School

A school is an educational institution designed to provide learning spaces and learning environments for the teaching of students under the direction of teachers. Most countries have systems of formal education, which is sometimes compulsory. In these systems, students' progress through a series of schools. Schools typically have a curriculum that covers a range of subjects, such as mathematics, science, English, and history. Students are typically grouped by age or ability level, and they are taught by teachers who are experts in their respective subjects. In addition to providing academic instruction, schools also play an important role in socializing children and adolescents. They teach students how to interact with others, how to follow rules, and how to work together. Schools also provide students with opportunities to participate in extracurricular activities, such as sports, clubs, and music. Schools are an essential part of society. They help to prepare children and adolescents for the future, and they play a vital role in the development of a country's economy and culture.

SriLankan Schools

Sri Lankan schools are educational institutions in Sri Lanka. They are responsible for providing education to students of all ages, from preschool to university level. The Sri Lankan school system is divided into three main levels: primary, secondary, and tertiary. Primary education in Sri Lanka is compulsory and lasts for five years. Students are taught basic subjects such as mathematics, science, English, and Sinhala or Tamil. Secondary education is also compulsory and lasts for seven years. Students are taught more advanced subjects such as history, geography, and economics. Tertiary education is not compulsory and is offered at universities and other higher education institutions. Students can study a wide range of subjects at the tertiary level, including medicine, engineering, and law. The Sri Lankan school system is facing several challenges, including overcrowding, a lack of resources, and poor teacher training. However, the government is working to improve the quality of education in Sri Lanka. In recent years, the government has invested in new schools and has increased teacher salaries. The government is also working to improve the curriculum and to provide more opportunities for students to participate in extracurricular activities.

why schools may not be as successful as they used to be

There are several reasons why schools may not be as successful as they used to be. Some of these reasons include: The curriculum is outdated. The curriculum in many schools is still based on the industrial age, when students were expected to learn a set of specific skills to get a job. However, the world of work has changed dramatically since then, and students now need to be able to think critically, solve problems, and communicate effectively. The teaching methods are ineffective. Many teachers still use traditional teaching methods, such as lectures and textbooks. However, these methods are not effective for all students, and they can be boring and disengaging. The schools are not adequately funded. Schools in many countries are not adequately funded, which means that they do not have the resources they need to provide a high-quality education. This can lead to overcrowded classrooms, lack of access to technology, and shortages of qualified teachers. The students are not motivated. Many students are not motivated to learn in school. This can be due to a few factors, such as poverty, family problems, or lack of interest in the material.

There are a number of reasons why Sri Lankan schools are not changing as quickly as they could be. Some of these reasons include: Lack of resources. The Sri Lankan government does not have enough money to invest in education. This means that schools often lack the resources they need to provide a high-quality education. Lack of teacher training. Many teachers in Sri Lanka are not properly trained. This means that they are not able to teach effectively. Traditional attitudes. Many people in Sri Lanka believe that schools should be traditional. This means that they are resistant to change. Bureaucracy. The Sri Lankan education system is very bureaucratic. This makes it difficult to make changes. Despite these challenges, there are a number of people who are working to change Sri Lankan schools. These people are working to improve the curriculum, to train teachers, and to make schools more accessible to all students.

There are a number of reasons why Sri Lankan schools might be faking rules and showing off. Some of these reasons include: Competition. There is a lot of competition between Sri Lankan schools. Schools want to be seen as the best, and they will do whatever it takes to get there. This can lead to schools faking ruleset and showing off to make themselves look better than other schools. Parental pressure. Parents in Sri Lanka often put a lot of pressure on their children to succeed. They want their children to get into the best schools and to get the best grades. This pressure can lead to students feeling like they need to fake rules and show off in order to please their parents. The culture. Sri Lankan culture is very competitive. People are always trying to outdo each other. This can lead to schools and students feeling like they need to fake rules and show off in order to be successful. It is important to note that not all Sri Lankan schools are faking rules and showing off. There are many schools that are committed to providing a high-quality education. However, the problem of faking rules and showing off is real, and it is something that needs to be addressed. Here are some of the things that can be done to address the problem of faking rules and showing off in Sri Lankan schools: Education. Parents and students need to be educated about the dangers of faking rules and showing off. They need to understand that it is not a healthy way to achieve success. Support. Students need support from their parents, teachers, and peers. They need to feel like they are accepted for who they are, and they do not need to fake rules or show off in order to be successful. Change. The culture of competition in Sri Lanka needs to change. People need to learn to be more supportive of each other, and they need to focus on the importance of hard work and dedication, rather than on winning at all costs. It is important to remember that change takes time. However, by working together, we can create a culture were faking rules and showing off are no longer the norm.

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| Sri Lanka stands as an island amidst the “anti-education societies” of the Third World. Its literacy rate is over 93 per cent with females not lagging behind at 87 per cent. The education index is 0.84; combined gross enrolment for primary and secondary education stands at 92 per cent (HDR, 2001). Thus, the education statistics of Sri Lanka are the envy of even the most developed countries. But, does this mean all is well with the Sri Lankan education system? Education, in fact, is afflicted with certain grave problems that require immediate attention.      The state of higher education is the most worrying. The existence of ‘unsatisfied social demand’ for university education remains an important issue. Tertiary enrolment ratio is only 6 per cent and a mere 2 per cent of the student community remains full-time students. There are only 13 universities with the capacity to admit around 13,000 students each year as against 75,000 qualified aspirants. As a result, there is tremendous pressure for university admissions.      At the same time, the employability of passing out graduates is another problem. Recent studies show the relationship between the level of education and employment is an inverted-U. In other words, the university educated remain unemployed or underemployed for longer periods. This is due to the limitations in the capacity of tertiary education to respond to the changing employment markets, both local and international. The monopoly over higher education by the state, and its provision in local languages has resulted in the mismatch of the education system with world realities. Increasingly globalized and private sector markets want individuals with strong interpersonal, English language, and transferable skills, apart from specialized expertise in some discipline. The Sri Lankan universities do not inculcate such skills in their graduates.      Though the Kannangara Report of 1943, which laid the foundations for a national system of education advocating English as a second language, its implementation failed for two main reasons. Firstly, guided by electoral considerations, the politicians associated English with “social elitism”, and hatred was created against English among the rural community. With the enactment of the “Sinhala Only” Act in 1956, nationalization of schools and adoption of Swabhasa in universities in 1960, English was sidelined. Secondly, this caused the problem of lack of quality and committed English teachers. The absence of a formal recruitment system of English teachers has given way to exploitation of the system by political leaders by appointing their own supporters as English teachers. Thus, English teachers are dominated by less qualified ‘English Assistants’. Apart from being the language of information technology, banking and financial transactions, foreign trade and travel, English is the only common medium between various ethnic groups in the island. Lack of a common medium has already created a communication gap between the majority and minority communities in the country.      The next major problem is the ‘free education’ policy. Every Sri Lankan can obtain education free of cost from primary to university level. The rationale behind the subsidized education system was equity. Free education has undoubtedly enabled high literacy rates, gender parity in education and the impressive statistics mentioned earlier. But, the children of more affluent families seem to derive larger benefits from the system than those from humble backgrounds. Poor students face problems in meeting the “hidden costs” like sports, uniforms, stationery and commuting. The only alternative left to them is to drop out. A recent survey shows 20 per cent among the poor drop out by grade five. The ‘equity-driven model’ has also resulted in bureaucratization, politicization and stagnation of the education system. There is neither accountability nor academic freedom in this model as education is centralized, owned and controlled by the state.      Disparity between geographical regions in education is yet another problem. The Presidential Commission on Youth Unrest (1993) highlights “unfair distribution of schooling facilities between urban and rural sectors” as the main cause for the unrest during 1987-89. The schools in rural areas remain understaffed, as qualified teachers prefer to work in urban sectors. School infrastructure in backward areas is conspicuously poor. Though students in the backward districts are given preference in university admissions, this is generally manipulated. Students of forward areas get themselves admitted to schools in backward areas only to sit for the Advanced Level (A/L) exams by producing fake residential certificates. This has resulted in deprivation of university education to students from the backward areas.      Despite these problems Sri Lanka does not seem to have any long-term National Education Policy. The National Education Commission (NEC) was set up in 1991 to formulate a clear national education policy. But, it did nothing substantial except for submitting an ‘initial report’ in 1992, and a two-part report in 1995. These documents failed to evoke public interest and discussion. Even the detailed “Reforms in General Education” released by the NEC in 1997 and the much hyped “General Education Reforms-1997” Report by the Presidential Task Force on Education in 1998 failed to give a thrust to evolving a long-term and sustained policy on education. [N Manoharan](http://www.ipcs.org/people_select.php?member_id=225) 25 Jun, 2002  http://www.ipcs.org/focusthemsel.php?articleNo=766 |

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| This is a long overdue article that sheds a grim truth in to our education system. There were many reasons that prompted me to write this story, a relative who was unable to fund a [**International school** **education**](https://www.colombotelegraph.com/?s=International+school) for her child was pleading to find a local school, her child was refused entry by many Colombo schools despite maintaining the right distance to the school. These slots are most likely filled by political connections, fake addresses or high donation fees. The social media is full of stories of political appointments to the government schools. One may ask, "Are they new stories? Or are these stories trying to tell us the trajectory of a broken system, years of broken political legacies. Every Sri Lankan knows hundreds of such stories and behind them are the usual suspects-a political influencer, an educator and a desperate parent.  Sri Lanka has the highest literacy rate in South Asia, yet, it is unable to develop the fundamentals to create a sustainable and a progressive education system. Furthermore, Sri Lanka is also unable to retain the best brains the brain drain is a huge issue for its development and growth. With thousands of unregulated international schools across the country parents are forced to send their children for the simple reason that the political establishments are only interested in short term policies and the inability to think for the future and create a future ready society. International schools were initially created to cater to the children of expatriates but it seems now the growing needs of local students is what is driving these schools. I remember in the early 80’s foreign students were placed in our local schools.  The fundamental issues in the Sri Lankan public education system can be sited as; access to quality education, dearth of trained teachers across the country (trained teachers are usually provided mostly to the elite schools), lack of government funding for education, no future focus, serving their own political interest, and an unregulated education system.  On the other hand, Singapore’s Education System is Considered the best in the world by the Organization for Economic Co-operation and Development (OECD AND PISA ranking) in Math and science. Singapore students are three years ahead of its American peers.  The National University of Singapore and the Nanyang Technological University are rated as two of the best universities in Asia. None of this was achieved over night but by a gradual change over the years. Meritocracy and education work hand in hand in Singapore.  During the initial years of self- government, a five-year plan was set up to boost education standards with the introduction of three main features: the main feature being Equal Treatment for the four streams of education (Malay, Chinese, Tamil and English)  After the first year of Independence in 1965, the government allocated 59% of its annual budget for education. There was a rapid construction of schools, class room desks, and chairs were designed to provide comfort and long-term usage. By the mid 70’s there was a severe shortage of Engineers, Management personnel, and Technicians; this is when the open- door policy was implemented. The government then accelerating the development of education in science and technology. By the end of 1970 Singapore was leading in Social and Economic development ahead of most developing countries. In 1979 education was revamped again to reduce education wastage. This system provided 3 streams in primary and secondary school to allow progress at a more suited pace. By 1980 this system saw more changes in Bilingualism, Moral education, Civic science, mathematics and technical education. Regular student assessments were carried out by the Ministry of Education Research and Testing division. Schools were given greater autonomy. Teacher shortages were tackled by greater training programs and increased salaries. In 1990, the education system was revamped again from efficiency driven to ability driven schools under the “Thinking Schools, Learning Nation”. Ability driven education believed that every child has some talent or ability. Schools were strongly encouraged to take ownership of their curriculum and activities to identify talents and abilities. This includes gifted education, Music, Art, PE and leadership. All these changes were fully funded by the government (*World Bank Report*).  In 2004 Education Ministry launched “Teach Less Learn More”, it called on the educators to teach better, engage and prepare students for life instead of only exams. The most sought-after Singapore Sports School and the Singapore School of The Arts were launched during this period. In 2010 and beyond, “Every School a good School was launched”. This was initiated by the ministry to scrap the Banding of the schools. The education system is not without its flaws to reduce exam stress and build a more forward-thinking generation banding was been re considered. The Government launched its newest initiative “Life Beyond Grades” recently. Under this initiative sweeping changes are being made to the education system. No more waited tests and exams for primary 1 and 2. No mid-year exams for primary 3 and 5 pupils. Classes will no longer be segregated as high progress and low progress. Kindergarten kids will get priority in Co-located primary schools, these are a few of many measures under the new changes.  None of this is possible without the political will, strong leadership and long-term planning.  Singapore’s education system is constantly evolving and changing in line with its economic growth and future demands.  To quote Niche Alchin, Principal, United World College of South East Asia, “If it isn't broke make it even better”, As a tiny country with very few natural resources, the talent and capabilities of Singaporeans has been the bedrock of the country’s success, and so education has always been and remains a top priority (*N Alchin*).  Reference:  *World Bank.org*  *World Economic Forum*  *nickalchinuwcsea.blogspot.com*  *\***Shyamalee Mahibalan was a freelance Sri Lankan journalist. She won the Subramanian Chettiar Social Development reporter, merit award in 2007 for her stories about women and Juvenile prisoners. She now lives in Singapore and writes mainly academic essays.*  **Shyamalee Mahibalan**  **https://www.colombotelegraph.com/index.php/some-lessons-to-fix-sri-lankas-broken-public-education-system/** |

The main reason why Sri Lankan schools need to use new technology is because it can help students learn more effectively. Technology can provide students with access to a wider range of resources, allow them to collaborate with each other more easily, and make learning more interactive and engaging. There are a number of reasons why Sri Lankan schools are not using new technology as much as they could. One reason is that the cost of technology can be prohibitive for many schools. Another reason is that teachers may not be trained in how to use technology effectively in the classroom. Finally, some schools may simply not have the infrastructure in place to support the use of technology, such as reliable internet access. Despite these challenges, there are a number of Sri Lankan schools that are using new technology to great effect. These schools are seeing improvements in student learning, engagement, and motivation. As the cost of technology continues to fall and teachers become more familiar with how to use it, it is likely that we will see even more Sri Lankan schools embracing new technology in the years to come. Here are some of the benefits of using new technology in Sri Lankan schools: Improved student learning: Technology can help students learn more effectively by providing them with access to a wider range of resources, allowing them to collaborate with each other more easily, and making learning more interactive and engaging. Increased student engagement: Technology can help to increase student engagement by making learning more interactive and fun. This can lead to improved student motivation and achievement. Reduced costs: Technology can help to reduce costs by eliminating the need for textbooks and other traditional learning materials. It can also help to improve efficiency by automating tasks such as grading and record-keeping. Improved access to education: Technology can help to improve access to education by making it possible for students to learn from anywhere in the world. This is especially beneficial for students in rural areas or those who cannot attend traditional schools due to work or other commitments. Here are some of the challenges of using new technology in Sri Lankan schools: Cost: The cost of technology can be prohibitive for many schools. Lack of training: Teachers may not be trained in how to use technology effectively in the classroom. Infrastructure: Some schools may not have the infrastructure in place to support the use of technology, such as reliable internet access. Lack of support: Schools may not have the support they need from the government or other organizations to implement technology effectively. Despite these challenges, there are a number of things that can be done to overcome them. Schools can work to reduce the cost of technology by purchasing used equipment or partnering with organizations that can provide them with free or discounted technology. They can also provide teachers with training on how to use technology effectively in the classroom. Finally, they can work to improve their infrastructure by investing in reliable internet access and other necessary technology. By overcoming these challenges, Sri Lankan schools can reap the many benefits of using new technology. This will help to improve student learning, engagement, and motivation. It will also help to reduce costs and improve access to education.