations of facilities for learning by anyone, of whatever age, wherever initial education in schools, colleges, universities, apprenticeship and initial professional training has been terminated, who wishes to learn any subject whatscever, for any purpose whatsoever, provided of course, that the subject does not conflict with the fundamental principles of a democratic society."

Besides the technical courses provided by the non-formal programme, the Ministry of Education has approved programmes for the setting up adult education centres (permanent, temporary and mobile) and for organizing English teaching courses for adults.

Other Ministries such as the Ministry of Agriculture, Ministry of Nealth, Ministry of Labour have also formed educational programmes for the benefit of the adult population. Sri Lanks Broadcasting Corporation is also active within this field. In addition certain nongovernment organizations run adult education courses. Young Men's Buddhist Associations, TMCA, TWCA and Lanka Sarvodays Movement are but a few examples.

There is an obvious problem pertaining to the coordination of the adult education programmes. As a result of the deficient cooperation, programmes are at times duplicated and occasionally compete or even counterast each other.

Premaratne S (Ed), Toward relevance in education.
 Report of the educational reforms committee, Colombo;
 Ninistry of Education, 1979, pp 194-195

3.5

# 3.6 Distance education

There are different institutions for distance education. The Sri Lanka Broadcasting Corporation runs programmes for school children as well as adults. Examples of subjects taught are English, science and seathetic education. Vocational and technical subjects are also offered. The whole island will in a near future be covered by television transmission and television is now under consideration to be used as a medium for distance education courses.

The External Services Agency (ESA) was established in 1972, The Agency was given the responsibility of external extension programmes and examinations of the University of Sri Lanka, Courses offered are s g Postgraduate Diploma in Education, Pre-school Education, Singhalese for non-Singhalese, Tamil for non-Tamils and Professional English. The courses are mainly delivered by means of distance education.

The Sri Lanks Institute of Distance Education (SLIDE) was set up in 1976. Courses run by the institute are within the fields of management, mathematics, science and technology. The courses are of a post-secondary character leading to certificates and diplomas.

ESA and SLIDE are now incorporated into the Open University under the Ministry of Higher Education and SLIDE is constituted as the Board of Study for Management, Science and Technology (MS7). ESA is supposed to continue organizing courses in primary school education, languages and mathematics, whereas ME7 is responsible for technical and science subjects as well as vocational training courses.

In the beginning of the seventies the Ministry of Education took the responsibility for distance education of untrained primary school teachers. However, these activities soon came to a standstill. Plans are now slaborated to revive distance education to cater particularly to untrained teachers. Other ministries now and then administer distance education courses in a limited way to train their personnel in different respects.

# Teachers' education

3.7

Different types of teachers can be distinguished within the formal education system. One group are the primary school teachers, and in the primary schools teachers for special education are also found.

A third category is teaching in junior secondary schools and in the senior secondary schools a fourth group of teachers are employed. A fifth group is occupied with vocational training in junior technical institutes and polytechnics, and those engaged in teaching at third level institutes form a sixth category.

There is today a total supply of around 150 000 teachers. Of these some 45 %1) are considered to be untrained. In order to qualify for a permanent appointment a teacher below the echelon of third level education must usually be certificated. The entry requirements for teacher training has been either a qualified 0-level certificate or an A-level certificate as far as teachers for primary and junior secondary schools are concerned.

After a probationary period of usually three years in a school the appointee is trained in a Teacher's Training College for three years. The course includes the theory and practice of education. The certificate gained entitles the teacher to work in a primary or junior secondary school, depending on chosen courses.

Graduate as well as post-graduate teacher training are organized in two universities, the University of Colombo and the Peradeniya University. These teachers are engaged in senior secondary schools.

There are neveral authorities and agencies responsible for teacher education with the main ones being the Ministry of Education and the Ministry of Higher Education. The administrative units within the domain of the Ministry of Education taking care of teacher training are the Division of Educational Planning, Curriculum Development and Teacher Training at the central level, the Segional Education Departments at the district level and the heads of schools at the local level. These authorities are organizing different courses to train teachers for lower kindergarten and for grates 1-10, e.g. the induction course for new recruits and the sometimes called AFIT-courses (Alternating Field and Institutional Training). These courses lead to the trained teacher's certificate.

In 1980 there were 24 Teacher Training Collages made up of three types via Singhals, Tamil and Muslim institutions. Around 20 different subject areas are to be found in the colleges (see appendix 16). Within the range of subjects five have to be chosen in order to provide for a general education and the teacher trainee is required to specialize in one subject. The professional preparation is related to courses such as education psychology and mental education. Teaching practice is also an important component.

Teachers for special education are very few at present. These teachers receive their training at certain colleges, e g Makaragama, and have to be certificated.

The Ministry of Higher Education directs training for University graduate teachers together with the Ministry of Education. There are three types of courses: The Diploma in Education, the Diploma in Education -

1) Including supernumerary posts
Correspondence course, and the Bachelor of Education course. The training is conducted by the universities in Colombo and Kandy and some of the teacher training colleges.

At present technical teacher training takes place at a Technical Teacher and Instructor Training Unit at the University of Noratuwa. It does however not function properly for various reasons.1) There are proposals to organize a National Technical Teachers Training College to arrive at an improved training of technical teachers and an increase of the number of these teachers.

# 3.8 Educational facilities (aids, materials and equipment)

Bri Lanka has an extensive network of schools. According to the 1979 school census there are 9 052 state schools, 39 private schools, 209 estate schools and 55 tutories. The suthorities has endeavoured to cover the island with schools in such a way that even children i sparsely populated areas have easy access to education. This has resulted in the number of schools relative to population varying substantially between districts. There are in Colombo and other densely populated districts between 20 and 30 schools per 10 000 inhabitants of school-going age, while the corresponding figures are in Vavuniya 90, in Mannar 62 and in Anuradhapura 54.

In consequence the schools in sparsely populated areas are relatively small. In Vavuniya 64 % of the schools has less than 100 pupils, in Mannar 54 % and in Anuradhapura 47 %. The corresponding percentage for Colombo is 8 %, for Kalutara 19 % and for the whole country 27 %.

Appendix 4 shows however that even if the school network is dense, the access to education after grade five is very unevenly spread. In districts such as Batticaloa, Trincomalee and Vavuniya about 70 % of the schools comprises only lower kindergarten to grade five. Schools with junior secondary and senior secondary education are thus comparatively few in sparsely populated areas.

Furthermore the standard of the schools differs widely. Appendix 6 indicates that easy access to education has been gained at the expense of the quality of education. For example, availability of electricity, piped water and science laboratories contribute to improved educational standards. However, only 10 % of the schools has electricity. In Anuradhapura there are some 500 schools. Only 28 of these have electricity, only 16 piped water and no more than 29 science laboratories.

The class room space per student is for the whole country close to the norm of 10-12 square feet per pupil. This has to be considered as satisfactory. The distribution of laboratory space per secondary school student varies however considerably. It is lowest in districts like Anuradhapurs, Chilaw and Matara with only one square foot per student.

Dean K T (Ed), Technical education project, Sri Lanka, inception report, London; Robert Matthew,

In 1980 the Ministry of Education Services was created with responsibility for among other things school buildings, equipment and text books. One of the principal tasks of the Ministry is at present to supply students with text books and school meals. Text books are given free to every child in every school from the lower kindergarten to grade ten. There are at present about 180 titles with a total of approximately 15 million books.

The science equipment unit at the Ministry of Education Services is concerned with the distribution of chemicals and science equipment. What is not available in Sri Lanka is imported. Available products are purchased from national producers. The Science Equipment Production Unit (SEPU) at Pattalagedere is involved in the production of science equipment and also carries out repair and maintenance work in schools. SEPU cannot for the present be considered as functioning in a satisfactory way and a major part of all science equipment has to be imported.

In appendix 18 it can be seen that 14.5 % and 12 % for 1980 and 1981 respectively were earmarked in the education budget for construction and maintenance of buildings. In the capital budget the biggest single item, 22 % in 1981, is equipment for science education.

### 5.9 Examinations

The Sri Lanka education system was modelled on Britain's which also had its effects on the examination system. The selection for further studies as well as employment builds by and large on examination results. Students' learning at different stages aims at achieving a certificate, to earn a qualification, more than aquiring a store of enriching and useful knowledge.

Within the domain of the Ministry of Education there is an Examination Department which manages the examinations of this Ministry as well as the main part of the examinations connected to most other Ministries of Sri Lanks. The Examination Department is producing and distributing the examinations as well as evaluating the results of the examinations.

During the primary school internally produced tests are mainly utilized as a basis for decisions on promotion. At the end of the primary school most pupil sit for a centrally administered examination. The repults determine who shall receive scolarships for further study in the secondary school. This competition is however not decisive for a student's entrance to the secondary school. At the end of the junior secondary school the GCE O-level examination is of crucial importance. Many students are unsuccessful and are not permitted to enter the senior secondary school. National Diploma courses require an O-level certificate with six subject passes at one sitting and in addition a special selection procedure takes place. This concerns technical courses. For other National Diploma courses an A-level certificate is required.

Professional and Higher National Diploma courses are offered in the field of conmerce. These courses are comparable to those leading to a university degree. Entry requirement is an A-level certificate. A well performed GCE A-level examination with at least four subject passes is the entry ticket to the university or education at tertiary level.

The results of the examinations are thus used for selection purposes. Examinations are summative and prognostic. Instruments, produced and distributed by central authorities, for formative evaluation or with a diagnostic purpose are lacking. The Examination Department has no resources available to develop and supply such instruments.

## 5.10 Administration of education

## 3.10.1 Structure

Education and education administration is the concern of several ministries and agencies in Sri Lanka. This has led to a system of administration with a rather complex nature. 1)

There are mainly three ministries responsible for education matters. These are the Ministry of Education, the Ministry of Higher Education and the Ministry of Education Services.

The Ministry of Education is responsible for the design, implementation and maintenance of general education and teacher training programmes. The Ministry of Higher Education, created in 1976, is responsible for designing, implementing and maintaining the system of higher education in the country. This ministry takes care of Universities, Technical Institutes and other institutions of higher learning. Some secondary technical schools are also within the domain of this ministry.

The Ministry of Education Services, functioning from 1980, is mainly responsible for the production, distribution and sale of textbooks, equipment as well as furniture. Feeding of schoolchildren is another area which engages this ministry, under which also the organisation and development of library services are placed.

The Ministry of Education has undergone several changes during the last few years. One of the reasons for this has been the endeavours to decentralize the administration. The present organisation of the Ministry of Education is sketched in the figure below.

1) Ministry of Plan Implementation, Performance 1980, offers a fairly good description

Pipers 1

outline of the organization of the Ministry of Education



At present Sri Lanka is divided into 30 regions with respect to education. This division is being changed in order to coincide with the administrative districts. Each Regional Education Department is in the charge of a Regional Director of Education (RDE). In the transitional stage there are six Education Sub-Offices administered by Chief Education Officers under the supervision of the RDE in the respective regions. The Regional Education Departments are usually organized in the manner shown in figure 3.

# Degatizational start of a Begional Reneation Department



Every region is in turn divided into a number of circuits comprising 20 to 30 schools. A Circuit Education Officer (CEO) is the contact link between the NDE and the schools in the respective circuits. In addition to the regional CEO's there are specialized CEO's for inter alia science, mathematics and physical education. In some regions, e g Anuradhapura, there are also CEO's for the Tamil schools. The CEO's work directly with the principals in the circuit with regard to aspects like text books and teaching aids, examination, inspection and statistics.

Piesre 3

3.10.2 Coordination

The education system of Sri Lanks is heavily centralized and is run from the level of the Ministry of Education through the regional departments to the individual schools. Consequently, the extent of local participation is rather limited.

As was mentioned in the beginning of this section, education is the concern of many ministries.1) This situation implies certain coordination problems, which we will revert to later in the report.

We would however like to touch upon the ocordination between the Ministry of Education and the districts as well as the coordination between various authorities at district level. In 1979 the Division of Regional Supervision and Management Development was created as a result of the reorganization of the Ministry. In connection with this the country was divided into five so called ranges under the supervision of this Division. Four rangee, established in relation to infrastructural networks, are at present functioning. A Senior Director of Education is in charge of a range supervising the work of the regions coming under the range. Hopes run high in the Ministry of Education that the establishment of ranges will render the cooperation between the Ministry and the Regional Education Departments more effective.

The cooperation at district level is so far usually of an informal character. The coordination takes place through informal discussion between representatives of various agencies. The old "Kachoheri"-system, which dates back to the period of the Dutch, is still functioning. Since 1978 efforts are made to formalise the system. In the 24 administrative districts District Ministers are nowadays appointed. Amongst other duties the District Minister has the responsibility "to facilitate control and to coordinate and secure the expeditious functioning of the administration at district level".<sup>2</sup>) The District Ministers are not members of the Cahinet.

In June 1981 District Council elections were held. The Members of Parliament are also members of the District Councils and they should always number one more than the other members of the Councils. The District Minister is the chairman of the District Council.

In Career Prospects in Sri Lanka, Ministry of Plan Implementation, 1980, there is a survey of ministries and agencies responsible for different types of formal and non-formal education

Vinai-Ström G, Rural development strategy in Sri Lanka, 1980, page 49

### 5.11 Financial aspects

### 3.11.1 Public expenditure

Appendix 17 gives the actual expenditures on education under the heads 70-751). Education's share of the national budget has continuualy declined during the seventies. From a high 14.4 % in 1969-70 it has fallen to a low 6.5 % in 1979. During 1980 and 1981 there has been an increase to 7.0 % and 8.1 % respectively.

During the last five years, i e 1977-1981, the budget for the two Ministries of Education excluding the universities has increased from 896 million rupees to 2 020 million rupees. This is equal to a 125 % increase. The budget for the universities has during the same period increased from 60 million rupees to 276 million rupees, i e an increase of 360 %. The national budget shows a 200 % increase from 9 396 million rupees to 26 522 million rupees from 1977 to 1981. The increase of the budget for 1st and 2nd level education does not keep pace with the overall expansion of the national budget. This however reflects to a large extent the emphasis on the three lead development projects.

However, the budget estimates of 1981 provide for a 8.5 % share, i e 2 429 million rupees, of the national budget, when education and training under other ministries than the education ministries are taken into account (see appendix 18).

Compared with the 1980 budget figure of 1 772 million rupees this is an increase of 57 % (for heads 70-75 the corresponding increase is 39 %). General education accounts for 75 %, higher education for 6 % and vocational education and training for 5 %. Of the remaining 18 %, administration (2 %), teacher training (1 %) and construction and maintenance of buildings (12 %) are the main receivers. The remaining two percent are used for other activities.

Turning to the budget for general education per se (head 70) it can be seen that 94 % or 1 824 million rupeeb is earmarked for recurrent expenditures. Of this amount 88 % goes to personal emoluments. The remaining 12 %, i e 227 million rupees, is used for supervision, educational materials, repair and maintenance as well as grants. It is of interest to note that 38.6 million rupees have been set aside for Pirivenns, assisted schools and other special education activities.

- 1) Ministry of Education
  - Head 70 Minister of Education
    - 71 Department of Examinations
    - 72 Department of Educational Publications
  - Ministry\_of Higher\_Education
  - Eeed 74 Minister of Higher Education 75 Contributions to the universities and university grants commission

Capital expenditure accounts for 125 million rupees or 6 % of the expenditure under head 70. Roughly half of this amount is set aside for construction of and improvements to buildings and the other half for acquisition of equipment and furniture. The general education programme answers for 95 % (114.7 million rupees) of the capital budget. As can be seen in appendix 19 the main receivers of the capital expenditure are science education, practical/technical education, general school furniture and additional buildings. improvements to existing buildings!) and land development.

Relatively speaking recurrent expenditure increased more than capital expenditure from 1980 to 1981: 48 % as compared with 54 %. The increase for the three programmes, wit. General administration and staff service; General education; and Teacher education between 1980 and 1981 are 16 %, 51 % and 21 % respectively.

The large increase between 1980 and 1981, amounting to 623.7 million rupees for the Minister of Education (head 70), is mainly due to an augmentation of recurrent expenditure. From table 11 it can be seen that the programme General education accounts for 576.0 million rupees or 92 % of the overall increase. Furthermore, the whole increase of 550 million rupees for Salaries, or 56 % of the overall increase, (except a mere 2 400 rupees) is earmarked for salaries for Other staff, i = teachers.

Table 14

Distribution of the budget increase for head 70 hebress 1940 and 1941

Prigramme/propert		Ba (*)	(000 200	5	\$			
Depert	antipeters for							
1 Gene	ral administration and If service		12,4			1,5		
7 0ees 2.1 2.2	ral education Design, in-service and research Implementation and Subervision	1.0			0_2			
	2,2,1 Columies 2,2,2 Allowances and other comp's 2,2,3 Other	350,0 197,8 43,3			96,1 25.3 6.9			
2.3	Special admention1)	23.7	\$76.0		3.8	32.3		
3 Test	ber education		3.7	390,1		0.6	94.9	
Satist satelites		22		- <u>35.48</u> 643.7			<u>5.1</u> 500,0	

Source: Estimates of the Herovue and Rependiture of the Scourmannt of the Desoscatte Doctalist Republic of Eri Lanks for the Pinancial Year, lat January 1991 to Jist December 1991

Improvements to existing N.V.V's on electorate basis account for 10 million rupees

### 3.11.2 Private expenditure

Appendix [1] gives the average expenditure on education a spending unit has had during a two-month period in 1975. The table reveals the large difference between both income-groups and sectors. We can see that average expenditure ranges from a low of four cents for the income-group 51-100 Rs in rural areas to a high of 160 Rs for the highest income-group in the estate sector. In general expenditure increases with income with the lower income bouseholds spending on average very small sums. As expected the overall average expenditure is largest for the urban sector. For the estate sector the overall average expenditure amounts to 1.58 Rs or 40 % of the average in urban areas.

The type of educational expenditure having the largest share in the average of the lower income groups in all three sectors are school books. In this context it is of interest to note the government's decision to provide free text books as of 1980. For the higher income-groups expenditure on quality-improving items such as school fees (for private schools), tuition and boarding fees dominate. In the urban sector expenditure on these items account for 65 % of the average expenditure of the highest income-group. In the rural and estate sectors the corresponding percentage are 55 % and 91 % respectively. The high percentage for the estate sector is explained by the fact that children of managerial and supervisory staff normally are sent to private schools in the major urban areas.

In the survey of non-school going children and dropouts1) carried out in 1979 a question on expenses incurred by parents in respect of all school going children of the family was included. The results in the report differ to quite an extent from those obtained in the socio-economic survey 1959/70 (see table 9) and those in the survey of Sri Lanka's consumer finances 1973 (see appendix 22) even when inflation is taken into account. The survey of 1979 indicates that families spend a much larger amount on education as compared with the other two surveys. However, the surveys are difficult to compare as the types of expenses concealed behind the headings of the 1959/70 and 1973 surveys are not known.

Haputantri S, A report on a survey of non-school going children and students who drop out of school at an early state in Sri Lanka 1979, Colosbo; Ministry of Education Services (UNICEF), 1979

Orada/ evotor	Tart books	Add"l and exercise books, pens, she	Travel expedient	Prioste Saltin	Garmente, aboes, sto	Ten and seals	Other expes- ditors	Total
ux <sup>1)</sup>	1	7	6.		23.	5	34	54
1 2 3 4 5	1 2 3 5	8 9 10 13 15	6 7 8 8 9	3 3 5 50	11 13 15 17 19	35567	25 26 28 20 21	59 64 70 61 115
6	7	16	18	20	23	16	25	336
7	11	18	20	17	25	10	24	343
8	13	11	21	28	37	20	24	363
9	13	34	27	54	40	27	28	013
10	15	39	28	47	41	29	24	244
11	19	41	34	65	49	24	20	273
	15	47	36	71	50	23	26	279
TOTAL		23	10	36	35	15	22	198
frban	9	29	22	45	41	20	29	1,94
Rersl	7	21	13	33	33	13	18	2,44

Table 12 Average expenditure on education per shild per two months period 1979 (rupses)

15 Lower Eindergartes

Deuros: 5 Reputantri, 4 report on a survey of non-achool going shildren and students she drop out of school at an early sings in Dri Lanks, tables 23 and 24, 1975

> Nevertheless, the emerging pictures are similar to each other. As can be seen in table 12, expenditure on education increases rapidly with the level of schooling. The difference in expenditure between sectors is also obvious with total expenditure in rural areas being 74 % of expenses in urban areas. Disregarding expenditure on garments, shoes, etc the single most expensive item in the lower grades is, when taken together, textbooks, stationary and equipment. Private tuition becomes a prominent item as of grade 5 and increases rapidly in grades 9/10 and 12. As expected travel expenses nore than doubles between grades 5 and 6 and continues to increase as the child progresses through school. A similar situation applies to drinks, tes and midday meals.

> Taken together it is obvious that schooling of children amounts to a heavy financial burden for parents in the lower income groups. The survey of non-school going children and drop-outs1) also shows that the households of 64 % of the drop-outs have an annual income of less than 3 000 rupees, while the corresponding

<sup>1)</sup> Haputantri S. op cit

percentage of households of school-going children is 40 %. Taking urban and rural areas separately, the households of 53 % of the drop-outs in urban areas and 67 % of those in rural areas earn less than 3 000 rupees per annum. For the households of schoolgoing children the figures are 23 % and 46 % respectively. It can thus be concluded that the income of the household plays a decisive role in determining whether a child will remain in school or drop out.

The equalization of educational opportunities is viewed in Sri Lanka as a first step towards greater socioeconomic equality. Already in 1945 education from primary school through university became free apart from a small number of private schools. As we have seen earlier there is a strong relationship between income on the one hand and envoluent and retention rates on the other. We have also seen that expenditure on education varies from sector to sector and that it increases with the level of schooling. We have further seen that costs for exercise books and stationary, transport, school uniforms and private tuition can prove to be prohibitive for a large section of the population. Consequently, in the words of P Alailina, "differences in the ability of different individuals to supplement the public provision of education would still have a significant effect on their response to the plucational opportunities made available by the state".1)

It is of interest to see in what way the government subsidy of education benefits various income groups in the three sectors. As is evident from appendix 23, the strongest impact is to be found for the urban sector at all levels of education with the estate sector trailing behind.

Turning to income groups the benefits accruing to those in the estate sector are generally increasing with income, the increase becoming steeper the higher the level of schooling. For the urban and rural sectors, the impact of the subsidies at primary level varies only slightly over the range of incomes, while at secondary and tertiary levels the impact is generally progressive in relation to income.

In general, appendix 25 indicates that benefits are increasingly progressive with higher level of schooling. The table further indicates that the participation of the estate sector clearly is lower than for the urban and rural sectors at all levels and for all income

 Alailina P J, Income distribution and employment programme - Fiscal Incidence in Sri Lanka, WEP Segearch working paper, Geneva; ILO, 1978 groups. Some of the reasons for this are the poor facilities and teachers available in estate schools, that the mother tongue prevents many children from continuing their education in schools close to but outside estate areas and that the low income factor operating in urban and rural areas also has similar effects in the estate sector.

From her analysis Alailina draws the conclusion that "it is doubtful whether the use of education expenditures as an instrument of incomes policy will be successful in bringing about the desired socio-economic equity later on".1)

# 5.12 Research and development

There are certain attempts, albeit very few, to cater for research and development activities in education. Within the Ministry of Education, there is a Division of Educational Planning, Curriculum Development and Teacher Training which contains a Unit for Planning, Research and Foreign Aid. The finance and personnel resources for taking care of research and development activities are however modest. Also contained in this division is the Curriculum Development Centre which is another important agency for developmental activities.

Within different Ministries, institutes and agencies research and development activities relating to education are carried out in a very fragmentary and unsystematic manner. The universities are running certain minor projects related to individual researchers' field of interest. The national perspective is unfortunately lacking. The Marga Institute, a well renowned private institution, performs research into various areas of economic and social life. Occasionally research reports pertaining to education are published (examples can be found in the bibliography).

Development- and policy-oriented matters are often handled through the appointment of committees. Recent examples are the three committees, Fremaratne. Gnanalingum and Sugathapala respectively, appointed to review and examine various aspects of the education system as inputs into the elaboration of the recent White Paper on education. Another type of committee is examplified by the one entrusted with the task of evaluating the non-formal education programme of the Ministry of Education, Development activities pertaining to education per se are continuously carried out by various units in the Ministry of Education as well as in the Regional Education Departments and individual schools.

<sup>1)</sup> Alailina P J, op cit, page 59

5.15

### Foreign ald

According to the information available to us. Sri Lanka is receiving relatively little foreign assistance to its education sector. All in all, the equivalent of 46 million rupees are expected from bi- and multilateral donors during 1982. This amounts to two per cent of the total budget of the Minister of Education (head 70) and almost one fourth of the capital budget to which foreign aid usually is directed.

The main donors are (foreign aid budget for 1982 in '000 Rs): 1) SIDA 26 270 practical/technical subjects,

			science equipment and school leavers' centra
2)	UNICEP	7 600	development of small schools
3)	UNDP	T 550	support services for ourri- oulum development and planning
4)	French food aid	1 875	Siawela non-formal education project
5)	URPPA	1 509	population education
6)	DARONE	850	primary English projects
7)	Japan	$\frac{500}{45.962}$	educational TV programmes

The main part, 52 million rupees or 70 %, is included in the capital budget and the remaining 14 million rupees in the recurrent budget.

Other major recipients of foreign aid for educational or training purposes are the ministries of Higher Education and Labour. The Ministry of Higher Education is at present negotiating a soft loan from the Asian Development Bank for the establishment of a National Technical Teacher Training Institute and for the consolidation and upgrading of existing technical and vocational schools. In connection with this loan, discussions are also going on concerning support from both SIDA and UNDP for the same purposes.

The Board of Study for Management, Science and Technology of the Open University (MS7; formerly the Sri Lanka Institute of Distance Education, SLIDE) is receiving support from both UNDP and SIDA for the development of vocational and technical correspondence courses. The assistance is used for foreign specialists, fellowships and equipment.

Prom 1976 to 1981 Sweden supported through ILO the establighment of the Orugodawatte Vocational Skills Development Centre under the Ministry of Labour. In addition SIDA is financing the establishment of a Foreman Training Institute and in connection with this workshop equipment of the Narahenpits Vocational Training Centre. The Ministry of Labour is also engaged in the establishment of District Tocational Training Centres and receives support from Nolland for this programme.

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## CRAPTER 4

EDUCATION - PROSPECTS

The last decades have been characterized by a considerable growth of the educational sector, even if Sri Lanka, as stated earlier in this report, has a long and far-reaching tradition regarding education. Government has a strong faith in education when dealing with the alarming unenployment rate and has tried to widen sectors to generate work chances. There is also a heavy pressure from below. The government has tried to accompdate the content and range of education to those new demands. Among other things an important aim is to tackle what could be named the inflation in education. This means that too many are educated and over-educated for areas of the labour market with an insufficient number of jobs. But there are also positions which are not filled because no trained people are available. At present the education system in Sri lanks does not answer to the fundamental problems of development.

In this section a brief description of the plans for the future will be given. These prospects concern the development of the education sector in Sri Lanka regarding future aims and direction in a short term perspective as well as in a medium term perspective. Some reflexions regarding educational reforms in the past will also be put forward.

# Two decades of structural reforms

During the 60's and 70's several reforms have been carried out, mainly concerning basic education. The length of education has oscillated between 12 and 13 years (exclusive of university training). However, the reforms have mainly been of a structural nature. Sri Lanka has stuck to the British models of education and thus the reforms have aimed at changing for example the age of school-entrance, stages of the school and the examination system.

However, increasingly a new idea of the role of education became prevalent already during the 50's and 60's. One began to realize that education in its traditional form has a conserving effect and thus obstructs social change in the country. It became more and more palpable that the education system had to change from an academic orientation towards meeting the manpower needs that the socio-economic development accentuated with an ever increasing distinctness. This was clearly manifested in the education reform of 1972 which repudiated an academic. theoretical outlook and instead exphasized science, technical and practical subjects or, in other words, an education more adapted to the needs of society. Due to various reasons the 1972 reform was however difficult to implement. Revised plans have therefore been elaborated keeping the overall goal of bringing school and work closer to each other and the sophasis on practical and technical subjects.

4.1

There are also tendencies to use the surroundings of the schools, the working life and the rich nature as resources for the school work. These new features are the result of the increasing insight, that the education of the Western World does not correspond to the needs and practice in the developing countries: "A new pedagogy has to be developed to meet the needs and solve the problems of the Third World".<sup>1</sup>

### 4.2 Changes in process

During 1980 a comprehensive document on education in Sri Lanks was produced, i e the draft of a White Paper on Education. The paper is to a large extent based on reports of three committees.<sup>2</sup>) The White Paper is the outcome of intensive efforts to formulate the policy intentions of the government in regard to general education, higher education including university education, vocational, technical and professional education and training as well as adult and further education. The White Paper implies a medium as well as a long term development programme. 3)

In the meantime some short-term measures related to development of education have already been decided upon and are in the process of implementation. Among these can be mentioned the provision of free text-books for children in grades 1-10, extended school meals, continuous upgrading of science equipment and laboratories and in-service training of uncertificated teachers.

At present there is a re-organization taking place with regard to the administration at District level. This concerns the functions for the RDE and ChEO offices (Regional Directors of Education and Chief Education Officers respectively). Among other things this depends on changes of the divisions of the Districts. However the circuit system is not changed. Each District consists of a number of circuits under the supervision of CEO, Circuit Education Officers. The CEO is the normal connection between the RDE and the schools.

Plans on a basic reform of the local educational administration have been elaborated. In short the Ministry of Education is preparing to form clusters of schools. These clusters will be the smallest administrutive unit as far as the Ministry of Education is concerned but will also serve as the link between the regional administration and the individual schools.

- Ministry of Education, Manual of Instruction, Colombo; Ministry of Education, 1980
- Premaratne Committee on General Education, Gnanalingan Committee on Vocational and Technical Education and Sugathapala Committee on Apprenticeship Training
- The White Paper has in 1981 been published as Eduation Proposals for Reform - General University and Tertiary (Vocational, Technical and Professional)

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In order to relate science education in secondary actools more to reality, so called Field Study Centres (POC) have been established. Such a centre is connected to a secondary school having an environment of special interest from the point of view of the teaching of science subjects. Students and their teachers from different secondary schools go to a nearby FSC for a couple of days to study the ecology of the area and write reports on their observations. Guidance and support are given by specialist teachers conversant with the area of the centres. The intention is to give the students the opportunity of studying science in a context so that the learning process will not be piecemal but an integrated whole. There are now five PSC's. The intention is to form at least one centre in each district as funds become svailable.

The teachers' qualifications and situation are under discussion. This concerns teachers in formal as well as non-formal education.

Pre-service training programmes will be organized for the group of uncertificated teachers already working in the primary and secondary schools. A system of distance education is in the process of being formed to cater for these teachers. A particular area of concern is technical education, where developments are envisaged with the aim of coping with the deficit of teachers within this area.

## 4.3 The White Paper on Education

The White Paper implies at the least a medium term development program. Even if some of the proposals could be realized within a few years, the document on the whole is to be looked upon as a program to be carried out and completed in a medium or most probably a long term perspective.

4.5.1 Goals

The goals of education are expressed in general terms, which is common in a document of this kind. In brief the goals state that education shall give knowledge about resources and needs, about relationships between the individuals and the society, about relationships between individuals and between different groups of people, about the role of education and the possibilities of education in relation to the working condition and the labour market, and about the social, technical and economical development in a national as well as an international perspective. The goals also relate to social equality as well as economic growth.

# 4.3.2 Structure

The structure of the school will in general remain unnhanged. However, certain changes will be introduced with regard to the number of grades within different stages. Some alterations of the examination system will



# FIGHT 4 PROPOSED SYSTEM OF EDUCATION/TRAINING

BIDA

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also come into effect. The aim is a more comprehensive system, including element from general education, vocational training and non-formal education. The transition of students from different levels and types of education to community and work will thereby be facilitated. The structure of the future education system is illustrated in the attached diagram taken from the White Paper.

#### 4.5.5 Content

The content of curricula continues to receive great attention. Efforts are made to increase the relevance of ourricula from a societal point of view. Greater esphasis is given to the role of curricula in the development of personality and on creative ability which will be carried into the entire primary school curriculum. This, however, does not imply that formal basic skills in reading. writing and arithmetic receive less emphasis.

In the Junior Secondary Schools (grades 5-8) a new subject, "life skills", is proposed to be introduced. This subject will replace the technical subjects in the present durriculum. "Life skills" will be a compulsory subject. All students will follow a common curriculum up to grade 8 where an achievement test will be held.

The provision of an examination at grade 8 will point to a proportion of the pupils to opt for vocational training earlier then what is possible at the present system. This implies a diversification at grade 9. The vocational training will take place in the proposed Technical Education Authorities (TEA). Besides training at artisan/operator, craftsman and technician levels. the TEA will offer a three-year course for the GCE (OL) technical stream. This course will run parallell to grades 9-11 of the normal GCE (CL) courses.

#### 4.3.4 Examinations

The system of examinations leading to GCE (CL) and GCE (AL) will be revised. The GCE (OL) will be mased GCE (General Certificate of Education) and the GCE (AL) will become a University Entrance examination. The examinations will take place after grades 11 and 13 respectively, 1 e after the same number of schoolyears as in the present system. As mentioned above, a new type of examination will be introduced after grade 8 making this grade a terminal point.

The system of examinations has a long tradition in Sri Lanka. This might explain the relatively big attention that is given to this issue in the White Faper, However, in the way the system of examinations is applied it has to be viewed as conserving the theoretical orientation of the system.

## 4.3.5 Vocational training

Vocational training is viewed, in the White Paper, as part of a larger, more complete system. Stronger linkages between formal education and wooational training

would for instance offer early school leavers possibilities for further training. Vocational training will be offered at senior secondary and tertiary levels.

Tertiary level institutions aiming at training for professions like accountants, librarians, surveyors, eto will be called Professional Colleges, The Colleges will award diploma and other professional qualifications. Both indirect and direct entry will be allowed and course participation can be on a full-time or parttime basis.

The proposed Vechnical Education Authorities (TEA) mentioned above are viewed as an instrument to coordinate technical and vocational education including apprenticeship training. The TEA's will mainly cater for the large group of students who on completion of their general education opt for vocational training. Frogrammes to re-enter an ITS for upgrading of skills and for retraining will be offered. Vocational subjects in the GCE (OL) technical stream will be grouped into vocational clusters thus providing training in a number of related trades.

Agricultural training is proposed to be the responsibility of an Agricultural Education Board. The Board will be expowered to regulate and supervise agricultural training offered by various institutions. Training will be offered at three levels. The third level concerns basic training. generally for self-employment, with heavy emphasis on the locally predominant type of agriculture. The second level comprises specialist training for those who have completed the third level as well as training of extension workers. Lastly the first level will be further specialized with an academic orientation and offered in third level institutions. Indirect entry to the first level will be permitted.

#### 4.3.6 The Open School

An innovation is the introduction of the Open School. This is viewed as an important instrument for further education of those who at different ages have left the formal education system. The courses of the Open School will generally be short term courses aiming at enriching the participants, at providing vocational training and at facilitating re-entry into the formal education system. An important function of the Open School will be to not as a support centre for those who leave school to enter working life. The Open School can thus be viewed as a transition between formal and non-formal education.

## School guidance and counselling

Generally speaking the system of education lacks instruments for providing guidance and counselling. In the White Paper a programme for guidance and counselling is presented.

4.3.7

Within every cluster a Guidance and Counselling Unit is planned to be created. The Unit will have two main tasks. The first one concerns the maintenance of pupil personality development records based on information from a so called Pupil Performance Profile and other relevant information. The second task is career guidance, which will involve helping the student to obtain a general awareness of the practical aspects of life outside school. Career guidance will furthermore provide specific information about employment opportunities and assist the parents and the students to obtain a realistic assessment of the student's capabilities and potential.

Guidance and counselling will become an essential part of teacher training. Special courses will be offered at the teacher training colleges. As an interim measure short courses and seminars are planned to be arranged for teachers who will be responsible for guidance and counselling.

## 4.3.8 Teacher training

Also teacher training will be subject to reforms. As a result of raising the minimum qualification to GCE A=level examination, the length of teacher training will be reduced from three years to a two-year Hatitutional course divided into course units which give certain credit points. Teaching practice is emphasized with all in all one and a half term allotted to it. Recruitment of teachers is proposed to be carried out on a district basis with transfers to another district being curtailed. The principal-in-chief of a cluster will be responsible for a correct distribution of the teachers employed in the cluster.

In order to simplify the existing remuneration system and to offer better career prospect, present salary scales are proposed to be merged into one. Those teachers who are now in service will gradually be moved to the proposed salary scale. Certain incentives like a "scarcity allowance", boxus payments and possibilities to accumulate leave will be introduced with the aim of overcoming shortages of teachers in specified subject areas and lowering the degree of absence.

The White Paper does not take up issues relating to teacher training for special education, remedial teaching or vocational training. These would have been of special interest when taking into account the emphasis the White Paper gives to e g vocational training, the Open School and guidance and counselling.

# 4.5.9 Administration

In order to lessen the inequalities between schools with regard to educational facilities, provision of teachers, competent school management as well as the engagement of parents a system of school clusters is proposed.

In general, schools within a defined geographical area will be grouped into a cluster. Each cluster will function as an administrative organizational whole to meet the educational needs of the entire area it serves. A pilot study on clusters is planned to be carried out during the next few years.

There will be 24 educational districts coinciding with the administrative districts. Each district will have a Department of Education headed by a BDE. The HDE will be responsible for the preparation and implementation of the education programme for the district. He will have to work directly with the proposed principal-inchiefs of the clusters and thus circuit-based administration in the districts will cease.

In order to rationalise, coordinate and review the educational policies of the various Ministries and Agencies dealing with education, it is proposed to institute a National Educational Council, which will be an advisory board to the government. The members of the council will be appointed by the President.

An Education Advisory Board will also be instituted. This Board will be an advisory board to the Ministry of Education, and it will deal with general education, collegiste education, teacher education, special education, open school and other related matters.

## CHAPTER 5

PROBLEM AREAS

We would like to clearly state at the outset of this chapter what was implied in the introduction, namely that this report is not intended to suggest solutions to the problems under discussion. So many recommendations on key issues have been suggested elsewhere and this mission is convinced that responsible authorities in Sri Lanka are well aware of the inadequacies of the present education system as indicated by for instance the White Paper on Education and evidenced by the committee reports on which the White Paper is based. The primary user of this report is expected to be SIDA. Consequently we will in this chapter try to point to problem areas where foreign support can have noticable and desired offects.

Deficiences in education could be related to factors inside education, internal factors, as well as factors outside education, external factors.

The international labour-market is at present very tempting for professionals, teachers, technicians and craftsmen. Physicians go to New Zeeland, science teachers to Nigeria, accountants, electricians, masons and even drivers to the Gulf area just to mention some groups and some destinations.

These examples indicate that a never seen brain drain has started and will probably accelerate, the reason being that salaries paid abroad exceed sometimes tenfold the salaries paid in Sri Lanks. The investments in education at different levels in Sri Lanka are thus utilized by other nations. Nevertheless, employment abroad generates foreign currency and some people will return home after a number of years with improved skills and enlarged knowledge in their respective fields. Some will however never reappear and these are probably the most needed, i e the professionals.

All the same national goals pertaining to economic growth and social development will not be reached without examining how to overcome the encountered obstacles.

# Frobless related to external factors

In Sri Lanks with approximately 15 million inhabitants roughly speaking one million people are unsuployed today. "The unemployed are mostly young (90 % under 30 in 1975), generally (75 %) with at least some postprimary education. Eighty-five per cent are supported by their parents and three-fourths are looking for their first jobs.\*1)

1) Isenman P. Basic needes the case of Sri Lanks, World development, vol 8, 1980

5.1

Purthermore, a large group is under-employed. According to the consumer finance and socio-economic survey carried out in 1978/791) the under-employment, when defined as the number of working days lost per 100 working days, was 15 % in urban areas and 24 % in the rural sector.

In the beginning of the previous decade ILO carried out an extensive employment study<sup>2</sup>) and demonstrated the structural imbalance between existing employment opportunities and the expectations of those seeking employment. The study pointed out that "this may become a very severe problem unless the expansion of work opportunities in various sectors is accompanied by farreaching reforms in the educational system and the structure of salaries and wages".). The authors of the study were of the opinion that the remuneration system had as one consequence that students opted for "types of education and training of low priority for future development"." These statements made ten years ago are to m large extent still valid today.

We may in chapter 2 how income and education interact. It is also of interest to see how educational attainment and unemployment relate to each other. It has often been said that unemployment in Sri Lanka to a large extent is a problem for the educated, even that higher educational attainment increases the risk to be unemployed, presumably because available employment opportunities do not match expectations. The following table also shows that unemployment rates generally increase with the level of education.

Level of	Daeaplayment 1963/70 Deeplayment 2					parts 1978	1978/79	
education.	2/346	Buchi	Estate	Trial	School.	Rural	Tetal	
We schooling	5		8	5	6	. 3	3	
Primary	10	7			11	6	7	
Justice secondary	24	20	19	. 21	28	1.19	21	
0-level	22	- 36	17	31.	43	-30	28	
A-level	1				27	40	37	
Degree	1.0	11			2	. 8	5	

### Table 13 These lignest as percentage of total workforce by level of education and methor

Engres: Republic of Dri Lanks, Socio-economic survey 1969/70, Colomboj Department of Densus and Statistics, 1975

Destral Back of Depins, Report of the communer finance and suclo-economic survey 1978/79, Colombaj Sectral Back of Depins, (not yet published)

- Central Bank of Ceylon, Report of the consumer finance and socio-economic survey 1978/79, Colombo; Central Bank of Ceylon, (not yet published)
- ILO, Matching employment opportunities and expectations - a programme of action for Ceylon, Geneva; ILO, 1971
- 3) Ibid. p 236
- 4) Ibid, p 240

However, it is evident from table 14 that those with junior secondary school make out the biggest portion of the unemployed corresponding to almost half of those who are out of work. The unemployed with O-level and A-level answer for 28 % and those with no schooling or only primary level education for 26 % of all unemployed.

Table 14

# Effortional situineest and unerployment 1963/70

Level of education	So, of unrepi	ayed:
	80,	bil.
No suborling	25 100	5
Prissry Level	137 600	11
Riddle level	254 000	46
0-Level	141 100	25
A-level and shove	18.400	3
7 0 7 A L	957 200	100

Source: Republic of Sri Lanks, op sit

When educational attainment is combined with age and income the situation becomes even more pronounced. Table 15 demonstrates that, as far as males are concerned, the lowest income group have the highest unemployment rates. It is certainly correct that the percentage of unemployed generally increases with educational attainment irrespective of income and age but it is the low income groups that have the highest unemployment rates. As an example 40 % of males aged 20-24 years with 0-level or more of the lowest quintile are unemployed compared with 51 % of the highest quintile. Generally, unemployment rates decreases with increasing income irrespective of educational attainment and age as far as males are concerned.

Table 13	Thrapicynent as percentage of population for each age and education group by instant, age and
	edutational attaineet 1963/79

Income group	Age 15-19 Educational attainment <sup>1</sup>			Age 20-04 Educational attaingent			Age 2 Kibusa	Age 25-29 Educational attainant				
[mintiles]	-1	2	.2		-	2	1	4		1		
					Sales							-
0 = 20	39	25	22	34.1	18	-20	35	40	-	20	24	
20 = 40	15	31	- 24	35	27	30	60	- 51	1.1	- 2	30	- 23
40 - 60	#1	1.9	16	16	-	10	35	43	1.1	1.5	10	1
60 × 80	18	21	18	33			22	40		1.4		- 19 A
90 - 100	7		33	16	- 3		26	31	7	1.5	- 61	11
					Pran!	-		0.55	- 35			1.11
Q = 20		. 9		22	3	34	20	- 67	1.2			
20 - 40	13			32			36	43	102	1	11	2.4
40 - 60	9	7		24	2	3	14	81	1	1		
60 - 60	-	4		31	2	1.5	25	80			15	- 14
80 = 100		1.4	. 4	21	1	3	10	30	12			17

17 1 = no selecting

2 - primary school

] = middle school

4 - Dulaval and above

Ecures: Rishards and Gommaratic (Department of Census and Statistics, Socio-economic survey 1965/70), op cit, table 5

5.2

Sum.

Turning to females the picture becomes less clear. Table 15 shows a more complex situation especially for the age-group 15-19. However, as for males, the unenployment rate tends to increase with education for all income groups and to decrease with income irrespective of educational attainment.

The general conclusion to be drawn from the comparison between unemployment, educational attainment and income is, in the words of Richards and Gooneratne "that the poor have higher unemployment rates, that more of their unemployed are young, that the rich unemployed are more educated and that, whatever their level of education, the poor have greater difficulty in finding employment. This is the main picture of male unemployment; female unemployment is distinguished by a greater age and education spread between income groups but by an overall less unsatisfactory position for the poor. "1)

One conclusion that can be drawn from the above discussion is that the system of education needs to be restructured in a profound way in order to meet the demands of the employment market. All the same such reconstruction will probably have a limited impact as long as remuneration factors and expectations remain as they are. For this crucial problem, probably the most serious relating to education.solutions have to be sought outside the field of education.

## Problems within the education system

We have in the previous section touched upon probably the most crucial problem area in education in Sri Lanka, namely the external efficacy of the system. In this section we will take a look at some of the problems of education that are inherent in the system.

This type of problems relate to how the students are taken care of in the school or, in other words, the internal efficiency of the education system. This is in turn dependant upon a number of inputs into the system. We have selected a few problem areas which we believe are important to tackle and amenable to external support.

## 5.2.1 Enrolment and flow of students

The intentions according to laws and ordinances are that children should attend school and remain in the education system for a reasonable number of years in order to acquire relevant attitudes, knowledge and skills. In notual fact many children do not come to school at

 Richards P and Goonerstne W. Basic needs, poverty and government policies in Sri Lanka, Geneva; ILO, 1980 12-14% 1

all. There are no official figures concerning this plight, but table 16 indicates that at least some 12-14 % of an age cohort never register in school. If due allowance is given to the fact that many children are overaged when enrolling in school.

Table 16

Personings of children not encylling in echool

Tear	Population <sup>1)</sup>	No. of students <sup>2</sup> )	No. of repeaters <sup>2</sup> )	So, of new administrations	\$ of shildren esculing in school
1976	361 680	372 716	50 158	382 558	219
1977	367 440	378 409	54 387	304 023	84
1979	381 211	313 042	14 698	238 344	79
1990	387 415	357 210	22 446	334 764	86

In 1976 and 1977 six years of age; in 1979 and 1960 five years of age
In 1976 and 1977 grade 1; in 1979 and 1980 lower Hindergarten

Sources: Fopulation of five and six years of age estimated by use of Syrague multipliars from population data in Economic and Social Statistics of Sri Lanka; Statistics Department, Control Back of Coylon Different school commun', Ministry of Education

> the percentage of children registering in school during the year of eligibility, i e at five years of age, is in comparison drastically lower. Of the new admissions to lower kindergarten in 1980 around 82 % were five years old, another 12 % were six years old, 5 % were of the age of seven and the remaining 3 % eight years or older. This means that 71 % of the five years olds started school at the intended age. In other words, almost (0 % of an age cohort do mot begin school when supposed to and, as mentioned above, nearly half of those never attend school at all. When turned into absolute numbers these percentages mean that, of an age cohort of approximately 390 000 children, some 70 000 enter school late and are thus overaged with all what this implies in terms of more nature children adjusting to younger peers and instructional problems encountered by teachers. Another 50 000 never receive any formal pohooling.

Of the new entrants to grade 1 less than 40 % go through the primary school in the prescribed five years. Some 25 % of the other students repeat one or several years and finally leave grade 5. As much as 35-40 % eventually drop out to an unknown destination. Relatively speaking the highest rate of dropping out occurs in grade 5, where 11 % of those who enter the grade do not continue to grade 6.

At the end of the junior secondary school, just over 70 % of those who begin grade 6 enter grade 10. In relation to the children who start in grade 1 it means that less than half of the grade 1 beginners eventually

4 03 30%. bogines 50' 20 390' The high sect.



enter grade 10. In the junior secondary school too, the number of students who drop out is high. One third of those who begin in grade 6 never graduate from this level. Grade 10 has also a repeating year. In their efforts to obtain a competitive GCE 0-level a large number of the students choose to repeat. Of those who graduate from the junior secondary level around 65 % have been in grade 10 for two years. When combining the primary and junior secondary levels, a little over 40 % of the original cohort starting in grade 1 ultimately graduate from grade 10. Of the cohort less than 10 % pass through the system without repetitions.

Between 25 and 30 % of those who successfully sit for the GCE 0-level examination continue in grade 11. This implies that not more than 10-12 % of the cohort beginning in grade 1 enters the senior secondary level. The flow of the students in the senior secondary school is difficult to ascertain due to changes that have taken place during recent years. Nevertheless, it appears that those who repeat grade 11 only amount to two or three percentage points. Similarly, the dropping out from the senior secondary level seems, as would be expected, to be practically non-existent, The rate of repetition in grade 12 is very high, this grade being a termination point of great importance. Data for 1980 indicate that the percentage of repeaters in grade 12 is between 15 and 20 % depending on the stream. The science stream have the highest and the connerce stream the lowest number of repeaters. Ultimately about 90 % of those entering the senior secondary level also graduate or, comparing with the grade 1 beginners, some 10 % of new entrants to the school system manage to obtain the GCE A-level.

The above findings are substantiated by the gross level and age-specific enrolment ratics. On the whole 67 % of the school-going population, i e the age-group 5-17 years, was enrolled in general education schools in 1979. When the three levels are taken separately, we find a steady downward trend. The gross level enrolment ratio for the primary level was 86 %, for the junior secondary level 56 % and for the senior secondary level 26 %. Table 17 shows clearly that the age-specific enrolment ratios, when keeping in mind the admission of over-aged children in grade 1, steadily decline as the students become older.

Table 17

Age-specific enrolment ration, boys and girld, 1977

Age	Population	Revileent	Age-specific enrolment ratio
	WET AND	PKX 706	-
7	367 584	274 382	79
	367 144	285 258	78
9	365 906	280 263	77
10	364 402	253 1034	70
11	363 485	236 088	45
12	358 545	216 093	60
13	347 053	195 860	56
14	333 414	168.731	55
15	349 349	1,03 205	42
16	303 422	65 412	22
15	292 214	34.745	12

Bources: Population by single years estimated from the population by fire-year age-groups given in Recording and Social Statistics, Statistics Department, Central Back of Ceping, using the Sprague multipliers School owners 1977, Ministry of Education

An investigation into the reasons for children not going to schooll) revealed that 40 % of the primary responses can be attributed to a category Richards and Gooneratne call "poverty". Answers in this category include "cannot afford to maintain children in school", "cannot afford to buy books" and similar. Another 31 % of the primary answers fall in the category of "relative priorities" ("continued education not worthwhile", "children to help at home", "home circumstances are so difficult", etc).

A later investigation 2) carried out in 1979 further illuminates the peril of many children and parents. this study points to factors like limited access to education after grade 5; educational level; occupation and income of parents; the home environment; size of family; and school attendance of brothers and sisters as having a more or less strong influence on a child's achooling. On a question referring to the reasons for dropping out both parents and class teachers were of almost identical opinions. "Financial reasons" was mentioned as the single most important reason or in 28 % of the cases. Another 20 % mentioned reasons relating to the economic situation of the family as being most important. The second single most frequently mentioned reason for dropping out, 23 % of the primary responses, related to the lack of interest on the part

<sup>1)</sup> Richards and Goonersine (Report of the Committee on Non-Going Children, S P III, Colombo 1960) op eit

<sup>2)</sup> Haputantri S, A report on a survey of non-school going children and students who drop out of school at an early stage in Sri Lanks, Colombos Ministry of Education Services (UNICEP), 1979

of the child in attending school. This is not very surprising when considering the socio-economic situation of most drop outs which cannot be viewed as being conducive to positive attitudes towards education.

A common feature of education systems in many, if not most, developing countries is that the ger ratio is much to the dissivantage of girls. In Sri Lanka this is however not the case. On the contrary, girls account for around half of the envoluent at all levels. In 1980 the number of girls enrolled in primary schools amounted to 48 %, in junior secondary schools 50 % and in senior secondary schools 56 %. The girls are particularly overrepresented in senior secondary schools in the arts stream. The percentage of girls in this stream. was in both grade 11 and grade 12 66 %. Also in the universities the females answer for a large proportion. In 1978 this proportion was 38 %. In this context it is of interest to note that Haputantri found in his study1) that boys tend to drop out to a larger extent than girls. This tendency became more pronounced as the students proceeded through the system.

We have thus seen how a fairly large proportion of young children never attend any formal schooling, Of those who enrol in school some 15 % are over-aged already from the beginning and many more become too old for their classes during their way through the system. A high number of students, very often the over-aged, leave school prenaturely. Some 40 % of those who begin in grade 1 eventually acquire the GCE O-level and around 10 % manage to obtain the GCE A-level. The wastage in the general school system is clearly indicated by the gross level enrolment ratios which, from a high 86 % at primary level, drop to 56 % for the junior secondary level and to only 26 % for the senior secondary level. Investigations concerning drop outs of the school system point to the strong influence the socio-economic environment has on a child's school attendance.

### 5.2.2 Special education and remedial teaching

Special education has a very modest place in the education system in Sri Lanka. According to Piyasena<sup>2</sup>) the mentally handicapped and the slow learners make out song 12 % of the school age population. However, the SIDA mission gathered from its visit to different districts that many education officers and principals were of the opinion that the need for special education or remedial teaching was limited.

The high proportion of drop-outs and repeaters in primary school as well as the relatively big part of a cobort that never begins school can probably to some extent be

- 1) Esputantri S, op eit
- Piyasena X, Special education in Sri Lanks, Journal of Education, (Colombo) No. 1, 1980

12%

explained by the scarcity of schooling possibilities for students with special peeds. As mentioned previously there are however no statistics available to show this.

Even if the authorities now are trying to rapidly increase the number of special schools, it will take quite some time before the need is alleviated. Nor do the integrated activities, i e classes in ordinary schools, match the need. Measures to assist slow learners in ordinary classes, remedial teaching, are probably completely lacking.

The main problem appears to be the lack of teachers with the training to detect and teach the students in question. Furthermore, there seems to be a great dearth of teaching mids and text books which are adjusted to students with various learning difficulties.

In addition, the situation of handloapped students is further obstructed by deficient guidance and counselling.<sup>1</sup>) The situation in the labour market is very difficult for students with handloaps and for students with incomplete schooling. A well developed guidance and counselling system is badly needed.

## 5.2.5 Teachers

The education system in many countries, Sri Lanka included, is characterized as having "high input, high wastage and low output".<sup>2</sup>) Teachers have a direct bearing on these processes. Teachers' capabilities and efforts are important variables related to education and training of students in the schools.

Problems observed in the domain of education and training can be viewed in several ways. One of them is to look at the qualitative and quantitative aspects of the problens. Schooling is a labour intensive "industry" with the Ministry of Education being the largest single enployer in Sri Lanka. During the last few years a trenondous increase in the number of teachers has taken place particularly at the lower stages of the education system. There are now more than 150 000 teachers and management staff in the schools in Sri Lanks. Table 18, which does not include all categories, indicates however that more than 40 % of these are untrained, which poses a crucial problem. In connection to this it is worth noticing that the overall student/teacher-ratio is 22:1 which is comparatively low. The variation that exists between schools should however be observed. There are many small schools, nearly 2 500, particularly in the countryside, where the student/tesoher=ratio is still lower.

<sup>1)</sup> Haputantri B, op eit

Bereday G Z F, Essays on world education. The orisis of supply and demand, New York: Oxford University Press, 1969, p 128

74114 18

### Traching staff by salary scale 1980 (Ba/year)

Description of post	No. of beachers	falary scale		
Principal grade II	443	6 720	360	12 040
Principal grads III	1 147	6.040	343/300	3 740
Deputy principal grade II Special post grade II	344	6 640	1+0/300	3 244
Special port grade III	38	5 880	180/240	# 760
Principal grade IF	4 796	4 260	180	7.520
Principal grads V	17122121			10000
Semior assistant	4 666	3 790	144/180	6 600
Graduate teachers	18 827	5.980	180/240	8 760
		E B 0 040		
		6 040 # 0 6 200	240/300	9 780
Grahote argistant teachers	725	4 226	144/180	7 160
Trained teachers Tetrained teachers	50 224 69 239 <sup>1</sup> )	4 260	1.60	7 500
Physical trained instructors	124	3 900	1.80	6 600
Descentrator in unions		3 144	246	5 304
	150 007			

### 1) Includes 20 802 supersumary posts.

Source; Budget setimates 1981, Ministry of Résources.

Another dilemms, also related to quantity, is the serious shortage of trained technical teachers. There are for instance 23 established posts as lecturer level I, but only one person is in service. In general between 30 and 40 % of the staff is lacking or untrained. 1) Similar conditions will be found in other areas of education and training.

One reason for enrolling untrained teachers in the general education system, in addition to the needs created by changes in the school structure and curricula during the last few years, is said to be the existence of the large number of certificated young, unemployed people from the secondary schools. The appointment of these people an teachers is then used as an instrument to reduce the unemployment rate. They are paid a rather low salary amounting to less than 500 rupees per month. Still, the most expensive input into the education system are the teachers.

In general the low salaries of teachers signify, conparatively speaking, an undesirable plight. The private sector can offer better conditions than the education sector for certain kinds of teachers, particularly teachers in science and technical subjects. Foreign countries attract teachers in special subjects like mathematics and science by offering them salaries

 Dean K T, Technical education project, Sri Lanka, Inception report, London: Robert Matthew, Johnson-Marshall and Partners, 1980, p 19 which often are ten times higher than those in Sri Lanka. The brain drain is thus another aggravating circumstance.

In 1980 a strike took place that engaged employees in schools and education offices. They desonstrated their dissatisfaction with the prevailing situation and in particular the remuneration system. Some of those who were dismissed as a result of the strike have later on been replaced by unexperienced people. Thus a demonstrated discontent with working conditions, particularly with regard to salaries, srists among those employed in the education sector.

Table 3 on page 5 explains the development of the real wage index for, amongst others, teachers in government service. As is evident from the table, teachers have by far had the worst wage development of the employee groups mentioned in the table. In fact the real income of teachers is lower in 1980 than what it was in 1965 while workers in agriculture and industry as well as commerce have experienced an increase in their real wages. In chapter 3 we described the characteristics of the teaching cadre. We saw that more than 40 % of the teaching force are untrained. Table 18 gives the number of teachers by salary scale. All in all nearly 90 % of all teachers are to be found in the income interval of 4 296 Bs to 7 860 Es or below. This is equivalent to a salary of 358 Rs to 655 Rs per month or less. In 1973 prices, using the Colombo cost-ofliving index as a deflator, the monthly salary range corresponds to 190 = 540 Hs per month. This should be compared with the median monthly income of those with secondary schooling, GCE 0-level and GCE A-level which in 1975 was 225 Rs, 309 Rs and 381 Rs respectively.

When taking into account the fact that most of the teachers are to be found in the lower end of the salary range it is clear that teachers in 1980 earn less than the average income receiver did in both 1965 and 1975. As indicated by the development of the real wage index the teachers earn in 1980 far less than other income receivers. While the salary of most teachers are in the interval of 358 Rs to 655 Rs per month, unskilled workers in building construction received an income in the range of 450 - 550 Rs per month and the median monthly income in 1979 for those with secondary schooling amounted to 457 Rs, for those with GCE 0-level 672 Rs and for those with GCE A-level 708 Rs.

In spite of a revision of salary scales and proposed increases, there is a marked risk that real salaries, relatively speaking, will remain low. Inflation will probably further weaken the purchasing power and discontent is likely to continue. The point

is however not only "to find enough willing warm bodies to keep order in the classrooms".1) Students' learning and care in the schools must be catered for by qualified persons. Ope dilemma, which relates to quality, are the differing attractive forces between urban and rural areas. This hampers the flow of competent teachers into the rural areas and in particular to remote or less developed regions. The facilities, s g teachers' quarters, which are lacking or poor, discourage teachers to seek posts and remain in such places. This implies that children in these disadvantaged areas do not study under the same conditions as their counterparts in urban areas.

Another aspect of quality is the pelpable dissatisfaction with the results of institutional teacher training in Sri Lanka. Factors related to inadequate outcomes are "administrative inaptitude, unrealistic curricula, 2) poor student material and low grads teacher educators". Other sources air similar views. Teachers are very poorly prepared for managing evaluation problems, for remedial teaching or for guidance and counselling. If the output of teacher training is deficient in so many respects, then the results of the teachers' activities in the schools will probably leave much to be desired.

Another aspect of teacher training is the coordination between different agencies. "... we are concerned here about the apparent lack of close and cordial relationship between the University Faculty (or Department) of Education, the Curriculum Development Centre and the Teacher's Colleges in a collective national effort to make the National Education system relevant to contemporary society."<sup>3</sup>) The inadequate pre-service and in-service training could also be related to the weak Teacher's Unions, at present numbering around ten. Also here concerted and coordinated endeavours are missing.

In concluding this section we summarize some of the salient points. There is a sufficient number of teachers allocated to the general primary and secondary schools. This is however not the case as far as technical and vocational schools are concerned. When it comes to the quality of teachers it seems as if the prevailing conditions are generally insufficient in the field of teaching including the Teacher Training Colleges. Too many teachers have not received any teacher training whatsoever. As the Teacher Training Colleges apparently function unsatisfactory in general, most trained teachers have probably an inadequate training. Teachers' salaries are comparatively low which means that the profession cannot compete with and is not as tempting as other professions.

- Coombs P H, The world educational crisis, New York: Oxford University Press, 1968, p 34
- 2) Fremaratne, op cit, p 141-142
- 5) Ibid, p 151

Sum

5.2.4 Facilities

Facilities for education is the main concern of the Ministry of Education Services. An obvious problem for this Ministry are the small schools. It is true that the Government has since 1977 taken over the responsibility for most of the estate schools. The taking over was not done until certain conditions pertaining to equipment (school desks) and school grounds were fulfilled. Generally speaking the standard of small schools, including the estate schools, is however comparatively low.

The small schools comprise only lower kindergarten to grade 5 and are more often than not situated in remote areas with poor communications. In supplying school meals and providing textbooks and teaching aids serious difficulties are therefore encountered. Small schools are also found in densely populated areas like for instance Colombo. In these areas the problems are more of a cultural and scoic-economic nature. Projects for the development of small schools have been effected, but the merits of these projects have been called in question.

Even if the problems of a cultural and socio-economic nature are the most conspicuous with regard to the small schools, great attention has to be paid to the problems relating to the standard of these schools. The lack of electricity, piped water, equipment, textbooks and teaching aids, storage facilities, etc, result in a low quality education. The possibilities of the students in the small schools to continue their schooling in at the best a nearby junior secondary school are consequently inflicted with still further limitations.

In the proposed reform the intention is to overcome, at least to some extent, the problems with equipping the small schools, and in this way achieve a more equitable education, through the introduction of the cluster idea. Unfortunately, many of the existing and former estate schools will continue to be at a disadvantage as they will not form part of the cluster system.

The equipment situation for the larger schools is also acute. The requisite equipment can only to a lesser degree be obtained within the country and the greater part has to be imported. Although imported equipment usually is of high standard, utilization and storage pose problems as the equipment often is unsuitable to the prevailing conditions regarding power supply, climate, etc. in Sri Lanka. Another serious aspect is the uneven distribution of equipment which adds to the differences in standards between different junior and senior secondary schools.

We would also like to draw the attention to the unsatisfactory functioning of the Science Equipment Production Unit (SEPU) at Pattalageders. Of course, one visit to the unit could not give us more than a superficial impression of the conditions. Our remarks are mostly based on information gained in meetings with representatives of the Ministry of Educational Services and with regional and other authorities.

The erection of the buildings mentioned in earlier reports is completed, but the facilities are utilized to a very small extent. There are many reasons for this. The machinery is incomplete and can be used only to a minor extent due to lack of instructions and spare-parts. It is difficult to obtain raw materials, which implies that the production of items is impossible or considerably delayed. There is at present no toolmaker and therefore inadequate constituents have to be used. The production manager complained about the lack of equipment for writing and reproduction. It is not possible for SEPU to produce and distribute instructions and guidance materials for the use of the equipment in the schools. Furthermore, the maintenanceand repairteam, set up earlier, can not work outside the Unit due to lack of functioning transportation facilities.

The activities of and the production at SHPU do not seem to be based on adequate analyses of required teaching aids. Questionnaires, based on the latest curviculum for science education, concerning the need of teaching aids have supposedly been distributed to both primary and secondary schools in the country. To the extent that these investigations have been carried out one may call in question if this approach is not too blunt a tool for the purpose of charting future production. In short, it is doubtful if SEPU is producing equipment that will satisfy existing needs.

The cooperation with the Curriculum Development Centre is practically non-existent and thus the necessary connection between curriculum development and the construction of teaching equipment is not maintained. Another remarkable circumstance, is the weak relation between teacher training and the production of teaching aids.

# Administration and management

The central administration is intrinsically complex. It is not clear where to draw the line between various ministries wholly or partially responsible for matters pertaining to education. In addition, the cooperation between different central education authorities is not particularly well developed. These circumstances antail the difficulty to obtain a comprehensive view of the field of education.

5.2.5

Certain risks are also inherent in the system. Emerging needs of education and training can for instance become overlooked. Supervision and inspection can suffer from an indistinct division of responsibility. Furthermore, there is the risk that important goals of educational activities are not reached because of inadequate allocation of resources. The most serious objection is however probably that at least long-term planning is difficult to carry out. An easy recourse is then to resort to ad hoe solutions which, even if they taken by themselves are correct, may achieve insufficient results as they do not form part of a larger whole. In the White Paper there is a proposal to institute a National Education Council, which will be an advisory body to the Government in matters pertaining to innovation, coordination and rationalization of educational policies. This Council is most likely to meet a great need.

The Ministry of Education is now being developed in accordance with the modified organization recently carried out. It is too early to give any comments on the appropriateness of the reorganization. The general impression we got during our visit to Sri Lanka was that the Ministry functions well considering the apparently weak administrative capacity. In order for the Ministry to carry out its functions a considerable strengthening of the administrative and planning capacity of the Ministry appears to be essential.

The officials of the RDE offices are heavily burdened with various administrative tasks which very often are of a routine nature. These matters of routine interfere with tasks of higher priority for the district offices. Supervision, implementation of new educational programmes, teacher training and training of principals tend to come in second place. Personnel within the Ministry of Education declare themselves to be conscious of these problems and also of the insufficient training of the staff of district offices.

The regional directors of education, whom we have been in contact with, single out two principal problems which are detrimental to their activities. One concerns the communication network. On account of the poor communications, the distribution of school meals, textbooks, teaching aids and examination papers demands a disproportionately large amount of work. Partly because of the same reason but mainly due to insufficient time, supervision is the second problem of considerable magnitude that is mentioned. The contacts with the principals are more often than not taken indirectly through the Circuit Education Officers and this is considered as being unsatisfactory.

The problems encountered at the local level, in the schools, are on the whole attributable to the centralized nature of the education system. The participation

of those with a stake in the school, like the local community and the parents, is insignificant. The teachers are stationed in accordance with central directives and rarely identify with the environment of the school and the local problems.

Large differences exist between schools with regard to buildings and equipment. In addition, the staffing of schools is often inadequate due to lack of criteria for dimensioning the staff. Specific training of principals and education officers is conspicuously absent. We had the pleasure of meeting many competent and dedicated principals, but also they saw the lack of a specially designed training for principals and education officers as a problem.

In the White Paper it is proposed that schools will be organized in so called clusters. The twofold aim of this administrative change is to render the local school administration more effective and to bring about an equalization of the differences in standards between various schools. All in all, the 9 000 schools are planned to form some 900 clusters with a number of smaller schools coming under a core school. The principal of the core school will be relieved of his ordinary duties and be in charge of the planning and management of the cluster. His designation will be changed to principal-in-obief.

Hopes run high regarding this reform. The hopes may be justified, but for the time being it is much too early to say whether the reform will have the intended regults. One occupying question for us has been whether an administrative reform of this nature will have any equalizing effects between schools within a cluster and between clusters in different parts of the country. Experience indicates that this result seems difficult to achieve. The intention is to try out the cluster idea in a limited number of clusters during the next few years with the aim of studying the effects of introducing a cluster organisation. We consider it of utmost importance that a study of this nature is carried out scientifically and that it is properly evaluated before launching the cluster reform on a mational level.

### 5.2.6 Evaluation

According to certain sources examinations envenom the education system. Centrally organized tests are frequent. Those passing the tests obtain their certificates or diplomas. The failures have to find their way into a non-education context and very often they do not have the pre-requisites for becoming employed. The purpose of evaluation in education is in Sri Lanka mainly the selection of students for the next step of the education indder. The prognostic purpose is prevalent. The diagnostic aspect is missing, which means that a basis
for counselling and guidance, as well as special education, is lacking. When examining, the individual is in focus but the system and especially the processes of education are not evaluated.

It is important to discuss evaluation in relation to the content of education. In some subjects, examinations are given while in others there are none. At present, testing of the theory part of certain practical subjects is carried out, but the practice aspects are not examined. This then indicates to the student that theory is important and practice is inessential. Learning of knowledge, skills and attitudes is to a large extent governed by the evaluation instruments. The procedure of evaluation is mainly summative while the formative approach is missing. The continuous study of a student's successes and failures would form a basis for remedial action. This is however not possible today.

The instruments used are usually paper- and penciltests. Seldom are observation techniques or questionnaires utilized. The examinations are centrally handled through a very well organized Examination Department, where almost none of the available 36 million rupees per year are allocated for development of evaluation procedures and instruments.

There is thus a need to look into the examination system and its role with the aim of finding solutions that will permit the enhancement of individual capa-bilities rather than allowing it to be a mechanism of elimination. To widen the purpose of evaluation, including the proposed "Pupil Performance Profile" which is intended to play a diagnostic role, is one of the proposals in the White Paper. This necessitates however the development of formative evaluation tools like questionnaires, observation schedules and tests. Further-more, it has implications for the design of teacher training courses and requires a positive attitude on the part of students, parents and employers towards the merits of an evaluation system where formal, written examinations play a less dominant role. It points further to the desirability to involve other agencies, e g administrators, local schools, individual teachers and even students, in the process of evaluation.

# 5.2.7 Research and development

Sri Lanka has a long history of educational reforms. Due to various reasons these reforms have not been too successful according to different sources.<sup>1</sup>) New attempts

 Ministry of Education, Implementation Programme of the Ministry of Education, 1978, op cit Ministry of Education, White Paper on Education (draft), 1981, op cit Premaratme, 1979, op cit Bugathapala, 1980, op cit

are now under way. In order to result in positive achievements in the future, the reform endeavours need to be built on a solid basis of information about the system and processes of education as well as knowledge about the socio-economic environment and present and future employment opportunities.

Institutes and agencies for research and development in the field of education are at present few. The contribution from these institutions have up till now been very modest. Several factors have influenced this. One is that the organization of research and development in education is rather weak. Another factor is that sufficient economic resources are not allocated. There is also a dearth of competent personnel able to carry out research activities scientifically.

If the approaches envisaged in the White Paper is to become operational, it is necessary to obtain valid and reliable information on the status of education and related matters in Sri Lanks. At present, relevant information is to a certain extent lacking, data are sometimes contradictory and information is not retrieved satisfactorily. All of this was experienced by us in a tangible way during our visit to Sri Lanks.

A mechanism for system evaluation, including relations to the societal environment, would need to be worked out for furnishing the Ministry, the HDE's and princippals-in-chief with pertiment information for planning and decision-making. This in turn implies strengthening the processes for data collection and analysis as well as planning functions at all levels through a well designed training programme. Furthermore, an adequate system for rapid data retrieval is needed. In order to achieve concerted efforts throughout the country to reach set up goals, the coordinating functions of the relevant divisions of the Ninistry could do with a further reinforcement, especially when considering that the lovest administrative level, from the point of view of the Ministry, is proposed to be the cluster.

### CRAPTEN 6

SUMMARY AND RECOMMENDATIONS

Sunnary

The aims for the development of education, as expressed in ordinances and policy statements as well as the recent Education Proposals for Reform, have been mentioned previously, These aims are basically in line with the goals laid down by the Swedish parliament for Sweden's development co-operation with other countries, which aim at meeting basic meeds of people. Some of these basic needs are directly related to the education sector, vis. the need of education, training and culture as well as participation in development and civic affairs. Inherent in this tendency towards meeting basic needs is the high priority given to deprived groups in the society. In this way Swedish support can contribute to lessen differences between various social and ethnic groups. The support can also aim at reducing differences in living conditions between different parts of a country as well as between urban and gural populations. Ultimately, Swedish support should contribute to a more just allocation of resources for meeting basic needs of people.

Sri Lanka has through a consistent implementation of a welfare policy during the post-war period achieved remarkable results in the field of education. The number of children enrolled in school, which in 1946 was less than one million, had in 1963 reached 2.5 million. During the remainder of the 1960's and the major part of the 1970's the number of pupils stayed around this figure. A rapid increase took again place in the end of the 70's and in 1960 the enrolment had reached 3.3 million children. When compared with the population growth during the last thirty years, the increase in enrolment has been more than enough to meet the pressure from the population. As a result of this development, but also of the emphasis placed upon adult and other-types of education, the literacy rate has gone up from 58 % in 1946 to more than 80 % today.

Much of the efforts of the government and non-profit making associations are now directed towards the group that never begins school and the group that leaves school prematurely. We have seen that some 12-14 % of children of a cohort, i e around 50 000, never attend any formal schooling. Of those who enrol in school some 15 % are over-aged already from the beginning and many more become too old for their classes during their way through the system. A high number of students, very often over-aged, leave school prenaturely. Some 40 % of those who begin in grade I eventually acquire the GCE O-level and around 10 % manage to obtain the GCE A-level. The wastage in the general school system is clearly indicated by the gross level enrolment ratios which, from a

6.1

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high 86 % at primary level, drop to 56 % for the junior secondary level and to only 26 % for the senior secondary level. Investigations concerning drop outs of the school system point to the strong influence the socioeconomic environment has on a child's school attendance. Also lack of interest on the part of the children in attending school is cited as a major cause of dropping out.

Another remarkable feature of the school system in Sri Lanka is the preponderance of girls as compared with many other developing countries. In 1980 the number of girls enrolled in primary schools amounted to 48 %, in junior secondary schools 50 % and in senior secondary schools 56 %. Also in the universities do the women constitute a large part. In 1978 the proportion was 58 %. It is also of interest to note that girls tend to drop out to a lesser extent than boys.

The relation between education and income turns out to be strong both in terms of retention and as far as repetition is concerned. Although education as such is free, the costs of keeping children in school are prohibitive to many households.

The education system is said to suffer from "the diploma disease" which results in education and training not being able to neet the needs of the society and the demands of the labour market. Unemployment increases with educational level when measured as percentage of the working force at each level, but in absolute numbers those with lower levels of schooling predominate. This becomes even more pronounced when the age factor is taken into account.

The growing realization that education in its traditional form has a conserving effect and thus obstructs social change was clearly manifested in the 1972 education reform. This reform repudiated an academic, theoretical outlook and instead exphasized an education more adapted to the needs of the mociety. The overall goal of bringing school and work closer to each other and the emphasis on practical and technical subjects have been and are main guiding principles. Nevertheless, reforms implemented so far have mainly been of a structural nature. The impact of the reforms has usually not measured up to expectations. Summative examinations still permente the system and diagnostic tools are missing. Very little of the budget of the Examination Department is allocated to development of evaluation procedures and instruments. The administration is heavily centralized. Much time has to be devoted to administrative tasks of a routine nature leaving little time for supervision and inspection. Flanning and management seen to be rather uncoordinated and ad hoc solutions are often resorted to. Research and development activities are carried out in an unsystemized manner.

Education's share of the national budget is 8 %, or 2 020 million rupees. When education and training under other ministries than the education ministries are taken into account, the share rises to 8.5 %. Recurrent expenditure amounts to 95 % of the education budget and the remaining 5 % goes to capital expenditure. All in all 88 % of the recurrent budget is set aside for personal emoluments. Of the capital budget roughly half is earmarked for construction of and improvements to buildings and the other half for acquisition of equipment and furniture.

During the last few years there has been a tremendous inorease in the number of teachers particularly at the lower stages of the education system. While the overall pupil/ teacher-ratio was 28:1 in 1970 it bad in 1980 decreased to a low 22:1. The number of teachers allocated to the general primary and secondary schools is thus sufficient. This is however not the case as far as technical and vocational schools are concerned.

When it comes to the quality of teachers is seens as if the prevailing conditions are generally insufficient in the field of teaching, including the Teacher Training Colleges. About 40 % of the teachers have not received any teacher training whatscever. As the Teacher Training Colleges apparently function in an unsatisfactory way in general, most trained teachers have probably an inadequate training. Teachers' salaries are comparatively low which means that the profession cannot compete with and is not as tempting as other professions.

As in many other countries big differences in standards exist between schools and districts as a result of uneven distribution of equipment and of budget for improvements. The small schools, including estate schools, present an obvicus problem with regard to supply of school meals, provision of text books and teaching aids as well as allocation of trained teachers.

Although having a long tradition in Sri Lanks, special education and remedial teaching are as yet not developed to meet existing needs. The extension of guidance and counselling services is still in the embryonic stage. The non-formal programme for early school-leavers is a basically sound programme which, however, needs to be consolidated. The Science Equipment Production Unit does not function satisfactorily due to a variety of reasons. The cooperation with the Curriculum Development Centre appears to be practically non-existent and the relation between teacher training and the production of teaching aids is weak.

Experience has shown that organizational measures and administrative rules and regulations by themselves do not create equality. In Sri Lanka the home conditions of a child have strong influence on the child's schooling. It is the children from well-to-do homes with intellectual traditions that choose and complete studies of a more advanced nature while the less fortunate children stand a bigger risk of dropping out of school. A perfect match between outputs from education and inputs to the labour market at large can perer be achieved, least of all within districts. But the balancing between economic resources, aspirations of students and parents, and needs of the labour market can be done differently from today. The proposals of the present White Faper can result in a better relation between education and training on the one hand and local needs and employment opportunities on the other. In our opinion Swedish support should therefore primarily aim at development of methods, structures and systems, inherent in Education Froposals for Reform, as a complement to a backing up of the Ministry's own recurrent budget.

#### 6.2 Recommendations

Concluding this study we wish to present a list of possible areas for Swedish support to the education sector in Sri Lanks. The criteria for choice of areas to support are based on the findings of the analysis as summarized above and the objectives for Swedish development co-operation. As stated in previous chapters the main problem with education in Sri Lanks is not an educational one, but can rather be found outside the education sector. Nevertheless, support to certain aspects of the education system can belp allewiate the situation of many people in the poorur segments of society. Details, as well as the finalchoice of areas to be supported, will of course have to be worked out in continuous discussions with responsible personnel in the Ministry of Education as detailed plans are elaborated.

#### 6.2.1 School leavers centers

Under the present agreement on support to the development of the education sector the non-formal training programme, delivered through the so called "schoolleavers" centers, is included. These centers play an important role in meeting a meed felt by those who leave school early. We consider this programme worth supporting. For the detailed discussion, we would like to refer to the conclusions and recommendations of the Conmittee on the Evaluation of the Non-Formal Education Programme <sup>1</sup> and of Dr A Gorbam.<sup>2</sup>)

# 6.2.2 Practical and technical subjects

We would also suggest that support may be continued to the practical and technical subjects, and eventually the "life skills"-subject, in the secondary schools. The support

 Ministry of Education, Report of the committee on the evaluation of the non-formal education programme, Colombon Ministry of Education, 1981

 Gorban A, Skille for school-leavers in Sri Lanks, Stockholm: SIDA, 1981 should, however, also be directed towards the development of relevant curricula, perhaps adjusted to the local environment, in addition to outright equipment purchases. In this context the creation of so called Field Study Centres may be supported.

At present, little use seems to be made of the support to the Science Equipment Production Unit (SEPU). Besides, information we have received indicates that the production of science equipment may be handed over to private enterprises. We would therefore favour a termination of the support to SEPU, at least for the present. Should however the Ministry formulate, and put into operation, plans for the effective utilization of SEPU, leading to a lesser dependency on imported equipment, and plans for a more equitable distribution of science equipment, support to SEPU may be reconsidered.

### 6.2.3 Small schools

Support may further be given to activities which directly would lead to the improvement of the conditions in small schools, including the remaining estate schools. What is foremost in our minds are premises, text-books and teaching aids and competent teachers.

# 6.2.4 Special education and remedial teaching

One such activity, which also encompasses the other schools in the system, is the enlargement of special education and remedial teaching. Three areas of concern can be distinguished. One is the elaboration of a teacher training programme for teachers in special education and remedial teaching. A second concerns the introduction of these matters into regular teacher training as outlined in Piyasena's paper.<sup>1</sup>) A third area relates to special equipment and teaching aids for slow learners and handicapped children, including installation of and training of teachers on such equipment.

### 6.2.5 Guidance and counselling

As has been discussed above, the whole area of guidance and counselling has hitherto received little attention in the system of education. We suggest that Swedish support may be considered for the design and introduction of a system of guidance and counselling, including training of e g teachers.

# 6.2.6 Evaluation of the effects of the cluster organization

The organization of schools in clusters is a leading idea in the proposed White Paper. We consider it advisable

1) Piyasens K, Special education in Sri Lanka, Journal of Education, No. 1, 1980 to have an independent body to carry out research into and evaluate the activities in selected pilot areas, and suggest that funds may be used for this purpose. Aspects of special interest would for instance be the influence cluster organisation has on the effectiveness of the local administration, the just allocation and proper utilization of available resources, the equalization between schools in a cluster and the equalization between clusters.

#### 6.2.7 Planning and management

Closely related to this are the educational management and planning aspects. This would involve strengthening through training activities and equipment both central and local units. In addition, efforts to build up a data base with pertinent information and a system for easy retrieval of data ought to be supported.

#### 6.2.8 Examination and evaluation

The inclusion of a formative, diagnostic approach in the evaluation of students, as well as system evaluation, should be considered in order to try to get away from the heavy reliance upon formal written examinations. Activities aiming at enlarging the evaluation system in this direction ought to be supported.

# 6.2.9 A two-way communications network

Finally, we consider the extension of present communication channels to an efficient, two-way communications network important. We suggest that support to such an extension be considered. Such a communications network would facilitate the planning especially if a cluster organization is introduced. The network might, besides the aspects just mentioned, also include further education and upgrading of teachers as well as the disponination of new curricula and educational innovations. It might for instance be used for training of teachers, by making use of distance education methods, in the areas of special education and remedial teaching, guidance and counselling as well as inservice training of untrained teachers.

### EXPANSION OF THE ORDERAL RESCATION STATES IN SRI LANKA

fear	Pepdation (*000 000)	Population of sobrol-age (5-17) (1000-000)	Bo, of gost1 schools	Horcheent in gov't schools (*000)	New administrational	Br. of gor't builders
1950	7.5	111	6 4107	1 345	***	***
1960	9.9		0 277	1 235	***	
1990	12,5	***	8 749	3 528	- 4416	30 672
1975	13.5	4.4	# 422	2 438	289 682	79 067
1976	13.7	4.5	# 655	2 462	239 908	345 958
977	13.9	4,6	8 623	2 +62	306 658	113 379
1979	14.2	4.7	9 972	1 990	651 634	125 466
1979	14.5	4,7	9 052	3 136	364 113 1)	133 249
960	14.7	4.0		3 285	237 204	136 909

1) Whareaf 305 229 to lower kindergartes and 58 884 to grade 1

Hoursees Marga Institute, Noeds of children in Bri Lanks, Solombet Marga Institute, 1980, table 6,1

Gentral Back of Coyles, Statistics Department

Economic and social statistics of Dri Lamba, (Colombo), wel 2 no 2, 1978 (tables 3,1 and 10,1) and wel II no 2, 1979 (tables 3,2 and 10,2) Different school communa, Rimistry of Education

### MINIME OF DOBOME, PUPILS, LITHWACT MATEL & PARTILIPATION MATEL, 1901 - 1979

	1991	1913	1923	1931	2946	1953	1962	1971	1979
Busher of Ashooks									
Total	1 910	2 747	4 323	5 304	5 945	6 732	7 4341)	9 785	9 626
Government Schools	503	272	973	1 490	3 414	3 461	8 221	8 545	9 052
Commany Assisted Schools	1.407	1 968	3 352	3.806	3 327	3 270	-	-	
Frirals and other schools 2)	-	-	-		-	-	1 813	1 200	574
Number of Papils in all subo	nia .								
Total	143 261	325 282	409 204	593 437	944 509	1 578 349	2 482 613	2 861 070	3 135 716
Fale	133 086	229 473	274 136	377 300	546 173	664 977	1 349 1076	1 488 756	
Penals	50 175	95 811	135 068	216 057	298 236	713 379	1 132 737	1 312 314	
Literacy Bate									
Total	26	33	40		58	45	72	78	-
Pale	42	47	56	-	79	76	79	45	-
Funals		12	23	-		53	63	70	-
Participation Rate									
Total	15	13	17	-	-41	58	65	68	
Wale	21	31	34		46	40	70	63	-
Tunis		14	18	-	36	54	63	58	

1) Rusher of schools rafer to data for 1964

2) Including Ketate and Temp, Schools

Sources; Ceylon Administration Reports, 1901, 1931.

The Administration Report of the Director of Education, 1946, 1953

Department of Cennes and Statistics, Population of Sri Lasks, 1974

Sentral Back of Geylon, Statistics Department, Education and social statistics of Sri Lanks, (Solombo) wel II no 2, 1979 (table 10,2)

# DEMART OF DEBOILS, STREAMED AND TRACHERS 1979

51	wetimal district	Schools	Pupil enrolants	Teathers
4	Collegia South	200	and solar?	
14	Roam from a	850	126 235	8.824
1	Same ha	200	206 038	* 787
12	Bi none nambe	149	183 539	8 085
9	Falutana.	447	199 307	4.437
12	Fandy Fant	443	173 125	7.202
2	Repty seat.	340	126 429	5 704
12	Matels	364	129 415	4.007
- 2	Restar	204	79 310	3 710
2	Outle	347	104 599	6.415
11	Ne Line	515	190 903	8 108
2	PRIVATE .	418	157 902	4 697
11	Tengaloe	20.4	90.651	3 729
22	Jafras	397	191 890	7 301
12	Rassach .	37	20 397	808
2	Terunitys.	213	30 124	1 252
22	Intillaton.	241	54 471	3.962
2	Adjur1		25 685	1.117
2	Estrat	154	53 822	1 662
12	Trincomies	190	54 110	1.847
29	Kurunagalia	382	133 645	6 722
8	Kullpapitiya	083	28 128	3.874
22	Hikawers Liya	227	67 109	0.392
23	Puttalan	137	35 428	1 205
24	Chilsv	172	67 230	2 670
25	Aiturallugura.	+240	122 966	4 836
26	Pelennaruka	141	52 224	2 097
27	Bubbaruwele	195	96 648	4 544
20	Noneragala	174	51 921	1.961
29	fegalle	579	196 333	T 541
22	Retmapure		155.140	6 099
7.4	TAL	9 052	3 135 716	133 249

Source: Subool useaus 1979, Ministry of Schoolion

11212	L.E. to	L.K. to	LEto	L.E. to	Grade 6 to	Grade 6 to	-
36457345	07904 5	strate a	GLADE 10	Arade 12	507849 70.	otate it	DAC NP
4 fal. fauth	57	12	116	53		12	150
2 Baserses	13	25	81	22		16	200
1 Gampin	100		1.10			40	349
a Risomanna	. 25.		110	30	1	10	247
5 Enlutate	165	10	224	54		22	46.0
6 Fauly East	145	-	136	30	-	19	946
7 Kendy Magh	112	45	118			10	144
B Batala	117	**	105		2		284
S Bourse Filles	174		117	-			100
10 Galle	217	32	1.77	85	-	25	615
11 Hotara	160	27	163	22	-	55	#18
th fammable	74	12	190	10	-	25	284
13 Jaffins	247	**	171	43	-	27	547
14 Roman	40		-96	14	2	27.0	67
15 Secondary	141		15			2.	
ti Buttinglas	+75			10	-	4	0.41
17 Assault	72	36	36	8.2	2		
18 Eximited	109	10	100	10			154
th fulningales	101		1.0	20			190
20 Europagala	100	79	166	45		12	182
IV Reliventtice		10	100	34		12	280
22 Minewerstins	68	12	111	26	-	3	007
23 Puttalan	60	10	-66	12		1.1	132
24 Oblige	48	13	5.4	19			172
15 Ameridaments	233	50	160	42	-	1.1	498
16 Polotzarowa	50		65	15			141
22 Inconvenia	104	29	157		2	. 7	335
25 Wepersstals	53	16	80	24	2		174
29 Rathemara	221	29	217	61	12		545
30 Kemilie	216	11	265			13	575

TOTAL

2592 518 3497 1632 19 394 9054

Bources School commune 1979, Ministry of Ribustion

# COMPONENT DESCOLD BY MINDER OF DIVIDENTS AND DISTRICTS, 1277

Statutet	1-90 Etades	14	51-100 Diudes	ia :	101-200 1 tudes h		201-50 8 tadan	b La	501-10 Studen	ta	3001-20 5 today1	uoo Le	Dear 2	500 te	Total	
	Br.	4	No.	\$	80.	5	80.	6	80.	6	See.		No.	\$	80.	\$
Colsabo	11	1.0	73	7.1	109	18,2	429	41,6	221	21.3		9,1	19	1,8	1 036	1.00
Kalutara.	25	5.0	5.5	33.3	- 98	22,8	174	40.6	58	13.5	15	3.5	-	-	.429	100
Kundy	28	4.4	92	34,0	146	12,9	129	39.9	99.	15.4	13	2,1	5	0,8	637	1.00
Mutals	38	31.9	58	21.5	59	21,9	. 59	34.1	25	9.3	3	1.1	1	0.7	274	100
Reeses Ships	19	2.1	- 51	19.1	60	22.4	142	38.2	32	11.9	3	1.1		-	247	100
Galle	38	7.4	97	39,0	118	23,2	170	34.6	60	11,0	14	2.8	5.	1.0	508	100
Matara	19	4.6		14.1	- 66	20,9	154	44,6	- 55	13.3		2.4		-	411	100
Bakantota	11	4,0	28	10,1	73	26.4	127	46.0	37	13.4	-			-	226	100
Juffina.	. 62	14.4	. 97	17.1	158	26.7	145	25.5	72	38.7	25	3.5	-	-	568	100
Recourt	31	29.0	- 17	25.2	-10	16.8	26	24.5	5	4.7			-	-	3.07	100
Vermitre	75	45,9	- 13	23,1	35	17,6	28	15.2	5.	2.7	÷		-	-	1.94	1.00
Datticalca.	52	81.7	.51	21.2		22,5	61	13.5	17	7.1	- 4	1.7	-	-	137	100
Asparal	26	32.7	- 56	15.3	53	32,6	. 92	29.1	23	9,8	5	-			7.35	100
Trincomalow	22	32.6	38	21.7	43	24,6	- 46	26,3	26	34,8	-		-	-	175	100
Kurinegala	47	6,6	160	32,4	176	24.8	254	33.0	73	20.3	15	2,1	-		799	100
Pubbalas	39	6.5	105	21.5	130	28,9	157	32,8		2.6	3.8	2.1		0.6	478	100
Anuradhapura	100	21.4	129	25,4	3.24	24,8	101	25.2		0.0	4	0,0	-	-	500	100
Pelossariva	22	36,3	19	14,1	- 21	15,6	47	34.0	25	18,5	- 1	0.7			1.20	100
Badulla	30	38,2	50	17.2	78	26,9		33.0	30	10.3		3.4	-	-	290	100
Roseragala	19	11.1	29	17.2	46	27.2	59	36.3	36	9.5	1	0,6	-		059	100
Baltagers	72	34,5		10,0	116	23.7	1.05	33.7	60	9.4	3	0.6	1	0,1	490	100
Regalle	19	38,6	13.8	$m_{e1}$	140	15.3	194	34.7	38	6.0		3.46	-	-	559	100
TOTAL	860	2.3	1.504	17.3	1 003	23.3	1 221	34.5	1.034	11.9	220	3,6	35	0,4	0.473	100

appendia.

1.5

Source; School Commun 1977, Ministry of Standian

알았는 방법 것은 것은 유민이 안전하는 것은 것은 것을 가지 않는 것을 수 있다.

# DEPOST OF PATELITIES ANALIABLE IN SCHOOLS, 1979

Appendix 6

Shouticul district	No, of schools with simetri- sity	No. of schools with pipe borns water	Bo, of schools wUGA headbars guarters	No. of schools with subscore inherence(ss
1) Colombe 2	104	175	26	24
1) Econgram	24	35	27	41
35 Saapaha	63	59	55.	45
4) Risswagola	24	24	20	28
5) Ealutars	43	39	181	40
6) Xandy East	24		151	31
7) Eanly Vest	48	130	143	30
8) Batale	17	45	128	20
9) Novers Eliys	47	127	245	46
10) 0w11#	56	52	154	64
11) Retars.	24	44	115	63
13) Pargalie	1.9	30	135	35
13) Jaffna	#L	15	56	75
14] Hannar	3	,	25	
15) Termine	4	7	84	2
16) Batticalos	19	20	41	13
17) Asparai	10	13	58	
18) Kalmunal	16	6	30	,
19) Trincomalee	21	19	- 14	16
20) Kurungala	23	26	125	34
21) Kulipapitiya	7	15	24	13
22) Nikaweratiya	2	4	103	7
23) Puttulus	7	*	55	5
34) Chilaw	18	10	30	16
25) Aniradhapura	28	16	297	29
26) Pelosnarous	11	11	108	
27) Bundarseein	43	250	224	22
22) Nooragala	4	10	100	6
29) Xegalie	34	26	167	39
(0) Rataspura	46	100	234	36
7 0 7 A L	<u>90</u>	1 439	3 779	824

Source: School Omeus 1979, Ministry of Aducation

District	No of estate	Enrolants	Pupils/a	food	Per cent un	sertificated/	Papil/Seather	rahis 197
	Paristan 1275	P105.00	schoola	schools	aptale entreije	sil auboula	echoshe	achierts.
Bongani.	1	279	279		07.5	12	35	23.
Kalubara	37	1 424	28	316	92.7	14	6	21
Randy	100	5.307	47	317	75-5	15	46	20
Matale	18	1.041	63	234	79.1	1.9	36	00
Bowara Elips	216	17 431	61	268	09.1	3.0	51	21
Balls	Ŧ	418	60	295	100.0	16	60	21
Halara	э	263	-	304	100,0	15	53	20
Estungela	2	136	68	263	58.0	15	68	21
Okilaw	3	63	-61	236	80,0	15	1.0	24
Banharawela.	137	11 199	96	245	94.9	1.0	57	19
Reportala	1	363	.954	234	#7.5	1.8	44	81
Ratiapurk	72	6 010		241.	90.9	16	50	25
Regulie	_62.	3.631	42	7,25	62,3	15	33	
TOTAL	739	46-703	45	115	90,8	15	53	

Susarees School connut" 1975 and 1977, Ministry of Schooling

DOWE DATA OF KLIATE BUSICLE

Transfer 7

# ENCLANDE BY GAAGE 1972 - 2980 (all achoriz)

Tear, Gr	de	1973	1972	1973	227.4	1975	1976	1977	1978	1979	1980
Einfer-	1	453 374			-	-	-	-	200 708	313 042	297 810
	11		130.864	342 703	360 699	366.366	372 716	378 409	428 654	343 322	349.000
	1	392 313	434 408	203 655	298 023	333 321	340 287	347 286	363 212	296 711	254 647
	3	367 245	3/2 886	300 327	114 005	280 030	313 153	324 115	336 996	348 033	393 538
	4	330 905	329.170	324 652	320 0.64	193 643	249 400	282.545	297.723	307 679	306 834
	5	276 112	290 445	290 032	274 340	272 188	177 168	223 #03	249 781	267 164	205.343
	-6	224 724	244.365	249 140	733 739	226.329	225 313	150 468	196 1.77	222 431	245 175
	7	208 913	105 459	197 504	209 744	200 527	201 464	204 689	134 922	174.469	205.396
		191 351	194 050	209.765	165 900	182 740	182 728	188 336	188 627	122 772	161 868
	9	136 739	173 402	149-109	386 388	137 984	277 234*	307 427*	170 508	160 337	111 347
600(0L)	10	192 205*	228 075*	268 683*	277 653*	206 796*	144 327	29 541 <sup>13</sup> 39 5472)	159 011*	(158 597 (150 342	(157 754 (145 446
G00(AL)	11 De	2 842	7 941	7 722	10 697	12 191	14 127	15 128	26 092	24,223	22 904
	11 Arts Com	16 423	14.130	13 692	21 868	25 614	24 128	20 556	62 972	55.824	(9) 935
	32 54	9 062	10.054	32,143.	19.564	16 164	3.6 870	20 084	29 012	36 534	45 979
	12 Arts foa	16 792	17 240	21 721	24 681	26 245	30 648	34 451	40 825	46 439	40 375
	e	2 621 303	2 652 382	2 689 790	2 411 995	2 560 479	2 573 663	2 564 381	3 084 755	3 135 916	3 110 139

· Sepenting Grade

1) HHCE delence

2) SHOE Arts sta

Degree: School Searce, Ministry of Minution.

Districted	1.8.		1	3		. 5	6			.9	- 10	10	11	-	12	12	
Batriat/Week											1 9817	2 year	50.	Other	84.	D'Oue#	TOTAL.
1 Col. Bouth	20084	, 22130	25051	22598	20627	10773	1 222	19092	8268	16057	13588	11397	3749	3894	5363	3362	126135
I Boungama	80426	10877	12433	11538	10127	7323	. 2796	6225	38.46	6613	5618	(00)	744	2964	954	1377	1060.96
3 Gaspala	14705	10219	20010	11313	17256	1636)	14021	11236	2633	11520	10919	10158	1351	3098	2557	3554	143579
# Rinswangoda	10501	11136	13913	31324	10393	9657	7840	6197	3097	5975	5455	5112	534	1991	- 976	1408	105579
5 Deluters	17404	10150	20471	18170	16357	14643	12680	10284	6110	9996	9044	10175	1153	3063	2205	2992	173175
6 Kendy Sart.	12932	13639	15526	13798	12259	10357	3046	7475	5494	6865	6778	6000	759	2475	1090	1676	126429
7 Kandy West	12076	1,5184	15255	13549	12216	10073	9465	1549	5575	7630	6963	7075	1006	2495	1935	2567	129415
8 Matale	0453	9012	11553	7274	8009	6730	540	4220	3097	4087	3395	3795	462	1145	362	1100	79995
9 Reserveling	11070	12027	15411	32456	10639	8607	7913	5681	4604	4798	4735	3295	450	3422	473	990	504599
10 Gaile	10319	20097	22349	20796	18657	15953	13407	10553	7250	10483	9644	10145	1046	4450	2995	3109	190903
tt Materia	14004	16555	18251	16796	14066	13025	11311	8212	6615	8919	9304	7438	1144	3626	2213	3779	152089
12 Tangalle	10459	10771	13005	10398	9570	8490	6740	5136	4068	4676	4750	4190	443	2401	812	2150	96651
13 Juffma	17096	10446	25681	20158	18170	16229	14047	11348	7495	11248	10905	33403	3995	2731	4312	1901	191890
14 Robots	2330	3545	2992	2474	2141	1010	1341	975	762	812	700	284	123	241	160	152	20397
15 Verselige	3804	3754	#823	3645	3190	2531	1934	1377	1132	1176	962	051	105	109	194	147	30124
16 Dettinates	4884	9054	10375	0427	6221	5349	3837	2786	1902	2207	2319	2571	342	508	560	409	68471
17 Anparak	3395	3498	#191	3547	2964	1572	2145	1425	1069	1257	5325	1554	96	340	100	309	29619
15 Kalmutei	4805	6075	2014	6064	5352	3934	2090	2311	1710	1886	1222	2060	394	294	328	260	\$1822
79 Trissonise	5972	8369	1794	6751	-5591	4050	3171	2449	2055	2092	190.3	1650	299	392	.395	200	54150
20 Keramgula	11929	13857	15272	14111	13000	11774	9972	3760	5455	7571	21,38	7228	1029	3205	1755	7939	133645
21 Maliyapitiya	7195	#2299	9173	8490	2956	6967	5445	4186	3104	4098	2918	4484	540	1776	841	1094	78128
22 Bikawerstign	779%	8300	3919	8386	9056	6063	4607	3220	2504	2926	2212	2774	215	999	2.45	997	67989
23 Pattalas	5019	4626	6119	4780	4033	2931	2067	1360	1096	1142	958	770	100	248	77	122	35420
24 Chillaw	6436	3200	8143	7081	6200	5236	4055	3071	2274	2982	1959	2123	427	1165	342	1004	61230
25 Anuradhapara	14758	15398	17663	15114	12434	9994	8018	6015	4(83	\$338	4734	5091	402	1525	568	1087	122966
26 Polosnarona	3396	6543	7590	6171	5540	4400	3041	2530	1600	1364	2399	2075	102	549	151	360	52294
27 Dandarswein	3432	11640	13495	50542	2162	2055	6810	5570	4145	4734	4791	#240	458	1479	261	1114	96648
29 Mutaragala	4023	6497	8055	6435	Sald	#509	3364	2594	1921	2092	1919	1557	86	6.54	133	305	51901
23 Hataspore	14995	17590	20853	10337	16090	13793	10685	79.95	4920	7364	2172	6670	729	2671	289	1982	155110
30 Hegalie	14507	15585	17370	16439	15630	14013	11433	9104	6894	9321	9482	7280	234	3540	1499	3092	156335
7 0 7 A L	313042	340122	396711	340031	307679	267164	227431	174459	122779	168337	158997	150341	14233	15824	3634	46439	3139716

Samares: School unusua 1979, Ministry of Héssahlan

ENDLART OF GRADE AND DESTRICT 1972

with sold y

# IMPOLATERY IN CENTRA DESCRIPTION OF ALLEY, 1944-1979

Rusher surolled	1264	1967	1929	1971	1972	1973	1974	2375	1976	1977	1978	1979
Alraneed												
Level Scimon	8 930	13 379	17 005	37.304	18.005	19.953	14 261	28 395	32 997	64 753	66.704	60 757
Advanced Level			-			-		-				
ATTE & LOBBICOF	20,200	2.20	12 729	27.63		20 312	48 940	21.897	20.773	24.754	111.720	388.152
TOTAL	45 241	45 742	46.995	50 517	50 177	55 326	70 835	82 214	#9.773	159 507	178 501	363-000

Source: Salool Ceneue' , Ministry of Education

ESPOLEMENT.	MINDER O	F TEADERS,	LABORATORTES,	<b>WARD MORECHOLD IN</b>	THOMSTORICAL IMPI	1978
			and the second se			the second se

240	halool institute	Bergland			Baber of te	asters		The of	Re of
_		Pulltime	Paritiae	Trial	Permiorat	Fisiting	Tytal	laboratorias	werhsterpe
i.	Dri Laoka Techa Gali, Maradana	1 713	1 341	2.554	-60	172	182	-	7
2	Bardy fr Tools Inst, Asparal	380	53	400	36		45	11	5
3	Budulla Polyteena Inet	443	820	1 263	19	45	84		3
4	Seturals Polytests Inst	473	297	680	14	29	42	3	-
5	Galle Palyteshn last	500	471	972	26	52	29	-	- 6
6	Juffan Polytechn Inst.	529	339	1 268	42	57	99		
7	Kamly Polytesta last	496	613	1 249	22	2018	134	-	- 6
	Dulley Senanaysky Polytacim Inst,								
	Warshapsla	150	33	103	10	1	11	1	6
24	=total	4 324	4 277	8 601	2.40	431	671	15	-0
2	Amendiagues de Teola Inst.	313	266	559	21	40	41	-	7
10	Kalatars Jr Techn Inst	134	96	230	1.0	43	34	2	6
11	Kegalle Jr Sechs Inch	300	297	492	16		60		5
12	Kultyspittys Jr Teets Inst	375	-	375	5	26	35		- 6
13	Europegale Jr Texts Durb	301	367	568	23	38	8	-	9
14	Hatara ör Testa Inst	110	109	219	11	10	29	-	3
15	Sugethedane Techs Inst, Mattackaliya	69	91	160	6	11	17	-	- 6
16	Baigalana Jr Typin Inst	216	442	454	22	43	72		11
17	Bataspura Jr Techn Last	216	323	337	15	23	36	-	7
18	Sammanthural Jr Toobs Inst	143	57	200	10	11	23	-	2
248	=total	\$ 177	1.661	3.638	154	265	413	6	62
7 9	TAL	6 901	5.938	22.439	794	696	1 090	21	103
Eat	abothe Gampus, Boratuwa University	538	1 417	1 949	· _1)	_1)	_1)	_1)	_1) _1)
		7 933	7 355	14 300					

1) Cannot be separated from other university courses

Searce: Mimistry of Higher Education, Report of the minutibes on technical education, Colombox Ministry of Higher Education, 1979

#### MINING OF HIM ADMINISTER TO THEORICAL INSTITUTED BY LEVEL AND OWNER, 1979

Level and course	1974	1275	3,976	1977	1978
Terfoological level					
Bighgr_Retiron1 Bigloma Examerutal subject	721	791	170	769	922
Bullongi_Diploga Technical subjects Conservial subjects Agricaltural subjects Langanges Other subjects	305 120 27 111 57	390 166 - 132 66	367 208 40 135 86	340 303 30 112 80	462 (237) 257 32 127 150
Sub-Sotal	636	644	428	665	3, 928
Technical Level					
Bajignal_Oyrjifigaja Technical subjects Communial subjects Languages Other subjects	1 051 1 793 64	1 100 2 058 	1 290 2 009 33	1 448 7 162 52	2 237 (534) 2 060 168 62
fub-total.	2 908	5 208	3 242	3 662	4 527
Craftenne level					
Balional, Contr. (Drada), Cardidiande Prord ararana	1 405 77	1 436 119	602 309	573 572	1 040 1 199
Pub-total.	1,402	1 545	911	1 145	3 039
TOTAL	5 747	6 182	5 161	6 241	9 556
<ol> <li>Of which Draughtsman's Apprentice Cartificate Preliminary English Solence</li> </ol>	208 160	217 167	259 125	301 126	348 568

(the figures within branket for 1978 refer to the sumber of students at Katubedda Suspus)

Sourcest Ministey of Higher Baseation, Report of the committee on technical econation, Colombos Ministry of Higher Education, 1979.

# ENCLIDENT IN UNIVERSITIES 1977 and 1978

Delversity	1977 Baller of	Baller of	District		1978 <sup>1)</sup> Busher of	Basher of	Statesta	
	Separtments	Male	Tetals	Total	Departments	Male	Penals.	Total
feloato	29	1 097	1.664	3 562	-	1 162	1 596	3 760
Peradealys	-6	2 252	2 004	4 956	46	2 827	1 637	4.464
Borstows.	17	1 153	174	1 327	26	1 166	365	1 334
Bri Japawardenapara	12	1 362	#73	2 235	11	1 515	943	2 490
Esimipe	23	1 329	964	2 293	22	1 540	1 111	2 659
Julfus	15	572	302	#73	36	722	645	1 397
Indram								274
TOTAL		9.264	5 993	15 245		(7 940)	(6 3,39)	16 253
	******							

1] Provisional

Source: Delverally Druste Commitmion

~ 그 그 것 것 그가 많이 봐야? 것 것 같은 것이 집에 넣었다. ㅎ

BINDER OF TERCHING BY GUALLFERATION AND DESTRICT 1979

. . .

	Scal	lunis Test	SCR.			Tes	inet		Teacher									
ata second	Physics	Mo.34/	Autor .	Commercian Ann.	Artia/Other Degrees	<b>WELLIN</b>	States	fision.	Createrras	Team Delatere	Varia Varia	Tearline Veersing	Puttury Aprinti-	Partie	Minut	derthistio - studiae	Physical	Deserval Decomplety & Other Designed
1 fed. lewth	125	213	24	49	1456	1041	435	318	134	22	45	59	38	34	25	24	57	2960
2 Engelson	15	24.	5	31	722	- 36	162	136	114	50	19	36	32	22	20	12	- 20	1705
5 dagaala	41	54	18	36	975	66	246	224	161	34	45	- 49	42	15	20	14	15	3423
A Rimonanda	19	25			299	30	140	129	80	25	24	18	21	12	. 9		14	2247
5 Ealutara	49	46	15	21	855	629	194	176	64	32	25	47	42	26	50	19	24	3122
6 Kamby Sant	40	34	10	19	729	394	134	100	50	26	75	31	39	15	12	16	- 26	2145
7 Kandy Went	42	47	17	38	938	537	173	177	66	52	30	19	45	23	22	12	31	2543
0 Matala	22	13	1	12	454	213	82	66	26	13	18	13	29	1.7	15	5	24	1349
9 Rours Elles	12	12	17.	14	660	147	42	58	35		21	20	40	7	7	6	22	1455
to dulla	60	56	24	32	1304	713	234	174	104	36	36	42	55	23	32	19	33	30.52
11 Relars	50	29	10	17	977	377	176	134	54	38	24	49	52	15		22	- 27	20,39
12 Tangally	13	14		30	749	144	90	61	17	10	13	23	27	6	- 5	4	17	1327
t) Jaffaa	235	209	30	15	669	452	122	232	88	35	60	33	39	38		21	27	30'65
14 Natura			5	1	65	39	29	29	12	16	6	2	14	-	-		6	325
15 Ternal pa	13	12	2		123	52	34	37	7	20		5	29	17				500
to intticatos	30	29			149	121	39	44	26	26	24	31	34	10		3	24	3.30
17 Auparia	2	2	5	6	224	35	12	22	10.	- 6	.5	1.0	25	3	5	5		331
10 Exheurus	12	12			106	49	40	52	15	12	4	3	30		-		18	915
19 Trisconales	21	10		. 4	227	89	**	59	12	16	13		38	. 12	1.	- 3	18	624
20 Euromegala	25	25	10	- 30	045	340	139	149	59	40	26	47	#1	20	18	17	36	2469
21 Ealiyupithys	34	16	10	- 20	472	150	108	90	- 29	23	18		- 36	. 11		6	89	-1545
22 Stkeetstijs	6		2.		219	-50	30.	27.	14	. 9		70	21	. 3	2		. 7	860
23 Chilew	17	11		7	299	194	74	78	41	23	15	10	16	. 9	. 6	1	34	1008
24 Putinion		- 3	2	3	- 96	54	25	25	12		2		15	1	. 1	4		496
25 Akuradhapura	13	12	24	18	792	595	71	79	37	19	20	19	35	34	11		30	1807
26 Pulonnaruwa			2	- 6	300	- 69	43	54	15	. 4	13		35	. 7	32	3	12	656
17 Bandaruwelm	17	15	-13	30	759	198	62	88	40	19	23	30	46	. 7	7	6	30	158.4
20 Rosersgala	3	5	3	7	543	69		28		12	12		36	. 5	3	7	11	661
29 Balaspura	25	16	.10	- 26	496	226	123	907	42	30	30	33	-61	15	14	12	11	2192
30 Kaguila	34	31	11	- 24	9.39	384	191	150	79	30	30	40	18.5	14	- 19	14	- 19 -	3319
TOTAL	375	1016	329	477	17241	8443	3535	35.63	1000	- 996	6.02	100	804	334	200	290	414	11499

NUMBER OF TRACKERS OF	2082-3	2121								Sec. Arada	int/inco	Attiented 1	leaders		
Diatarian	Tedr. Sa Saithe	Dalw. Diber Diplomat	Regium	Guestinos	Rose Deleges	Santi- and 5	Agrinul- ture	āri .	Other Diplomat	Inglish	Se. Melha	Cussirie	6 0 E	All utber teathers	TOTAL
1 Cel. South	38	2	79	23	5	6	-	78	196	78	130	-	90	826	. 8 19
2 Benagans	13	5	28	4	2	5	6	26	129	62	160	-	91	739	4.79
3 Gampaho	12	-	28	- 11	1			38	137	.97	307	3	763	1 196	8.08
4 Histowangoda	18	1	26		. 4	3	-	23	83	58	390	्रा	71	375	4.43
5 Enlutars	12	1	-30			. 4	-	19	157	990	285	-	581	701	7.28
6 Eastly East	30	3	39	82	-	1	5	10	63	137	327	2	743	507	5.70
7 Early Vert.		1	21	-10	1		1	10	103	105	366	2	528	838	6.63
0 Batale	5		3			-1	1		63	.98	223		464	440	3 57
9 Howara Illiya	7	2	1		-	-			59	114	293	124	307	867	4.45
O Dalla	26	14	66	14	1	- A	- C	32	26	203	305	-	\$30	758	8-10
1 Natara	5	5	16	11	-		1.5	14	48	145	297	2	418	851	6.69
2 Tunenile	1	35	4	5	1	-	1.2		97	91	227	-	364	3.58	3 72
3 Juffms	7		55	10		10	22	58	200	64	246	1	382	585	7 30
4 Rainar			1.1	-	2	÷.	1			15	53	-	61	35	80
5 Terminian		- A		14	÷.	÷	14		33	16	90	-	167	54	1.25
6 BattionIne		1	17		1		1 E	1	26	- 40	122	-	280	218	2 90
9 Annatul			- C.		÷.	Si	<u></u>		22	29		-	128	129	1.11
I Extended		- C	1.4	1	2	12		- 61	30	12	- 15	- C2	176	258	1.86
9 Principalse			1.2	14.1	2	10	- Ci - L	- 63	16	- 40	- 95		225	226	1.60
0 fammals	10	÷.	12	12	- C	- CQ	St	- n -	179	147	411		1 054	48.7	6.32
t Taliyanitina				85	- C	12 - I	- C	*	4.0	100	226	1.2	822	10.4	3.85
2 Mikamutatiwa		- C.	- 22	- C	- C			- 21	- 10	24	100	1.1	415	874	0.30
1 Pailan	- 2	÷.		- C	S	- C	52	- 22			1.45		-	48.7	1.57
a Destalue			- C.	1.1	÷.		10 - I	- 20		100		1.2	200	199	1.00
5 fastering		- C	- 2		- E	S	S	2				- Q		1.00	4.45
C Relateration		- C	- C	- 22	÷.		10	- 24		121	200		224	147	1.00
a Partennelle	2	- C		1	- C	20	1.5	- 21	45		100		100	645	4 54
A Residence and the		1		0.0	100		82			1	1000	1.1	0.000	243	6 34
o superagate			12	1	5	15	1.2	5	33	24	129	12		dan .	1 30
y sucception	22		2.4		1	- C	1. The second se	-		247	300	1	1 126	000	6 290
to sagalls	14		10	. 2			1	13	78	051	360		267	263	7.56
0 ± 4 L	225	102	497	169	38	69	76	#06	2 293	2.499	6.550	183	11.395	14 501	133 14

Source: School census 1979, Ministry of Education

No of teachers in Training Colleges 1979 = 4 119.

He of teachers on study heave in Universities = 602.

By of teachers attached to various places and shroud leave - 518.

Appendix 1412

# INCREEPEDATED. NOR-TRACEED TRACEEDS AS PERCEPTAGE OF ALL TRACEEDS

Appendix 15

Sistrict	1971	1972	1922
1) Colombo South	1	13	34
2) Brangees		12	22
3) Osepaka	( **	)	22
4) Rizuwangoda		} "	16
5) Eslutare	29	34	23
6) Knody East.	1	1	30
7) Kandy West	} **	} 15	27
6) Matala	21.	19	33
9) Buwara Eliya	24	18	39
10) Galle	20	16	23
11) Malara	1	13	26
12) Tangalla	1 "	2.9	27
13) Justina	S 4	15	20
14) Mannar	22	16	23
15) Tamaliye	81	34	27
16) Sutticula	19 *	27	56
17) Asparal	99	17	33
18) Kalmirai		19	17
19) Trinermaine	29	n	39
20) Kurunagala	1	1	55
21) Kuliyapitiya	> 23	3 15	29
22) Wikswerstiya	1		39
23) Puttalas	1	l	-40
24) Chilew	5~	5 "	15
25) Aniradhapura	2.6	17	ji.
D6) Pulsmaruwa	22	17	33
27) Bandarovela	22	10	35
21) Honoragala	17	1.0	.35
25) Bataapara	25	16	37
30) Kegsile	24	15	
	22		22

\* Xalmurai included in Batticolog

Sunrows; Sabool commune' 1971, 1977 and 1979, Ministery of Education

# RUMINES OF STREAMED IN TRACERS THAIRING COLLEGES BY DOUBLE OF STREET AND COLLEGE, 1909

And the second s

College	Over	as of	study																				
	Printery	ficiense	Nation	1 interest	Register	Postal Postas	Commerce	fatherine Cathorine	Art	Buscing	Tasia	Publicies	Agricultu	Eads	Physical Blackford	Tablieral	Virent	Funt	Decod Integrado	Tunit	Intee	Arabia	Total
Tassatura	30	43	44																				117
Anuralhapura .	33	25	- 36																				
Aluthgama	46	17	15	25		13														. 4		2	132
Attalachebeni	32	20	22			- 26												. 9		18	15	22	159
Bandarawela	27					1.2												- 28			1.00		. 39
Balagitire			143				58											12					173
Bolavalate	35		150					38															196
Dankade Lt. Lym	31					27																	58
Guapola	18																	29					47
Giragana									23	.90	76												191
Hingurals	13		45																				58
Hirigene	52											42											106
Mirigana-Reglish					10																		13
Halara	20																						70
Purvia			118																				11.0
Madahalapa		28	35			. 9												6					- 95
RUManhuses							128											27					155
Pottalageders		419											1.02					1250					521
Peralentys					349																		169
Uraneatha.		60	209		100	17																	294
Kupur	54			46		26			.1	3	13			23						17			183
Rahsragaen	- 22	427	54	166	121					- 10	100			12	26	185	16			1.2			993
Palali		59	69		13		- 5	27					42		18	- 6							264
Bandarseria	28								_											14			42
7 0 7 A L	485	1 106	900	235	402	1,99	191	38	24	. 55	89	49	169	23	44	189	36	13	+	45	13	23	4 357

Dourses Ministry of Shumiton

Tear	Minister of Boundian (head 70)		Dept of minutio	Rea-	Blue P	a Deph	Rister	er of Edus	Graste	Come	Grand to support	rtal lure	\$ of gro expendit	int total
_	Re	gL)	Ra .	"gl)		(in) (1)	No.	*) gil)	Re	171 gil	To .	şi)	70	30 - 75
2969-70	482		7		0,5				40		3 660		13.2	14.5
1970-71	409	1.5	7	0.0	0.5	0.0	-		47	17.5	4.064	11.0	12.0	13.4
1971-72	511	4.5	7	0.0	0.5	0.0			50	6.4	4 595	13.1	11-1	12.4
1973	559	9.4	9	20.6	0.5	0,0	-		42	-36.0	5 360	16.6	30.4	11.4
2974	567	1.4	11	22.2	0.5	0.0			+0	14.3	6 347	38.8	8.9	7.8
1975	645	13.0	13	10.2	0.6	36.7	-		. 57	18.8	7 710	23.4	0.4	9.3
1976	792	22.6	20	53.4	0.6	0.0			54	-5.3	8 917	15-7	8.9	9.7
1977	472	10.2	23	15.0	0.6	0.0	-		60	11.1	9 296	5.4	9.3	10.2
1978	978	12.2	24	4.3	0.7	16.7	0.6		103	71.7	16 431	79.1	5.8	6.6
1979	1 168	38.8	23	-4.2	0.8	14.3	32		134	30.1	20 6kg	22.9	5.6	6.5
196023	1 324	13.9	33	43.5	1.0	20.0	39	3.2	259	93.3	23 463	13.4	5.6	7.0
19412)	1 947	47.1	40	21.2	1.1	10.0	37	-3.0	276	6.6	28 522	12.6	6.8	8.1

ACTUAL EXPENDENCES 2960/70 - 1981 (\*200 000 Rg)

1) Annual increase

2] Estimates

Source: Government of Sri Lanks, Entirates of the revenue and expenditure of the Government of the Democratic Socialist Republic of Sri Lanks for the financial year, lat January 1981 to 31st December 1982, Colombox The Department of Government Frinting, 1980

Un atpended

PUNCTIONAL/BOOMONIC CLASSIFICATION P	THE-CATEGORIES OF 1960 AND 1961	BUDGET EVTIMATES (*000 000 Ra)
--------------------------------------	---------------------------------	--------------------------------

Jub-cutegory	Estimates 15	990		Estinates 1	HE.	1.000
	Reparrent	faital	Tytal	Renered	Capital	Trial
Administration and regulation	27.2	1.7	29,9	37.1	1.9	40,1
General education	1 143.6	40,9	1 189,5	1 781.3	55.4	1 776,7
tigher education	109,0	25,0	134.8	118.5	15.5	138.0
Focational education	#2,5	7.6	48.1	47.9	4.6	52.5
fraining	19.8	7.6	27.4	23.9	4.6	38.5
feasier training and developent	13.5	1.0	24.5	24.9	3.48	29.9
Instribution to development of education and adult observious	0,1	1.7	3.3	12,2	1,1	15.4
Instaruk	1.0	0,6	1,6	1,1	0.3	1.4
Construction and maintenance of buildings	2.3	147.5	256.4	11,6	279,8	290,6
Others	34.6	9.5	55.1	57.8	0.4	58.2
TOTAL	1 436.7	334.9	2.711,6	2 060.4	360.9	1 419.5

Source: Government of Dri Lanks, Estimates of revenue and expenditure of the Government of the Democratic Socialist Republic of Bri Lanks for the Financial year, Lot January 1961 to jirt December 1981, Cilombor The Department of Government Printing, 1980

۰.

#### CAPITAL BUDGET BY TYPE OF EXPERIPTINE 1979 AND 1941

		Arteal 1979	Battente 1979	Stiliantion Actual in ≸ of estimate 1979	Belleste 1901 Re		
_				ALL LOOKIN COLL.		-	
1	Primary education, small schools	(# 993 #85)	(500 000).5	-	# 125 000	2.3	
2	School leavers centres	(1.156 630)	( -) <sup>2)</sup>		5 000 000	4.4	
3	Development and take over of antata	1.			1000		
	schools	371 482	4 000 500	9.3	1 500 000	1.1	
4	Adult education	-	1999 - 1994 - 1994 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 -		7 713 500	6.7	
5	Science education	21 058 319	26 434 000	#2.7	24 850 000	21.7	
6	Practical/technical education	5 360 040	5 140 000	212,1	13 781 000	12.0	
7	Teaching of English		7,8,10	-	466 000	0.4	
	Troubing of Mathematics	333 544	200 000	55.4	100 000	0.1	
9	Teaching of other subjects	419 930	500 000	84.0	#54 000	0.7	
10	Spripsent for school libraries						
	and (200 <sup>3</sup> )	1 548 534	2 910 010	53.1	5 139 000	4.5	
33	General furniture	9 449 399	6 000 000	187.5	17 990 000	15.3	
12	General equipment	417 392	600 000	69,5	1 200 000	1.5	
2.5	Packety for repair of equipment	-	130 000	0.0	100.009	0.1	
3.4	Son-school furniture and equipsent	42 554	60 000	71.5	260 090	0.7	
35	Classrooms for M.V.s and Vidyalayas	3 300 395	1 071 000	176.4	5 255 000 .	4.6	
36	Other buildings, land development ste	20 164 466 30	18 305 000 <sup>30</sup>	110.2	15 110 000 30	13.7	
17	Health cars in schools	141 362	200 000	90.7	660 000	0.6	
28	Reconstruction of achool buildings	8862339		1000			
	damaged by syslens	-	-	-	6 500 900	5.7	
10	7.8.5	63 625 546	66 35e mm	5.2	134 654 500	300,0	

1) Provision under decentralized budget; not included in total

2) Curriculum Development Sentre

3) Saprovements to existing M.T.V's on electorate basis account for 17,6 million Repose in 1979 motual, 15 million Repose in 1979 estimates and 10 million Repose in 1981 estimates

Everyage of Bri Lanks, Estimates of the reverse and expenditure of the Government of the Democratic Socialist Republic of Bri Lanks for the financial year, lat January 1980 to 31st December 1980, Colomber The Department of Government Frinting, 1977

Government of Sri Lanks, Estimates of the revenue and expenditors of the Government of the Democratic Socialist Republic of Sri Lanks for the financial year, lat January 1982 to Sist December 1981, Guinhor The Department of Government Frinking, 1980 Table 1

MEAN INCOME HER INCOME RECEIVED BY ANDITIAN 1963 AND 1973 (He per month)

Appendix 20

Sector and	1965	1973	1973 st 1963 prices	418 ·
mintile	(a)	(0)	(4)	(4)
Baral sector				
0-20	22,9	59,4	38,4	1.68
20-40	55,6	129,3	03,2	1,50
40-60	90,0	109,0	333.7	1.95
60-80	340,2	260,8	167.9	1,20
80-100	326,3	476,2	306,6	0,94
Whole sector	227	223	344	1,13
Retuite pector				
0-20	27,6	44,7	28,8	1,04
25-40	45,9	63,8	44,9	0,98
+2-60	56,3	80,7	57,2	1,00
60~80	69,6	122,9	79,1	1,14
80-100	123,2	265,0	173,2	1,41
Whole sector	64,5	119,0	76,6	1,19
Triven sector				
0-20	41,9	45,4	55.0	1,31
20-40	93,8	170,2	109,6	1,17
40-60	151,1	255,7	164.7	1.09
60-60	241.7	355.4	228,9	0,95
80-100	746,4	718,3	462.6	0,62
Whole sector	255	317	204	0,80

Douroe: Les, HLR, Rural prearty in Ari Lanks in Prearty and Landlessmess in Rural Asia, Osternaj 110 1977, table 57

Table 2

ATERAGE CONSTRONG EXPENDITURE of GUINTILES, 1963 AND 1973 (Da per two months per spending unit)

Parenatage of spending units	1963	1973 at 1963 priose (2)	Batis of sels, (2): (1)
0+39 20+40 40-40 60-10 80-200	191,3 248,7 334,7 430,4 727,3	263,8 276,4 337,8 440,2 829,2	0,854 1,005 1,009 1,003 1,155
Average	382,6	409.5	1,970

Sources Les, op oit, table G

# "DOBNIAGE OF TOTAL EXPENDITORS ON CONCUMEN COMPOSITIES BY SECTION 1265/70

Extension Constraints	171sa Q 179	200- 299	400- 599	600- 799	800- 999	1 000-	0- 199	200- 399	400- 399	600- 799	800- 999	1 0004	Estate 0= 199	200- 399	400- 599	600- 799	800- 999	1 000+
Post staffs	57,7	53,4	46,1	40,4	37,1	26,9	61,4	13,6	47,2	41,5	34,5	32,1	60,5	59,4	14,3	40,9	38,4	31,9
Elething and Feetwear	4,7	6,3	7,0	0,3	8,2	6,0	5,6	7,7	8,3	9,8	0,6	7,5	10,3	10,8	10,8	11,6	19,4	10,6
Nuch, rates and water sharpes	0.5	8,3	11,3	13,4	14,3	16,8	6,3	6,4	8,0	7,4	10,1	6,9	4,6	4,1	4,2	9,4	12,2	10,8
Puri and light	5,2	3,8	3,3	3,8	2,9	2,4	4,3	3,6	3,0	2,5	2,0	1,7	3,6	3,4	2,8	2,0	3,2	$2_4 +$
lish-total	76,1	71,5	47,7	65,2	61,5	52,1	17,6	71,3	66,5	11,2	55,5	40,2	79,0	77,5	25,1	43,7	73,2	50,7
Consumer durables	0,0	1,7	1,4	2,4	3,4	5,6	1,1	1,7	3,1	4,4	2,9	7,3	0,2	1,4	2,0	3,4	0,0	3,5
Transport and committedions	4,5	4,4	5,6	7,4	9,5	16,3	4,3	5,4	6,6	11,4	18,1	10,0	3,7	4,1	5,3	10,2	9.7	15,6
Sub-total	5,1	6,1	8,0	10,0	12,7	23,9	3,4	7,3	9,7	15,8	22,2	28,1	4,4	5,5	7,3	13,6	9,7	19,1
Diker something	18,8	22,4	24,3	24,0	24,8	24,0	17,0	21,4	23,8	23,0	12,5	23,7	16,6	16,8	19,6	22,5	17,1	22,2
Total	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	500,0	100,0	100,0	100,0

Source: Synth 0 and Nov A, Social accounting for development planning with special reference to Fri Laoba, General ILO, 1977

# AVERAGE EXPENSIONE FER READ FOR TWO MORTED ON EXECATION BY INCOME GROUP AND ERTICH, 1973 (Rg)

	0-50	51-100	101-200	202-400	451-800	901-1009	1001-2000	2011-3008	Over 3000	Averages
Trisso				1.1						
Tabant Barr	1.0		0.07	0.15	0.25	0.93	2.14	1.46	5.24	0.74
School Books			0.96	0.66	3.02	3,56	4.75	3.72	5,58	2.04
Pattion, Rogeling	54									
Fast and Posited Super	3, 33	-	0,16	0.06	0.22	0.82	2,54	1.15	0.04	0.71
Stationary & Soulment	-	-	0,04	0,33	0,20	0,61	1,94	3,33	0,95	0,41
Others	-	-	-	-	0,08	0,0L	-	0,24	-	0,42
Pub-Trital	3.33	-	1,23	0,98	1,19	5,45	10.37	10,21	10,11	3.97
Benk										
School Fors	-		0.03	0.04	0.15	0.45	0.55	1.15	1,06	0.20
School Books	-	-	0,34	0.65	3,39	2.38	3,04	4.35	3,75	3,40
Tultion, Boarding			181	11-DCF	1.2	2201	100	1222	1000	
Fees and Ponket Roney	-		0,04	0,06	0,11	0,60	9,95	6,08	4.25	0,30
Stationery & Spilpent	-	0,01	0,10	0,54	9.33	0.63	1,05	1.73	1,27	0.37
Others	-	9,03	0.04		0,01	0,06	0,01	1.70	0,02	0,04
Eub-Evial	-	0,04	0,51	0.42	3.97	4,04	5,40	14,99	11,15	1.31
Salate										
School From	-	-			0,04	0,04		1,60	135,00	0,40
School Books	-	-		-	0.34	0,81	1.75	0.16	13.75	0,48
Tuillion, Boarding										
Peer and Proket Smay	-	-		0,06	0.15	0,71	0,81	38,52	10,00	0,49
Stationery & Equipment	-	-	-	0.03	0,08	0,28	1,31	0,68	1,25	0,12
Others	-	-	-			0,06	-		-	0.01
Dub-Dvial	-			0,24	0,41	2,10	3.47	44,04	160,00	3.58

Source: Central Bank of Ceylon, Survey of Dri Laska's Consumer Finance 1973, Colombo: Central Bank of Gaylon

PER CAPITA INTACT OF EDUCATION DUBILITIES BY INCOME CHORP, 1973 (Ba)

	0-99	100-199	205-379	400-799	800-999	2300+	Areauge per suplia
Drimery							
Tetal	24.10	30.41	32.49	32.01	29.88	26.52	31.27
tybes.	28.45	31.36	35.08	33-38	29.96	26.46	32.83
Bural	85-38	32-53	33.76	32.96	27.97	27.03	32.32
Estate	13.09	22.46	13.64	23.00	25.66	-	22,42
Incoders							
Total	30.06	10.95	16.79	26.95	27.99	32.63	37.36
Urban	12.24	12.39	17.75	27.30	33-65	28.97	21.67
Runal	10.01	12.45	18.03	27.45	23.94	39.4e	18.02
Estate	3.38	3.09	7.85	14.45	-	-	5.60
Tertiary							
Total	2,68	1,38	3.79	7.35	13.64	16.47	4.02
tirtes.	2.63	2.53	3.99	15.14	15.99	17.26	6.53
Baral	3.04	3.99	4.07	6.95	11.17	14.45	3.95
Estate	-	0.45	1.66	2.27	16.2	5	1.10
20281							
Total	36.92	42.94	53-47	66.31	20.51	76.00	54.75
Orites:	42.72	46.26	56.82	75.82	79.60	72.49	61.03
Roul	39-17	46.28	55.84	66.3#	62.18	03-16	54-27
Estate	36-27	26.00	34-55	39.00	41.91	36.15	27.12

Source: Alattian P J, op uit, table 3.6

Appendix 3411

NATES TORD IN RECORDING THE DESIGN, EXPLORE OF A CORORY WIDES THE RECORD DESIGN CORORY METHOD

Bates	Grades					14					
	-	- 1	- 2		- 2	- 5	7	-	2	10/1	10/2
	0,14	0.12	0.13	0,32	0,09	0,08	0.06	0,06	0,04	0,00	0,28
9	0,62	0,85	0,82	0.02	0,03	0,05	0.47	0,86	0,92	0.65	
4	0,94	0.05	0.05	0,06	0,06	0.07	0,07	0,08	0,04	0,00	0,00

# 9.33 # 9.32

r + repetition rate

p = promotion rate

i = drop out rate

g - graduation rule

The above rates have been compiled on the baris of data made available by the Ministry of Education on eurolasot for 1979, 1979 and 1980 and on repeaters for 1979 and 1980.

Comparisons have been made with rates calculated in the 1977 school census and by the Marga Institute (tables 6.16 and 6.18 in Needs of Children in Svi Lanks, Marga Institute, Cologho 1980).

It is assumed that

1] the rules of repetition, promotion and drop-out remain constant over the uptice period,

2) a pupil may repeat each grade one time giving a theoretical maximum of eleven repetitions,

)) after one repetition 70 % of the repeating students are promoted and 30 % drop out, and

4] there are as new solrests into the system after the first year,

5

6

# TIMING OF THE STUDY

Before the study team commences its work, the Ministry of Education shall, through its own personnel or hired local consultant(s), carry out necessary preparatory activities such as collection and preliminary analysis of documents and statistics, arrangement of necessary meetings, study visits, etc.

To complete the analysis the consultant shall use six weeks of which approximately five shall be spent in Sri Lanka. The study team will conduct its work in Sri Lanka during the month of March 1981. The consultant shall keep the Development Cooperation Office (DCO) in Colombo informed about his/her activities and when requested collaborate with the DCO in carrying out the analysis. Before departing from Sri Lanka the consultant shall draft and present a preliminary report in English to SIDA and the Ministry of Education.

### REPORTING

The consultant shall within two weeks after leaving Colombo present to SIDA the final version of the report in English in one copy. The report shall be in such a format that it can be used directly for printing. The contents of the report need not be endorsed by SIDA or the Ninistry of Education but may be seen as the consultant's independent contribution to an on-going discussion.

-4-

The Education Division at SIDA initiates and implements a large number of studies regarding education and training, especially in SIDA's program countries.

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TRYCK: SIDA-Tryck september 1982