

DE LA SALLE COLLEGE & EDUCATION IN SRI LANKA

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Introduction

The Sri Lankan education system has been remarkably successful in providing widespread access to primary and secondary education that has enabled the country to attain higher level of human development in comparison to countries with similar socio-economic development. This achievement is the consequence of the early establishment of the formal education system as well as the visionary policies adopted in the 1930s and 40s by the Sri Lankan policy makers who thought ahead of their time. Sri Lanka legally introduced compulsory free education as far back as 1939 and was able to achieve more than 90% primary school enrolment rate in the 1970s before the international community declared 'education for all' in the Jomtien Conference in 1990.

The following indicators show the quantitative attainments of the Sri Lankan education system in spite of the poor economic performance of the country for the last many decades:

Number of schools	9727
Number of students	3.9 million (girls 50% ;boys 50%)
Number of teachers	187,339 (Men 31%; women 69%)
Teachers professionally qualified	95%
Primary enrolment	96% (boys 94.7% ; girls 96.5 %)
Junior secondary enrolment	95% (boys 93.5 % ; girls 96.4%)
Retention at the end of primary	98%
Retention at the end of junior secondary	85%
Drop outs at the end of Gr 11	50%

However it must be mentioned here the achievements of the Sri Lankan education system is mostly on the quantitative side. The quality of education needs to be improved in this country. For example the results in public examinations (GCE O/L 47% ; GCE A/L 50) is not at an acceptable level, and participation in tertiary level education is quite low (University enrolment 3%, tertiary level enrolment 11%). Recently Sri Lankan government has taken variety of measures to bring qualitative

improvement in the system with significant international donor funding particularly of the World Bank and Asian Development Bank.

Sri Lankan Education: A Historical perspective

The history of education in Sri Lanka is generally divided into four periods as follows:

Ancient Period - (543 BC - 1500 AD)
Portuguese and Dutch Periods - (1500 - 1658 AD)
The British Period - (1796 - 1948 AD)
Period After Independence - 1948 - to date)

Ancient Period (543 BC - 1500 AD)

As the early history of Sri Lanka reveals close affinity and cultural contact with North India it can safely be assumed that the concepts prevailing in India from Vedic times must have had their impact on Sri Lanka.

The Chronicles, Mahawamsa and Dipawansa deal with the history of Sri Lanka from the arrival of Vijaya and his followers in the sixth century BC. The history before the time of king Devanampiyatissa (250 - 210 BC) is so much intertwined with myth and legend that it is not easy to sift the facts from the legendary embellishments. From the very beginning, since the arrival of Vijaya and his followers about the year 543 BC, the Brahmins enjoyed a prominent status in Sri Lanka. The descendants of the royal family received their education under the Brahmins, in their homes ('Gurukula' or 'Gurugedara').

Period from 200 BC - 1500 AD:

With the introduction of Buddhism to Sri Lanka by Mahinda, during the reign of King Devanampiya Tissa 236 years after the passing away of the Buddha, a firm foundation was laid for Buddhist Civilization and for a Buddhist Education System. *Pirivenas* or monastic colleges primarily intended for the education of clergy also had lay students.

The first such institution which helped the continuation of the study of languages and Buddhism for many centuries was set up at the Mahavihara in Anuradhapura. This paved the way for the discontinuation of the "Gurugedara" or "Gurukula" system (home of the teacher) and for the establishment of a system of Buddhist Education Institutions. King Vattagamini (103 BC) extended his patronage to another monastic college, the Abhayagirivihara at Anuradhapura, which broke away from the earlier establishment and in the course of time became their rival. The Teachers of Abhayagirivihara often differed from those of the Mahavihara in the interpretation of the Dhamma. During the reign of King Mahasen, Jethavanarama monastery was founded, where the curriculum was not confined only to religion, but also other languages, history of many

countries, Vedic and Post - Vedic literature, medicine, astronomy, poetry, architecture etc.

During the Polonnaruwa period (1073 - 1215 AD) more pirivenas were started and the curriculum included Sinhala and other languages, art, etc. Non formal education provided an education of a very high standard in subjects like weaving, metal work, gold and silver work, clay pottery, tailoring, architecture, town planning, construction of irrigation systems, art and painting, literature etc. This trend continued during the Dambadeniya period too. Unfortunately the knowledge in technology has not been committed to writing and is lost to the future generations.

Portuguese Period - (1505 - 1658 AD)

When the Portuguese invaded Sri Lanka in 1505, the country was ruled by the Kings of Kotte, Kandy, and Jaffna. Even though they first appeared as merchants later they ruled the maritime provinces of Sri Lanka for about 160 years. The Portuguese introduced an education system in the provinces under them and started many schools. There is evidence to show that Jaffna had 25 schools and in Kotte there were 56 schools.

The curriculum consisted of Catholic religion, reading, writing, arithmetic and languages like Portuguese, Arabic, Greek and Latin. The teachers were mostly Catholic Priests.

The Dutch Period: (1658 - 1796 AD)

The Dutch conquered maritime provinces of Sri Lanka and the Provinces that were under the Portuguese and continued the education of children to gain confidence of the people.

In addition to the schools already in existence they set up a '**Normal School**' to train teachers in Colombo. The medium of instruction was mainly Sinhala and Tamil. The teachers consisted of Christian Priests, teachers of Catechism and even soldiers.

Under the Portuguese System of schools, girls were given an elementary education in parish schools but were denied entry into the secondary schools and seminaries, which provided higher education.

Under the Dutch however, with their system of free compulsory education, large numbers of girls began to attend school, but parents showed great reluctance to keep their daughters in schools after their eighth year.

The British Period: (1796 - 1948)

The British had their influence in the maritime provinces since 1796, long before they conquered the Kandyan Kingdom. Governors like Robert

Brownrigg (1812) paid more attention to education and conversion of local people to Christianity.

As many different organizations were involved in the field of education during this period there was no proper supervision or administration. Colebrook Commission that was in Sri Lanka put forward the following recommendations for the reorganization of the Education System in the country (1831):

- A commission to manage education should be appointed
- English should be the medium of instruction in all the schools
- A college should be started for English Education
- English educated youths should be given government jobs

The implementation of these recommendations brought about a remarkable change in the education system of the country. In 1841 the School Commission was replaced by The Central School Commission with the Asst Secretary of State as the Chairman and Chief Inspector of Schools as the secretary. A system of primary schools, Bilingual Schools and Vernacular schools was started. Central Schools and Girls Schools were started in the main towns like Colombo, Galle and Kandy. The Colombo Academy was upgraded.

The Department of Public Instruction was started in 1869, and the administration, payments, supplies, curriculum and examinations, supervision and opening or closing of schools came under this Department. The Missionary schools came under the supervision of the Department and the curriculum began to be secularized. Further the system of grants in aid made it incumbent upon the government to exercise some control over all such assisted schools

During the last quarter of the 19th Century the following Institutions were started by the government:

Medical College -1870

Law College - 1895

School of Agriculture -1884

Technical College - 1893 in Colombo.

University College - 1921

Thus by the beginning of the 20th Century the opportunities for education in Sri Lanka were numerous with Government schools, Missionary schools, Buddhist schools, Hindu schools and Muslim schools.

- In 1921 , the total population was - 4, 504,549
 - Number of children attending School - 404,430
 - Percentage of children attending school - 09%
- Literacy rate – 39.95

Development of Education during the State Council Era- 1931 - 1947.

With the adoption of the recommendations of the Donoughmore Commission in 1931, the Legislative Council made way for the State Council with its members elected by the people and with Executive Committees and Ministers. Dr. C.W.W.Kannangara was the first Chairman of the Executive Committee for Education and the country's first Minister of Education..

In 1942 a Special Committee was appointed with Dr. C.W.W.Kannangara as the Chairman, to report on the status of education in the country and its Report was published in 1943. Amongst other matters the Special Committee made certain recommendations of lasting educational value to the nation.:

- i. Education should be free from the Kindergarten to the University.
- ii. Mother tongue should be used as the medium of instruction in the Primary Schools.
- iii. English shall be taught in all schools from standard III.
- iv. A curriculum for the child which would develop its "head, heart and hands" should be introduced.

Dr. Kannangara as the Minister of Education was responsible for implementing the recommendations of the Special Committee and introduced many reforms.

Beginning in 1941, 53 Central schools were established, with the best available teachers and facilities providing an education equaling that of the best fee-levying schools. As from 1943, an annual scholarship programme was initiated entitling 20 best performers at the scholarship examination to free board and lodging in the Central School hostels. A noteworthy feature was that girls were able to compete for places in the Central Schools and were eligible for free board and lodging in the hostels for girls.

Period after Independence (1948 - todate)

Since independence in 1948 the Government has given highest priority to education. Within a period of less than 40 years the number of schools in Sri Lanka increased by over 50% , the number of students increased more than 300% and the number of teachers increased by more than 400% . The literacy rate has grown correspondingly and by mid 1980s over 90% of the population was literate.

In 1958 two new institutions for higher education, Vidyodaya University and Vidyalkankara University were started and paved the way for a large number of students who wanted to pursue higher education in the National Languages to obtain degrees.

As a result of the implementation of the recommendations of the Committee appointed by the Government to inquire into Buddhist

Education, Assisted Schools and Training Colleges (Special Provisions) Act was passed in Parliament in 1960 and 2750 Assisted schools were taken over by the Government; 55 schools opted to remain as unaided private schools.

The Government appointed a National Education Commission in 1961 with Professor J E Jayasuriya as the Chairman. This Committee recommended a system of school Zones with Junior Schools and Senior Schools. The White Paper for General and Technical Education Reforms, of 1966 also emphasized on the establishment of Vocational Training Institutes, Junior Technical Colleges, Senior Technical Colleges, Schools for Arts and Crafts and Institutions for Aesthetic Studies. Even though these recommendations were implemented to a certain extent, they were abandoned later due to change of Governments.

After the nationalization of assisted schools and Training Colleges, the work load of the Department increased to such an extent, that a decentralization plan had to be executed. Therefore from the 1st October 1961 ten Regional Education Departments under Directors of Education and thirteen District Education Offices under Chief Education Officers, were started. The Science and Technical Education Branch , English Unit and the Curriculum Development Centre were functioning so well and attracted the attention of foreign agencies such as UNESCO, UNDP, UNICEF, British Council and SIDA. They provided funds for training programmes of staff and teachers and for equipment and materials.

The expansion in education however did not match the world of work. Therefore the government that came in to power in 1970, implemented certain reforms included curricular reforms in the education system in 1972.

In 1979, three committees were appointed by the new government to report on the existing system of education:

1. Committee on General Education - Chairman- Bogoda Premaratne
2. Committee on Technical Education - Chairman - S.Gnanalingam
3. Committee on National Apprentice Training - Chairman - H D Sugathapala

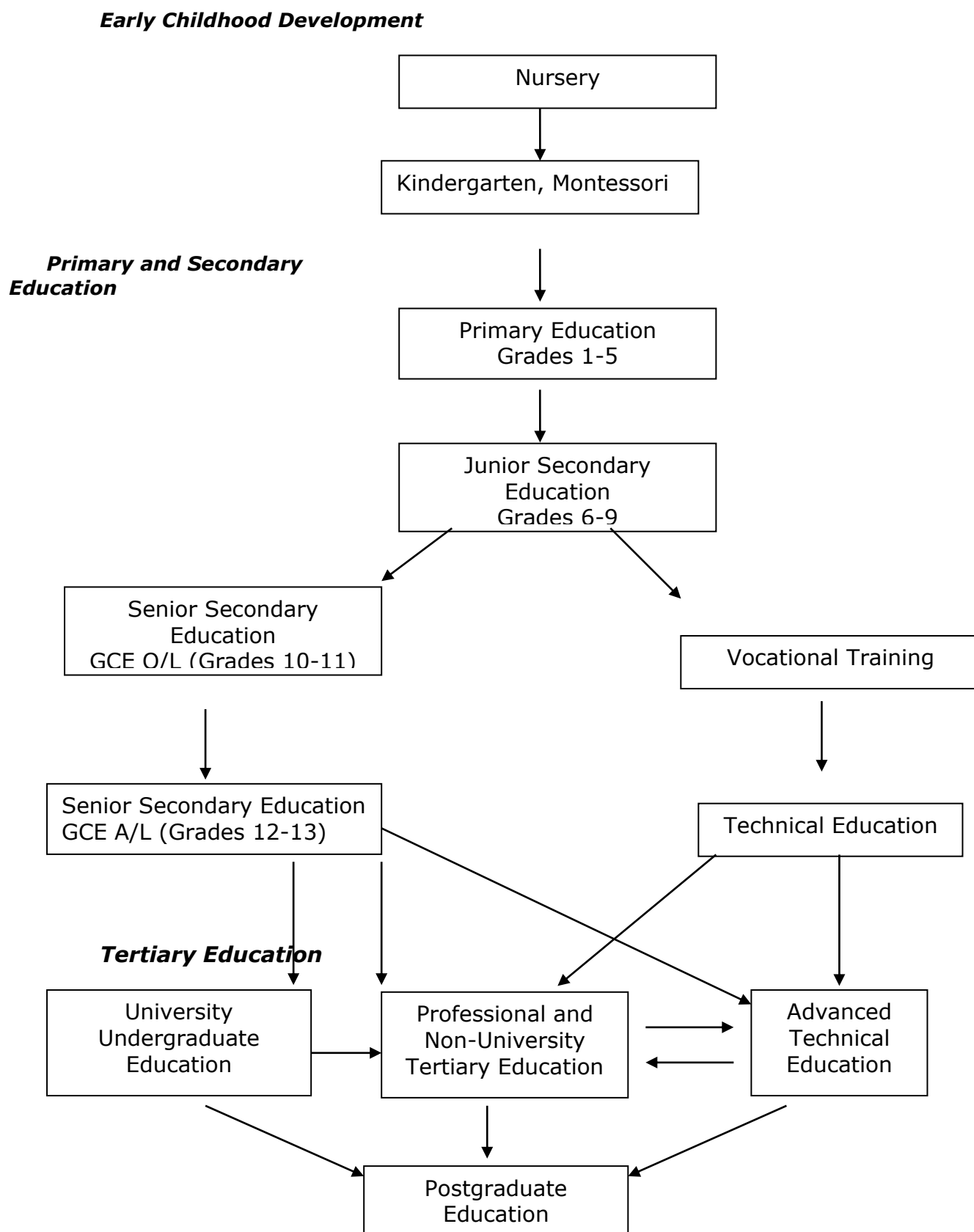
The White Paper on Education of 1981, consists of reforms on education recommended by the above three committees.

National Institute of Education (NIE) was set up by Act No. 28 of 1985 at Maharagama .17 National Colleges of Education have been established to give pre service training to all teachers to be recruited. Continuing education will be provided through a network of 100 Teachers Centres.

Present Education System

The following diagram shows the present education and training system:

Figure : 1 Organizational Structure of the Sri Lankan Education System



Though Nursery and pre-school education is included in the above diagram they are not part of the education system but the responsibility of the community for which the state will give support and cooperation for the establishment of pre-schools, developing curriculum as well as training of teachers. The state policy on pre-school categorically state that the provision of pre-school education is the responsibility of the community.

The school education system consists of the following levels:

- Primary Level- 5 years - Grades 1-5
- Junior Secondary Level - 4 years - Grades 6-9
- Senior Secondary Level - 2 years - Grades 10-11
- Collegiate Level - 2 years - Grades 12-13

School Type:

Schools are classified into 4 types:

- Type IAB school with classes up to grade 13 including A' Level Science Stream;
- Type IC school with classes up to grade 13 but without A' Level science stream;
- Type 2 school with classes up to grade 11 and
- Type 3 school with classes up to grade 5.

Apart from the above categorization there are National schools and *Navodaya* Schools in the country. In 2005 there were 9,829 government schools, 561 *Pirivenas* and 66 Private schools (Registered before 1960) in Sri Lanka. The government schools consist of 320 National schools managed by the MOE and 9,509 Provincial schools, managed by the Provincial Councils.

In addition to the Government Schools there are 33 non-fee-levying Assisted Private Schools and 33 fee levying autonomous Private Schools. There is another category of English Medium International Schools approved and registered by the Board of Investments Sri Lanka. The number of international schools which are not controlled by the MOE has increased recently in urban areas.

National Examinations

Sri Lankan education system is characterized by 3 National Examinations conducted by the Department of Examinations:

- Grade 5 Scholarship Examination,
- General Certificate of Education (Ordinary Level) examination, and

- General Certificate of Education (Advanced Level) examination.

Decentralized Administration of Education

The prevailing education management structure in Sri Lanka came into effect since the establishment of the Provincial Council System in 1987. This devolved administrative system, brought greater autonomy and participation of local administrative bodies in education decision making process. The present decentralized management organization structure comprises five inter-linked layers:

- The Ministry of Education (MOE) as the Line Ministry.
- The Provincial Ministries / Departments of Education (PME / PDE)
- The Zonal Education Offices (ZEO)
- The Divisional Education Offices (DEO)
- Schools (Provincial and National)

In addition to the Cabinet level Ministry there is also a non-cabinet Ministry for Higher Education and one for Education Supplies.

Functions of the Ministry of Education

The Central Ministry of Education has exclusively reserved the authority in the exercise of the following legislative and executive powers:

- Formulate and ensure the implementation of National Policy on Education; identify objectives and prepare plans in respect of school education system; financial resources for education from the consolidated fund and other sources;
- Formulate and ensure the implementation of National Policy in regard to the management of schools, particularly on school admissions; public examinations, certification and promotions ; school curriculum and teaching; standards for staffing, recruitment, transfer, promotions and salaries of educational personnel; opening ,amalgamation restricting and closure of schools; supervision of schools.
- Manage National Schools and other specified schools and control the functioning of private schools.
- Implement programmes for developing school curriculum, training of teachers and education managers, research and setting standards of education as specified in NIE act No. 28 of 1985 and the Colleges of Education Act No. 30 of 1986.
- Issue directives and orders for ensuring conformity with National Policy and assume direct control of education areas.

- Function as an appellate, to review and co-ordinate policy implementation at national, provincial and school levels.
- Exercise other powers relevant to education as specified in the Constitution of Sri Lanka.

Organizational Structure of the Ministry of Education

Provincial Education Administration

In the regional levels the following structures are available:

Provincial Ministries of Education
Provincial Departments of Education
Zonal Education Offices
Divisional Education Offices

Provincial Ministries of Education

Under the Provincial Ministry of Education and its Secretary, the Provincial Department of Education is in charge of the provincial education administrative system.

The Provincial Department of Education:

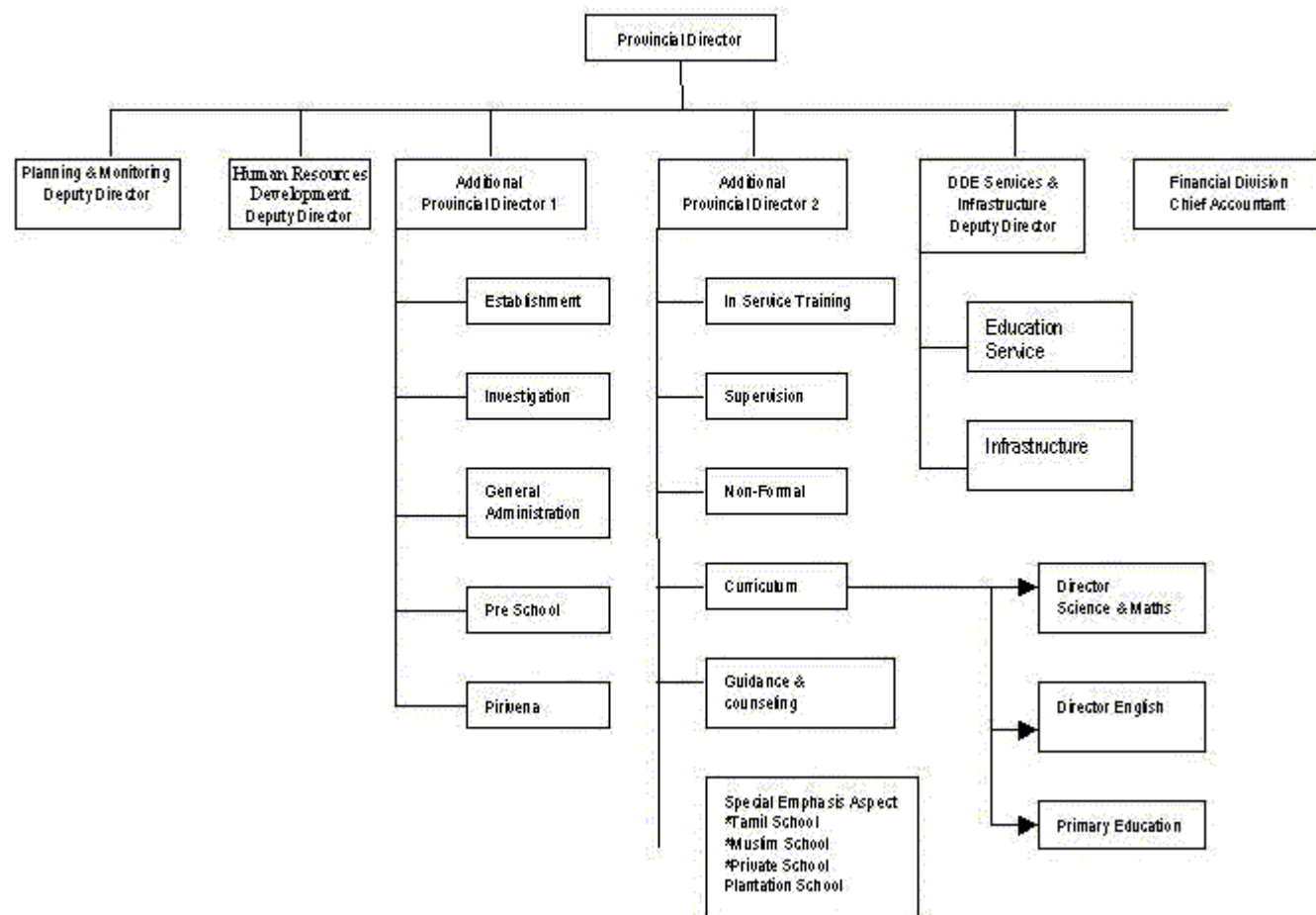
The Provincial Department of Education, headed by the Provincial Director of Education, is responsible for the management and administration of all education programmes of the province. He has dual responsibilities both to the MOE and the Provincial Ministry of Education. There are eight Provincial Departments of Education in the nine provinces of the country, as Northern and Eastern provinces have been amalgamated.

Financial resources are allocated to each Provincial Department of Education from the Provincial Council through its Minister of Education. The main functions of the Department include planning and budgeting of education in the province; general administration of zonal and divisional offices; education development of schools through zonal and divisional offices.

The following diagram shows the organizational structure of a Provincial Department of Education:

Figure 2 : Structure of a Provincial Department of Education.

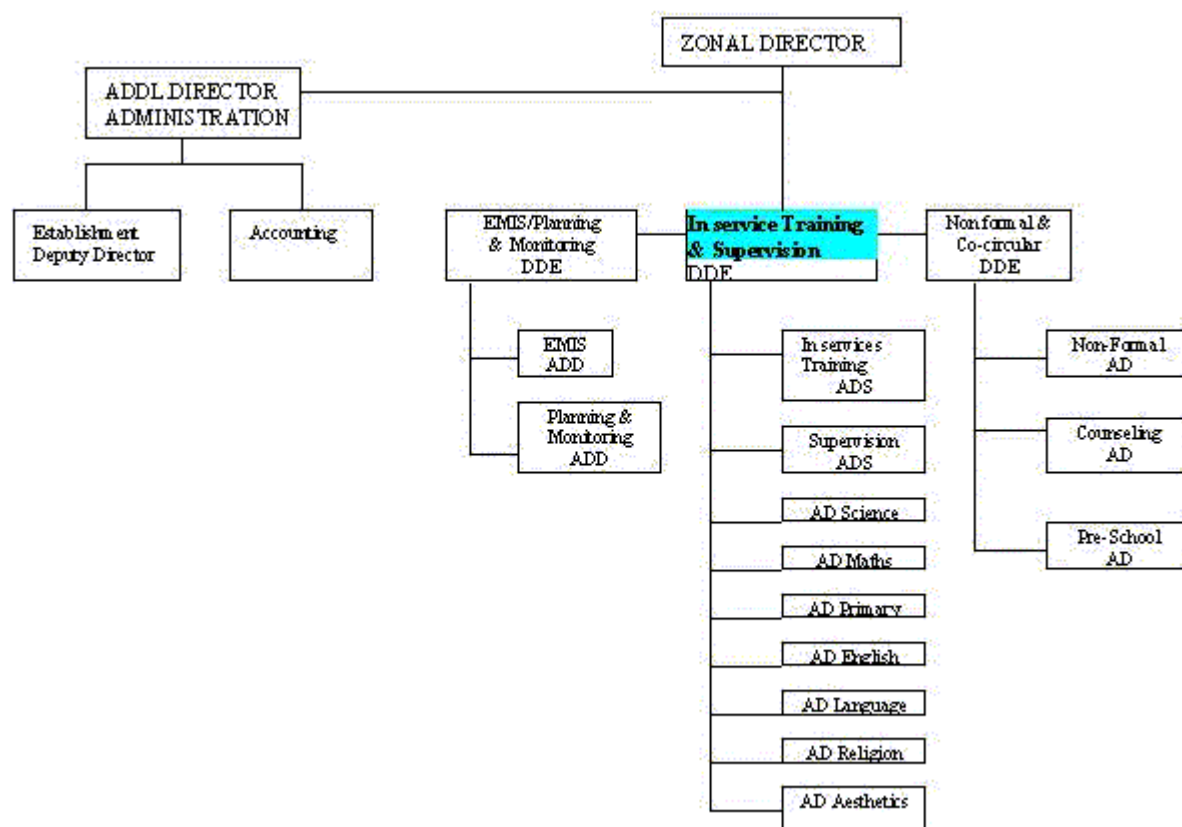
Structure of a Provincial Department of Education



Zonal Education Office:

The Zonal Education Office, headed by a Zonal Director, is responsible for administrative work of the schools and teachers in the Zone as well as quality improvement of teaching and learning in schools. For quality improvement in education the Zonal office has subject specialists in different subject areas who are responsible for supervision and improvement of quality of teaching.

Figure 3: Structure of a Zonal Education Office.



Divisional Education Office:

The Divisional Education Office is headed by a Divisional Director and the staff consists of three other assistant directors and In-service Advisors. The functions of the Divisional Office are: general supervision of schools, collecting information and data from schools, distribution of text books and other equipment and materials to schools and assisting school supervision.

In-Service Advisors (ISA):

In 2002 there were 2400 In-Service Advisors for different subject areas, attached to Divisional Education Offices. Their role is to train teachers to teach the new curricula introduced by the NIE, through seminars and to observe the teaching learning process in classrooms, and advise the teachers on how to improve their teaching.

National Education Commission (NEC)

Though Sri Lanka has creditable achievements in aspects of education, the country is faced with problems of unemployment, youth unrest, violence, ethnic conflicts and poverty. Therefore reform and restructuring the education system was identified as an urgent priority. The National Education Commission (NEC) appointed in 1991, after studying the memoranda received from professional associations, trade unions, university community, teachers, political parties and the general public submitted their recommendations in 1997. A programme for the implementation of the reforms began in 1997. The primary goals of the proposals were:

1. To provide a system of education that would equip students with the necessary knowledge, skills and attitudes, to empower them and make them employable and productive citizens of Sri Lanka.
2. Create a generation of young people with correct values compassion and care towards fellow citizens and who will be able to live with tolerance towards one another.

The reform proposals were based on two main policy initiatives:

- Improvement in the quality of education
- Providing Education for all

Recommendations of the NEC implemented by the Ministry of Education:

Improvement in the quality of education covering the whole span of general education from early childhood to Collegiate level

Early childhood care and development:

Early childhood years refer to the first five years of the life of a child. This period has received inadequate attention. It is proposed to set up awareness programmes for parents to bring up children in a healthy and stimulating environment, provide day care centres and pre-schools. A Child Study Centre has been set up at the open University.

Primary stage of Education:

The first five years of schooling comprising the primary stage of education are divided into three stages:

- Stage I : Grades 1 and 2) The main learning mode will be Guided play with secondary emphasis on Active learning and a minimum of Desk work.
- Stage II : (Grades 3 and 4) Equal importance will be given to all three modes of learning - Activity, desk work and play.
- Stage III : (Grade 5) Greater emphasis on desk work.

The new integrated primary curriculum will consist of four main subjects:

- First Language
- Mathematics
- Environmental related activities
- Religion

Activity based English will be introduced from stage I. Implementation of these reforms has been started in 1998 and completed in 2003.

Junior Stage of Education:

Curriculum in grades 6 - 9 includes 10 subjects, including practical work and work on small projects. First Language, English, Mathematics, Science and technology, Social Studies, Life competencies, Religion, Aesthetics, Health and Physical Education, Practical and Technical Skills.

Senior Stage of Education:

Students sit the G C E (OL) examination after grades 10 and 11. Syllabus includes core subjects and optional subjects. The revision of curricula and the training of teachers have been completed. The first batch of students sat for the GCE (OL) Examination in 2001.

G C E Advanced Level

This collegiate level has four streams namely: Science, Maths, Commerce and Arts. The Course extends over two years. The number of subjects to be offered at GCE Advanced Level has been reduced to three from year 2000. Candidates seeking admission to University are required to appear for an additional Common General Test. School based assessment of practical work, assignments and project work have been introduced. General English has been introduced as a compulsory subject for all GCE (AL) students.

Candidates seeking University admission will be required to select subject combinations specified by the particular Faculties. They must pass in the common General Test and also obtain a minimum of 135 marks.

Education For All

It has been found that 14 % of children of age 5-14 were not attending school. The reforms recommend that regulations enforcing parents to send their children of 5 -14 years age to school be strictly enforced. Already 760 Literacy Centres have been set up in the country by the Non-Formal Education Unit.

Development of Schools by Divisions (DSD) - Navodaya schools

Under this programme 340 schools have been identified for development by providing infra structure and facilities and improvement of quality of education .

Evaluation and Quality Assurance

A special unit has been established to develop quality standards for teachers, principals and supervisory staff so that evaluation can be carried out on a more objective basis.

Reforms in Teacher Training and Deployment

New teachers for grades 1 - 11 are recruited from National Colleges of Education (NCOEs) which offer 2-year residential training programmes and 1-year internship period in schools. Teachers for A' Level classes are recruited from University graduates. Untrained teachers are trained in Teacher Training Colleges and by the NIE through the Distance Education Programme and the 17 NCOEs provide Pre-service Training for new entrants to teaching. In addition short term Continuing Education courses are conducted in Teacher Education Institutes and 100 Teacher Centres distributed throughout the Island. The Universities also offer Post Graduate courses in Education.

There is an excess of teachers in urban popular schools and a shortage in rural difficult area schools and the MOE has offered certain incentives to teachers serving in difficult schools, by Circular No. 99 / 17. The World Bank has provided assistance through the Teacher Education and Teacher Deployment Project (TETD) to overcome some of the problems of teacher training and deployment.

IT Education:

The National Policy on IT Education of the MOE defines a vision of " A new generation of Sri Lankans empowered with information and communication technology" facilitating the "planning implementation and sustenance of information technology education in schools to enhance students learning and quality of learning".

A six year development plan of the MOE aims at providing IT literacy to all government teachers, to set up a student - computer ratio of 40 : 1, to develop the necessary text books for IT education and to develop the necessary multimedia software for IT education. Already 72 Computer Resource Centres and 80 Information Communication Technology Centres (ICT) have been set up and expansion of the programme is planned with assistance from the World Bank under GEP-2 . The Secondary Education Modernization Project (SEMP) funded by ADB is planning to open 800

Computer Learning Centres with 16,000 computers. Teacher training has already been started in NCOEs and in Computer Resource Centres.

English Language as a Medium of Instruction:

English is taught as a second language up to G C E A' Level in all schools. A pilot programme has been launched in some schools to teach certain subjects in grades 6 and 7 in the English medium. This programme will be extended to grade 8 in 2004 and to the G C E (O' L) examination in 2007. Teachers are also being trained in selected Colleges of Education to teach in the English medium.

Another programme has been started in 64 schools for teaching Science subjects of the G C E Advanced Level classes in the English medium . 150 Science Graduates have been newly recruited and another 300 teachers trained to teach in the English Medium. Teachers Guides prepared in English for science subjects were distributed to all schools.

Some important foreign funded Projects

The Ministry of Education has been implementing several projects with foreign funding to improve education in this country. Some of these projects have already been completed.

- General Education Project - 2 (funded by IDA / World Bank)

This project started in 1998 is linked to the governments national reforms . The objectives of the project are to improve quality, management and financing of existing education programmes and to increase responsiveness to economic needs and reduce poverty.

This project consists of the following Components:

- ☐ Curriculum Development for grades 1 - 9
- ☐ Publishing of Text Books and other publications
- ☐ Rationalization of School Facilities
- ☐ Supply of Quality Inputs
- ☐ School Library Development
- ☐ Education Management Development
- ☐ Educational Financing
- ☐ Studies

- Teacher Education and Teacher Deployment Project (funded by IDA / World Bank)

The main objective of this project is to improve quality, effectiveness and efficiency of the teaching service. Components :

- ☐ Rationalization of Teacher Recruitment and Deployment
- ☐ Structuring and systematization of Teacher Education
- ☐ Strengthening Staff and Management
- ☐ Supply of physical facilities for Rationalized teacher education
- ☐ Studies.

- Secondary Education Modernization Project (funded by Asian Development Bank)

The following activities are being performed with a view to promote a qualitative improvement in education by modernizing the curriculum and by strengthening the teaching - learning process.

- ☐ Construction of Computer Learning Centres in 210 1AB and 1C schools
- ☐ Construction of Multimedia Units in 210 1AB and 1C schools and supply of Multimedia equipment.
- ☐ Establishment of 05 Environment Study Centres.
- ☐ Construction of 48 G.C.E (A/L) Laboratories.
- ☐ Refurbishment of the hostels and buildings of the 54 Central Colleges established in 1943- 1947.
- ☐ Introduction of the School Based Management Programme and work in coordination with the National Institute of Education in the implementation of the Teacher training Programmes.
- ☐ Assisting the Department of Examinations in the implementation of the School Based Assessment programme.
- ☐ Assisting the Department of Educational Publications in the printing and supply of text books for the G.C.E. (A/L) classes.
- ☐ Provision of " Sisu Saviya" Student allowances to 5307 students in grades 10 & 12 , who are skillful but having financial difficulties.
- ☐ Initiate modernization activities of the secondary curriculum in coordination with the NIE.

- Primary Mathematics Project (funded by DFID - UK)

This project is implemented under the following functions:

- ☐ Curriculum Development for grades 1 - 5
- ☐ In-service Teacher Training
- ☐ Pre-service Teacher Training
- ☐ Monitoring Evaluation and Research
- ☐ Provide understanding relating to the significance of the Mathematics subject.

- Primary English Language Project (funded by DFID - UK)

Main areas include :

- ☐ Curriculum Development for grades 1- 5
 - ☐ Pre-service and in-service Teacher Training on the new syllabus
- This project has been completed.

- Basic Education Sector Programme -(funded by GTZ)

The essential elements of the programme are :

- ☐ Primary in-service teacher education
- ☐ School strengthening by developing a spirit of teamwork and cooperation
- ☐ In-service training for In-Service Advisors

- Junior School Improvement Project (funded by JICA - JAPAN)

The project is aimed at

- ☐ Supply of infrastructure facilities for primary schools in selected Districts.
- ☐ Quality improvement through teacher training

Under the first phase improvements were made in 4 schools in Gampaha District, 2 schools in Kegalle District and in 10 schools in Ratnapura District .Under the second phase improvements will be made in 56 schools selected from Galle, Hambantota, and Moneragala Districts at a cost of Rs. 2.2 billion provided by the Japanese Government.

- Development of Science and Mathematics in the primary and secondary schools in Sri Lanka (funded by JICA-Japan)

Objectives of the Study are:

- ☐ To formulate a Master Plan to improve the quality of Science and Mathematics education in primary and secondary schools.
- ☐ To help strengthen the placing and implementation of Capacity of Counterpart personnel through the implementation of the study.

Major Components are:

- ☐ Improvement of A/L Science and Mathematics in grades 12 and 13
- ☐ Improvement of O/L Science and Mathematics in grades 10 and 11
- ☐ Improvement of self motivation in learning science and Mathematics in grades 1-9.
- ☐ Improvement of school management
- ☐ Improvement of minimum Facilities and equipment for primary and secondary schools.
- ☐ Improvement of schools with A/L Courses in Science and Mathematics.

Conclusion

Though the Sri Lankan education system has commendable achievements over the years its quality and relevance to meet the challenges of the present national needs and global challenges are seriously questioned. On the other hand, even the quantitative expansion of the general education has not embraced the tertiary levels. The university enrolment is only 3% of the relevant age group and the overall tertiary education is only 11%. This is very much less than some of the low income countries in the region. Therefore the government is taking many attempts with foreign donor support to remodel the national education system so that it will effectively contribute towards the total human resource development in Sri Lanka.

Part II : De La Salle College

