

EDUCATION **IN** SRI LANKA



THE ROLE OF THE GOVERNMENT IN THE EDUCATION SECTOR IN SRI LANKA



Coalition for Educational Development

About this manual

This resource manual has been published by Coalition for Educational Development under “Advocacy for Equity -Based and Gender responsive Budgeting for Education” project with the funding support from Asia South Pacific Association for Basic and Adult Education (ASPBAE).

CED would like to thank the consultant and all other stakeholders who joined with us in this process

The role of the government in the education sector in Sri Lanka

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Message of the Chairman

Coalition for educational development (CED) is a consortium of civil society organizations working in the Education sector in Sri Lanka. CED has more than 57 member organizations and they represent diverse socio economic segment of the community. Since inception in 2004, CED has been involved in promoting civil society participation in formulating and implementing policies related to education in Sri Lanka.

In the Sri Lankan context the government plays a major role in the entire education sector. In order to promote inclusive and quality education it is vital to ensure adequate funding for the public education system. However, Sri Lanka's expenditure on education is comparatively low when compared to its counterparts in the region. Meanwhile, Sri Lanka needs to pay attention on the reforms of the education sector to face the current market demands and global trends. To accelerate these reforms and ensure sufficient funding for education the knowledge of the parliamentarians is important. However, it is observed that the parliament has not been able to introduce policies supported by strong evidence for issues related to Sri Lankan education during last couple of decades. Lack of knowledge on the policies, data, information and updated trends could be resulted to this situation

In order to minimize the gaps CED, Sri Lanka decided develop this resource manual specially targeting parliamentarians and the objective of this manual is to promote their interest in the field of education and to build “political will” to implement the relevant policies

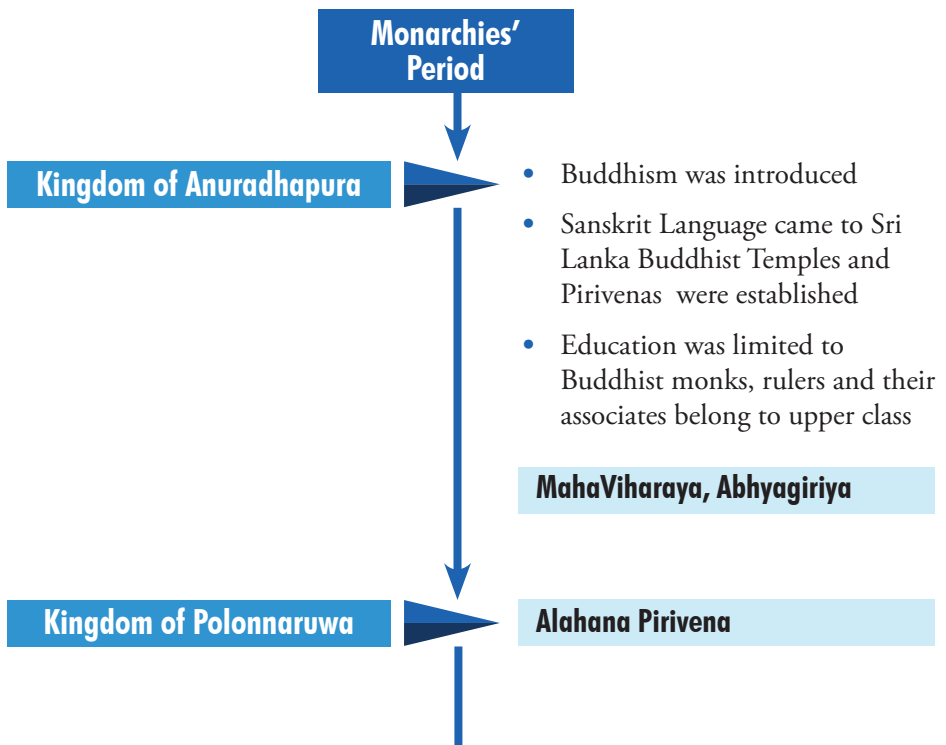
However, CED believes that this publication will be useful to understand Sri Lankan education system, history, structure; issues and currents needs and provide related basic knowledge for interesting parties on education in Sri Lanka.

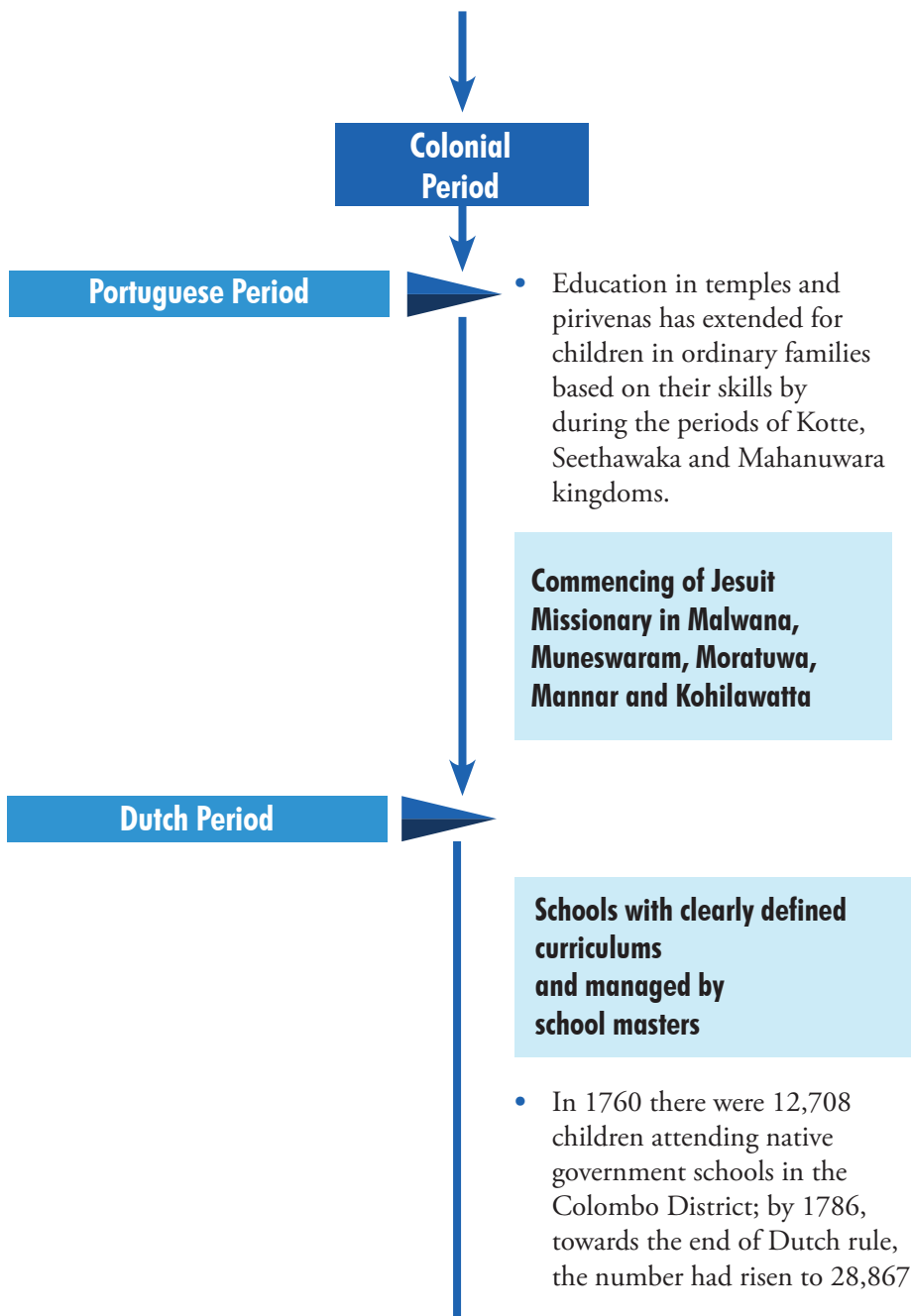
Finally, I would like thank for all the staff members and resource personal who involved in developing this book and I would like to request all stakeholders to contribute to reach Sustainable Development Goal No 4 Education by 2030.

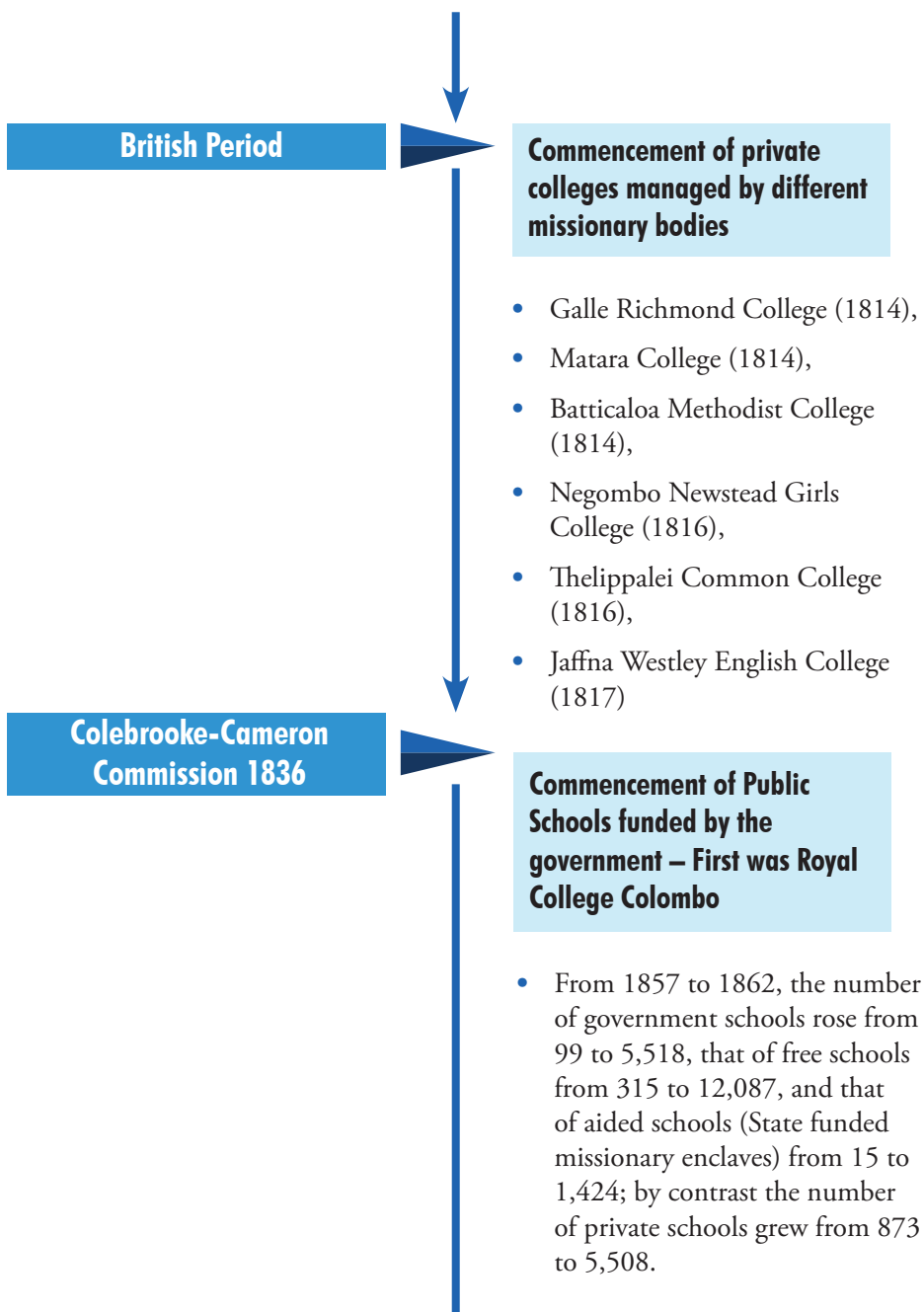
Dr. I M Chandana Bandara
Chairman – CED Sri Lanka

01. EVOLUTION OF SRI LANKAN EDUCATION SYSTEM

The history of Sri Lankan Education system can be traced back to about 2300 years where Sanskrit language was brought following establishment of the Buddhism during king Devanampiya Tissa. The evolution of the education system had based around Buddhist temples and Pirivenas primarily for clergies(monks) and rulers and their associates. Evolution of the modern education system has commenced following the establishment of missionary education in coastal areas as a result colonial ruling under Portuguese, Dutch and English nations.







**1870 Ceylon Medical Collage
& 1875 Ceylon Law College
Ordinance**

**Establishment of
Buddhist Sinhala medium
schools by Buddhist
Theosophical Society**

- Ananda College Colombo (1886),
- Dharamaraja College Kandy (1887),
- Maliyadewa College Kurunegala (1888),
- Museaus College Colombo (1891)

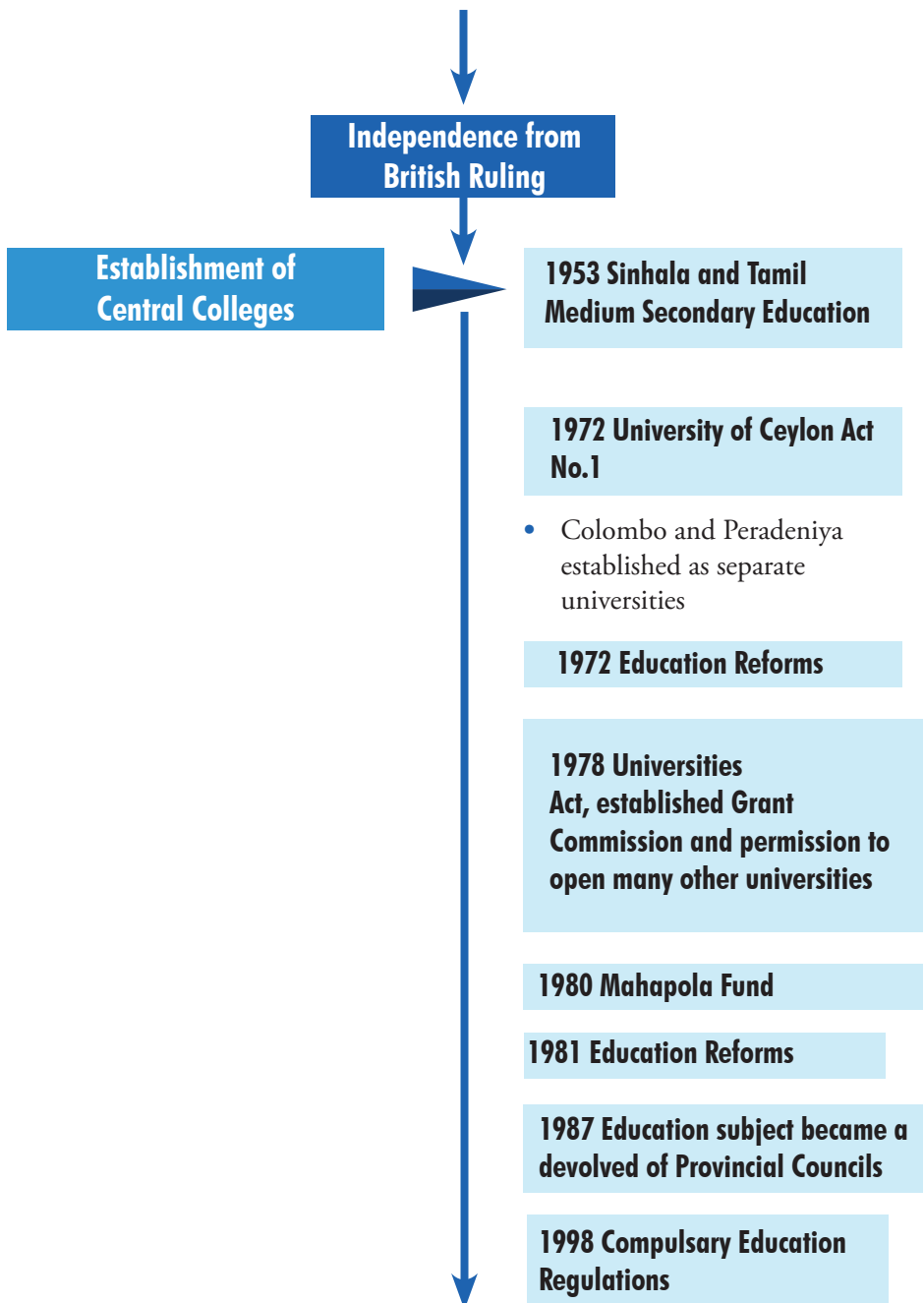
**Donoughmore
Commission 1931**

1939 Education Ordinance

**Ceylon University Ordinance
1942**

**Soulbury Commission
1946**

**1947 Introducing Free
Education**



Father of free education



“Today, Dr. Kannangara is called ‘the father of free education in Sri Lanka’ because of the successful struggles that he led to grant free education to all who seek access to education. His struggle was not only with the British Colonial rulers to find financial support for his reforms particularly at the time of the 2nd world war. His struggle was also with some of his fellow Sri Lankan State Councilors who were directly or indirectly opposing the free education move. Although the Donoughmore Constitution placed education under an elected ‘Education Committee’ the implementation of reforms had to be done through the ‘Board of Education’ that was established by Ordinance No 1 of 1920, placing all administrative powers and authority of approvals and implementation of programs. The ‘Board of Education’ inherited more authority than the ‘Education Committee’ and hindered the efforts for reforms. Yet, Kannangara was determined to push his free education agenda successfully. Prof. J. E. Jayasuriya, who had the opportunity to work with Dr. Kannangara as the Chairperson of the 1960 National Education Reforms Commission, states that for sixteen years, Dr. Kannangara strove unceasingly to open wide opportunities for free education for all. The facilitation of the expansion of free education in the context of the then Sri Lanka was no easy task” – (Jayasuriya 1988)¹.

¹ M Upali Sedara, Education Reforms Beyond Kannangara for the 21st Century, Dr. C W W Kannangara Memorial Lecture, National Institute of Education, Maharagama, Sri Lanka on October 12, 2016.

02. THE PRESENT SYSTEM OF SRI LANKAN EDUCATION

The present system of Sri Lankan education can be identified mainly under four categories.

Pre - Primary Education	Age 3 – 5 years
Primary Education	Age 5 – 10 years
Secondary Education	Age 10 – 19 years
Tertiary Education	Age 19 – 22 years

The secondary education is further sub categorized as junior secondary (age 10-13), senior secondary - stage 01 (O/L) (age 14-16). Students who study for GCE (A/L) (age 16-19) examination are categorised as either senior secondary-stage 02 or collegiate level of education. Since 1998, Age 5 - 14 was considered as compulsory age of education and in 2016, it was extended up to age 16. in 2018, the government introduced 13 years continued education policy and however, the policy is not implemented in practice. The education is offered free of charge in above all four levels. Tertiary education covers under graduate and higher level education which is free but highly competitive due to limited capacity of State universities.

The pre-primary education is not being subjected to the mandate of the ministry of education. It is being considered as a subject of provincial councils and local governments. Ministry of Women and Child Affairs has the main responsibility of implementing national policy on Early Childhood Care and Development while provincial councils engage in making necessary statutes for managing and supervising pre-primary education in respective provinces. Different priorities and attention given to pre-primary education by political authority in provinces have resulted in many disparities in pre-primary education among provinces as well as between each local government.

Primary and secondary educations are managed by both the Ministry of Education of the Central Government and Provincial Ministries of Education. The Ministry of Education is mandated to create and implement national education policies related to primary and secondary education. The National Education Commission established in 1991 by a parliament Act² provides recommendations to the President on education policies and the Ministry is involved in transforming those recommendations into policies. In addition to policy formulation, the Ministry is involved in coordinating with NIE to develop curriculums, training teachers with NCE, managing national schools, conducting national evaluation exams with the Department of Examinations and nationally coordinating student's education support materials such as textbooks, uniforms. Education ministries of provincial councils are involved in managing all schools under provincial councils, conducting term tests, managing human resources and providing other infrastructure facilities of those schools.

In addition to the above national and provincial councils managed schools, 90 private schools and 816 pirivenas (schools of young Buddhist priests) are operated under the supervision Ministry of education out of 90 private schools, 33 schools operate as non-fee-levying Assisted Private Schools (semi-government). All pirivenas receives public funds directly from the Ministry.³

Sri Lanka also has around 200 International Schools registered under the Company Registration Law. Those schools are not regulated or monitored by the Ministry of education. Most of these schools are taught international syllabuses relevant to Edexcel General Certificate of Education (IGCSE) Ordinary, Advanced Subsidiary (AS) and Advanced (A2) Level examinations, or Cambridge International Examinations.⁴

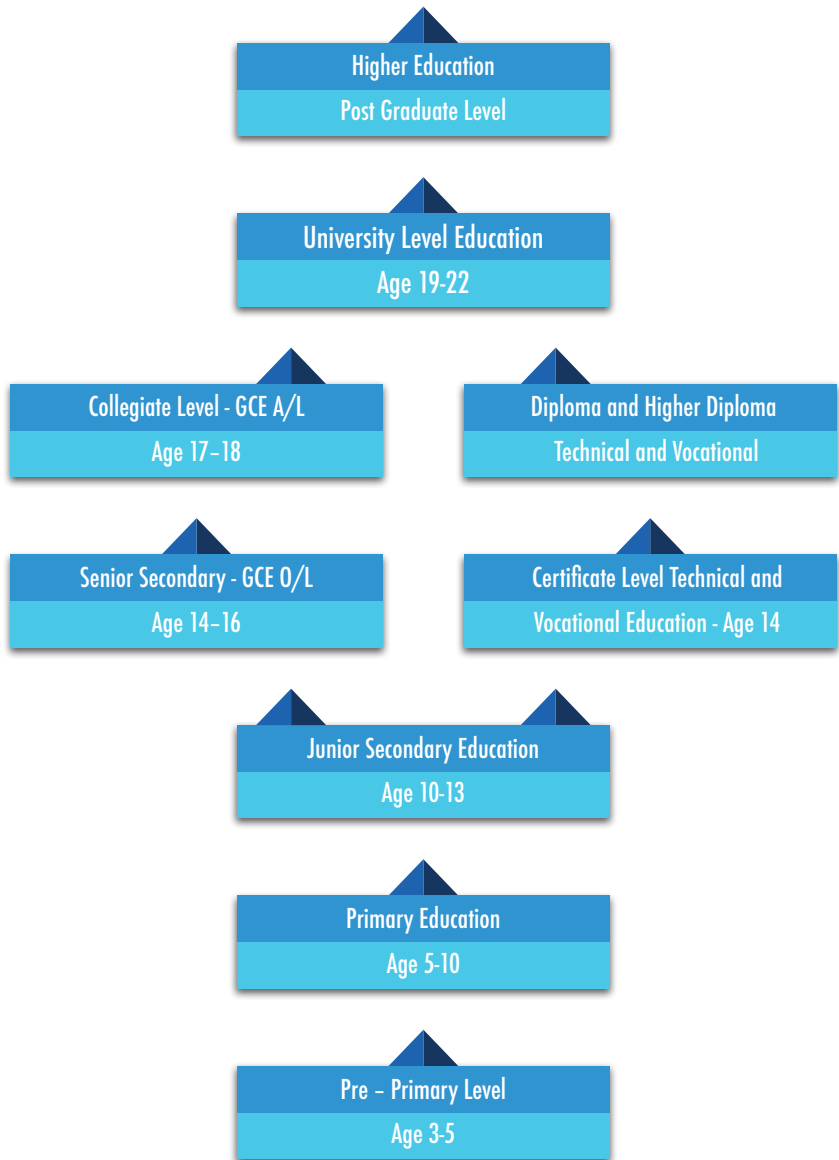
The tertiary education comes under the Ministry of Higher Education. Sri Lanka has 15 public funded universities which offer Bachelor degrees at the first stage and Post Graduate Diplomas, Masters and MPhil / PhDs at the second stage, controlled by the University Grant Commission. Admissions for undergraduate degree by these universities solely depend on the Z-score received based on results of the GCE(A/L) examination. There

² National Education Commission Act No. 19. of 1991

³ Final Report 2020, Annual School Census of Sri Lanka

⁴ Worldwide Education, Education in Sri Lanka, Available at <https://www.k12academics.com/Education%20Worldwide/Education%20in%20Sri%20Lanka/primary-secondary-education>

are 16 institutions which offer undergraduate or postgraduate qualifications under the supervision of UGC. Sri Lanka also has institutions that conduct degree programmes on behalf of foreign universities. Such institutions are



registered under the Company Law and the Ministry of Higher education or UGC has no control over them.

Both government and private sectors are involving Vocational Education and training in Sri Lanka. The Ministry of Skill Development and Vocational Education, Research and Innovation together with the Tertiary and Vocational Education Commission(TVEC) coordinate all government sector vocational education programs.

Vocational Training Authority established by a parliament Act⁵ in 1995 provides its service as the premier institute of vocational education. It has 220 centers network which comprised of 07 national vocational institutes, 22 District training centers 191 divisional secretariat level training centers. It offers training courses in 18 fields nearly 30,000 students per annum.

⁵ The Vocational Training Authority Act No. 12 of 1995

03. PRELIMINARY STATISTICS OF SRI LANKAN EDUCATION SYSTEM

As a result of the free education system introduced in 1947 and many developments after the independence from British colonial ruling, the literacy rate of Sri Lanka was reported as 86.8% in 1981 and it was further increased up to 92.4% by 2016. The increase of literacy rate of youth group aged between 15 -24 years was significantly reported as 98.8% by 2017. However, the overall literacy rate decreased by 0.73% from 2016 to 2018. In 2018 the literacy rate was 91.7%.

1. Students

Sri Lanka Student Population

Government Schools	=	4063685
Government Approved Private School	=	136 230
Special Schools	=	2496
Pirivenas	=	69 878

Student by Categories

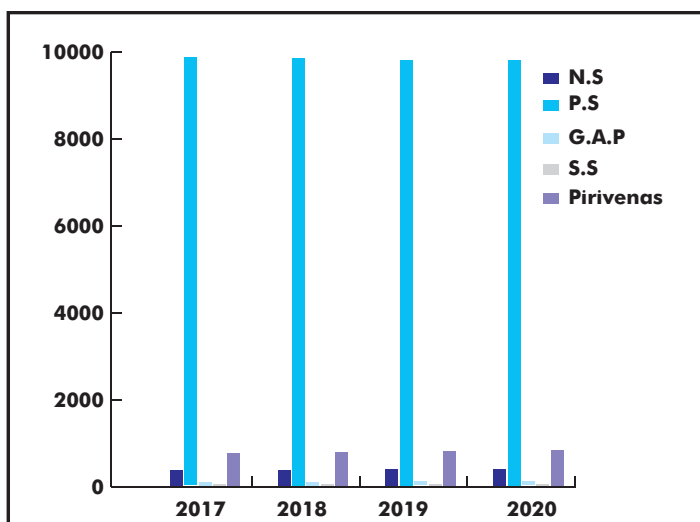
Primary (Grade 1 – 5)	=	1,640,647
Junior Secondary (Grade 6 – 9)	=	1,357,437
Senior Secondary (O/L) (Grade 10 – 11)	=	636,958
Senior Secondary (A/L) (Grade 12 -13)	=	421,114
Special Education	=	7,502
Universities (2019)	=	100,944

(Sources: Annual School Census 2020 - Ministry of Education)

2. Schools

Number of Schools (2017 - 2020)

Category	2017	2018	2019	2020
National Schools	353	353	373	373
Provincial Schools	9841	9822	9792	9782
Government Approved Private	80	80	89	90
Special Schools	26	26	29	30
Pirivenas	753	763	796	816



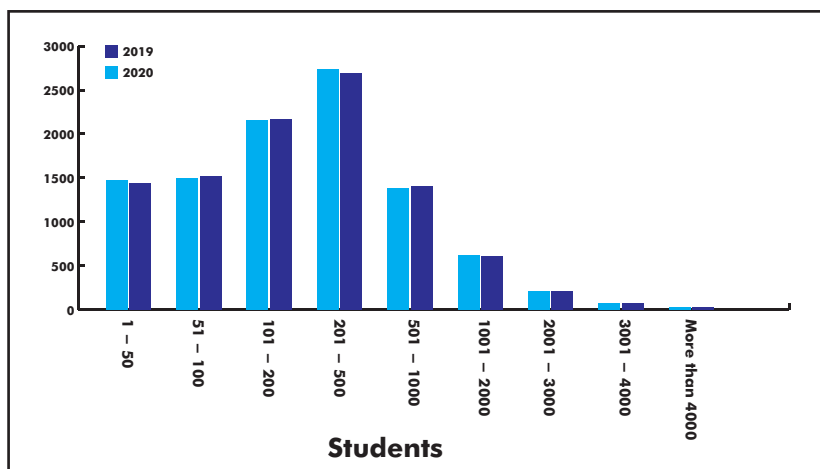
(Sources: Annual School Census from 2017 to 2020 - Ministry of Education)

Government Schools by Gender

Boys Schools	145
Girls' Schools	241
Mixed Schools	9769

Government Schools by Student Population

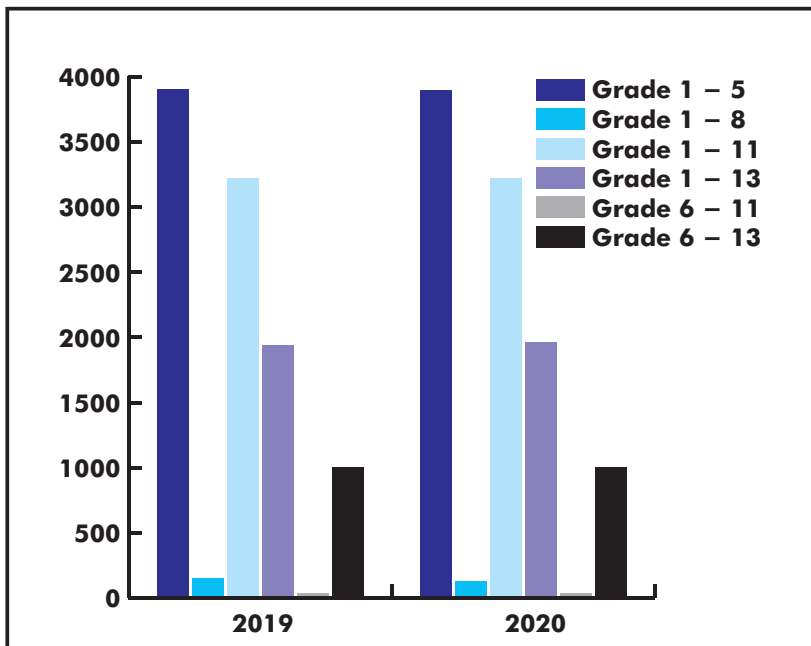
Category	2019	2020
1 – 50 Students	1468	1439
51 – 100 Students	1498	1523
101 – 200 Students	2152	2169
201 – 500 Students	2738	2690
501 – 1000 Students	1378	1404
1001– 2000 Students	616	613
2001– 3000 Students	209	212
3001– 4000 Students	74	73
More than 4000	32	32



(Sources: Annual School Census 2019 and 2020 - Ministry of Education)

Schools by Functional Grades

Category	2019	2020
Grade 1 - 5	3 891	3884
Grade 1 - 8	138	115
Grade 1 - 11	3207	3204
Grade 1 - 13	1925	1949
Grade 6 - 11	18	20
Grade 6 - 13	986	983

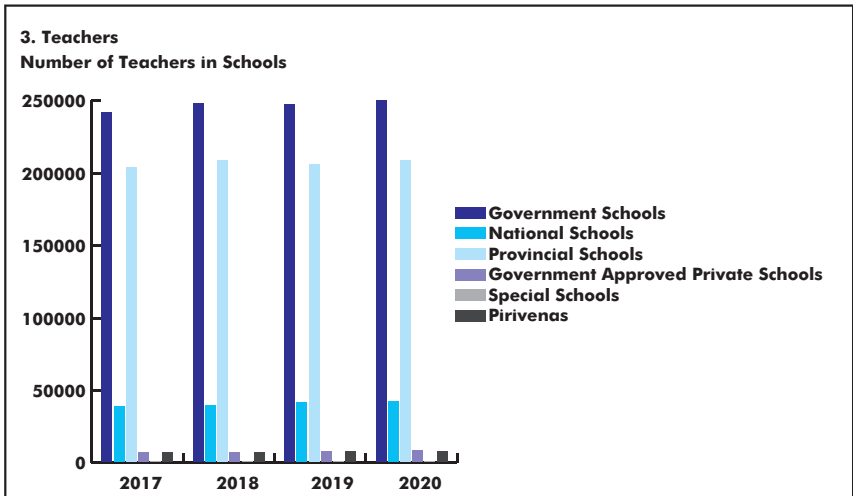


(Sources: Annual School Census 2019 and 2020 - Ministry of Education)

3. Teachers

Number of Teachers in Schools

SCHOOL CATEGORY	2017	2018	2019	2020
Government Schools	241 591	247 334	246 592	249 494
National Schools	38 242	39 176	40 936	41 538
Provincial Schools	203 349	208 158	205 656	207 956
Government Approved Private Schools	6 555	6 829	7 523	8 019
Special Schools	488	490	525	545
Pirivenas	6 414	6 832	7 082	7 336



(Sources: Annual School Census from 2017 to 2020 - Ministry of Education)

Student Teacher Ratio

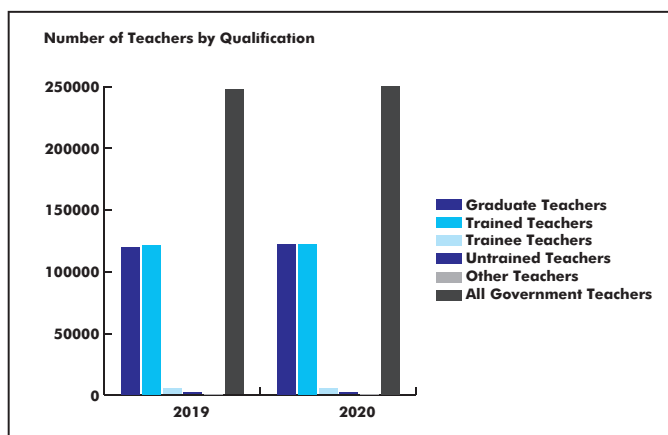
Category	2017	2018	2019	2020
All Government Schools	17	16.5	16.5	16.3
National Schools	21	19.5	19.5	19.2
Provincial Schools	16	16.2	16.2	15.7

(Sources: Annual School Census from 2017 to 2020 - Ministry of Education)

Number of Teachers by Qualification

Teacher Category	2019	2020
Graduate Teachers	119 323	121 569
Trained Teachers	120 848	121 796
Trainee Teachers	4 759	4 525
Untrained Teachers	1 518	1 472
Other Teachers	144	132
All Government Teachers	246 592	249 494

(Sources: Annual School Census 2019 and 2020 - Ministry of Education)



(Sources: Annual School Census 2019 and 2020 - Ministry of Education)

4. Province Level Summary

Basic Statistics of Government Schools (2020)

Province	Total # of Schools	%	Total # of Students	%	Total # of Teachers	%	Average Students per School	Average Teacher per School
Western	1 335	13.3	927 877	22.8	46 139	18.5	685	34.1
Central	1 518	14.9	537 973	13.2	35 067	14.1	354	23.1
Southern	1 107	10.9	517 397	12.7	31 504	12.6	467	28.5
Northern	985	9.7	223 333	5.5	18 724	7.5	227	19.0
Eastern	1 115	10.0	378 841	9.3	24 005	9.6	340	21.5
North Western	1 245	12.3	503 153	12.4	29 866	12.0	404	24.0
North Central	815	8.0	297 731	7.3	17 387	7.0	365	21.3
Uva	896	8.8	287 823	7.1	20 796	8.3	321	23.2
Sabaragamuwa	1 119	11.0	389 557	9.6	26 006	10.4	348	23.2
Total	10 155		4 063 685		246 592		400	24.6

(Source: Annual School Census 2020 - Ministry of Education)

Basic Statistics of Private Schools (Government Approved) by Province

Province	Total # of Schools	Total # of Students	Total # of Teachers
Western	58	101 685	6 037
Central	13	15 575	909
Southern	8	5 936	338
Northern	5	7 464	394
Eastern	-	-	-
North Western	1	1 140	57
North Central	1	1 029	63
Uva	3	2 225	175
Sabaragamuwa	1	1 176	46
Total	90	136 230	8 019

(Source: Annual School Census 2020 - Ministry of Education)

As a result of education system after the independence from British colonial ruling, the literacy rate of Sri Lanka was reported as 86.8% in 1981 and it was further increased up to 92.4% by 2016. The increase of literacy rate of youth group age between 15 -24 years significantly reported as 98.8% by 2017. However, the overall literacy rate from 2016 to 2018 decreased by 0.73% recording 91.7% as the literacy in 2018.

Sri Lanka Literacy Rate

The annual school census conduct by the statistics branch of the education department is the main source which can find more education-related statistics. The following important statistics contain data collected from the last four annual reports.

	1971	1981	2001	2012	2017*	2018*
Male	85.6	91.1	92.6	96.8	92.9	92.7
Female	70.9	83.2	89.7	94.6	90.9	90.8
Total	78.5	87.2	91.1	95.6	91.9	91.7

*www.macrotrends.net (Source: Education - Department of Census and statistics)

04. EDUCATION AS A RIGHT IN SRI LANKA

The world has recognized education as a fundamental right of every man and woman. Article 26 of the Universal Declaration of Human Rights states that “Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.”⁶ It further affirms that education is the means to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms. It will promote understanding, tolerance and friendship among nations, racial and religious groups and facilitate maintenance of peace in the world. The declaration identifies the prior right of parents to choose the kind of education for the benefit of their children. Article 13 and 14 of the International Covenant On Economic, Social and Cultural Rights also recognise education for everyone including compulsory primary education provided free of charge, generally available and accessible different forms of secondary education and equally accessible higher education as a duty of State parties. Many other international treaties as below recognise education and related rights as a fundamental responsibility of a State. Those treaties are below;

- International Covenant on Political and Civil Rights
- Convention of the Rights of the Child
- Convention of the Elimination of All Forms of Discrimination against Women
- Convention on the Elimination of All forms of Racial Discrimination

⁶ Article 26, Universal Declaration of Human Rights, adopted on 10 December 1948.

- Convention of the Rights of Person with Disabilities
- Convention on the Protection of the Rights of All Migrant Workers and Members of their Families
- Convention related to the Status of Refugees

Sri Lanka has become a party to UDHR and ratified the above international conventions which include education rights. The constitution of Sri Lanka does not recognise education as a fundamental right of its citizens. However, it has been considered as a part of freedom of thought, the right to equal treatment and the right to expression. In addition to that, the complete eradication of illiteracy and assurance to all persons of having equal access to universal education at all levels are included in directive principles of State policy and fundamental duties.

Sri Lanka has been committed to ensuring education right through a national legal framework from the beginning of the recent history of education. The legislature has adopted a number of Ordinances and Acts for that purpose. The Education Ordinance in 1939 is considered as the pioneer law in modern Sri Lankan education nevertheless, most of the preliminary provisions are inactive or amended by the present. The free education policy was introduced by amendment No.26 of 1947 to the ordinance. Following that there have been many laws introduced to strengthen education rights in Sri Lanka. Some of those important laws are listed below.

- The Education Ordinance No.31 of 1939
- The Ceylon University Ordinance No.20 of 1942
- Assisted School and Training Collages Act No.05 of 1960
- Public Examinations Act No.25 of 1968
- Pirivena Education Act No.64 of 1979
- The University Ceylon Act No.01 of 1972
- The National Institute of Education Act No.28 of 1985
- The Colleges of Education Act No. 30 of 1986
- The University Act No. 16 of 1978

- Tertiary and Vocational Education Act No.20 of 1990
- National Education Commission Act No. 19 of 1991

In addition to the above statutes, regulations introduced by the minister of education also provide a considerable contribution to the development of the education system. Especially, the measures taken to make primary education is mandatory from age 5 to 14 years in 1998 and extension it up to 16 years later has resulted in a substantial number of students engaged in school education until O/L examinations.

However, the unavailability of a guarantee given by the constitution for education as a fundamental right and a genuine political commitment to improve the quality and accessibility of education can be considered as the main challenge for ensuring an equal and quality education for all Sri Lankans. The recognition of education as a human right means the government takes responsibility to protect, respect and fulfil the quality and access to education without discrimination. The State becomes accountable for the violation or deprivation of the right to education. Today, the Sri Lankan government is observed with its various effort to lessen these responsibilities through many reforms and new education Acts. Increased efforts of privatisation of education while reducing government expenditure on education is being observed as a recent government practice that could be negatively impacted the disadvantaged communities in the society.

Education is not only a general human rights, it is also a essential child right. While Article 6.2 of the convention make state parties broadly responsible for children's survival and development, Article 28 specifically affirms education as a right of them. It further emphasize that state parties are responsible to make primary education compulsory and available free for all. Sri Lanka has ratified Child Rights Convention in 1991 and those rights have been affirmed through a National Children Charter. However, violation of children's education rights together with other rights has become a chronic issues in Sri Lankan society.

Ensuring human rights always depend on actual commitment of duty bares as well as effective use rights holders. The right to education also will be a reality in society with effective participation of its stakeholders. in addition to the governments, parents, students, teachers and their unions, donors and Civil Society Organizations have their own roles in ensuring education right. Especially, CSOs' contribution for monitoring, advocacy campaigning,

research and data collection and policy dialogues are essentially important for education to be a actual right.

05. THE GLOBAL EDUCATION AGENDA

The World's ambition for education is well included in Sustainable Development Goal 4 of the 2030 agenda. It aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The present education agenda is a continuation of the world initiative of education for all which launched in 1990 and is a building on achievements and addressing unfinished work of the education goal under Millennium Development Goals. The legal and political commitments of States to present education agenda is considered as an integral part of achieving Sustainable Development Goals. Because, education facilitates the economic and social development to escape from poverty and break the cycle of poverty continuing from generation to generation. Education is the means to empower marginalized groups and reduce social, economic and power inequality. Education is the foundation to enable the realization of other human rights. On the other hand, the right to education cannot be ensured without eradicating poverty and protecting human rights.

The UN explains:

“Obtaining a quality education underpins a range of fundamental development drivers. Major progress has been made towards increasing access to education at all levels, particularly for women and girls.

Basic literacy skills across the world have improved tremendously, yet bolder efforts are needed to achieve universal education goals for all. For example, the world has achieved equality in primary education between girls and boys, but few countries have achieved that target at all levels of education.”

184 UNESCO member States has adopted a framework for action developed following a broader consultation process with UN agencies, multilateral agencies, civil society organisations and private entities. The framework is drawn on four main principles which can identify as

- Education is a fundamental human right
- It should be free and compulsory
- Education is a public good
- Gender equality must be ensured.

The framework consists 10 targets and 11 indicators as minimum standards to monitor achievements of SDG4 Agenda by 2030.

Target 4.1	By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
Indicator 4.1.1	Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex
Target 4.2	By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
Indicator 4.2.1	Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex
Indicator 4.2.2	Participation rate in organized learning (one year before the official primary entry age), by sex
Target 4.3	By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
Indicator 4.3.1	Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex
Target 4.4	By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
Indicator 4.4.1	Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill

Target 4.5	By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations
Indicator 4.5.1	Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated
Target 4.6	By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
Indicator 4.6.1	Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex
Target 4.7	By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
Indicator 4.7.1	Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment
Target 4.a	By 2030, build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all
Indicator 4.a.1	Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)

Target 4.b	By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries
Indicator 4.b.1	Volume of official development assistance flows for scholarships by sector and type of study
Target 4.c	By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States
Indicator 4.c.1	Proportion of teachers in: (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country

06. IMPLEMENTATION OF THE AGENDA

The successful implementation of the SDG4 – Education agenda highly depends on the national, regional and global mechanisms in the phases of governance, accountability, coordination, monitoring follow-up and review, reporting and evaluation. It is also identified the importance of strong partnerships of all stakeholders to make the process inclusive, participatory and transparent.

Governments have the primary responsibility of ensuring the right to education and effective management and financing of public education. They should provide strong political leadership to contextualize and integrate global education targets into the national priorities, policies and mechanisms with concerns of regulating standards, improving quality and reducing disparity.

Civil Society Organisations are required to be engaged at all stages from planning through to monitoring and evaluation. Social mobilization and awareness raising, developing innovative and complimentary approach to promoting the right to education and documenting, assessing and engaging in evidence-based advocacy would be some of the main activities SCOs can support towards successful implementation of agenda.

Teachers and educators and their organisations as crucial partners also need to be engaged at all stages of policymaking, planning, implementation and monitoring. While they use their professionalism and commitment to teaching need to support bridging policies with practice through bringing classroom realities to policy dialogues. They need to play a forefront role in promoting inclusion, quality and equity, and curriculum development and training.

In addition to the above partners, the private sector, philanthropic organisations, foundations, researchers and youth as multi-stakeholder partners are required to invest their experience, innovative approaches, expertise, financial resources to strengthen public education. Policy relevant researches, action researches are required to support policy dialogue and developments. Youth are the best responders to provide feedback for

government policies and practices based on their requirements, vulnerabilities in their transitions from education and training to decent work and adult life.

Governments are also responsible to establish appropriate mechanisms or strengthen existing ones to information for the regional and global monitoring processes. The collection, analysis and use of data are placed at the core of the education agenda. Therefore, countries and agencies are responsible to maintain accurate and standardized data on domestic resources mobilization and other streams of finance for education including household contributions. The achievements of SDG4 targets 2030 should be evaluated at the national level first. It must be comprehensive and all component includes a system with the aim of sharing lessons, opening debate on success and failures and constructive feedback. Findings of the analysis should be used for evidence-based decisions and the development of result-oriented programs. Contributing to the accomplishment of both accountability and development should be the overall objective of the evaluations.

For the purpose of monitoring the implementation of SDG4 targets comprehensively, tracking the global progress on education and identifying the challenges of implementation, the Technical Advisory Group on Education Indicator has developed a broader set of indicators known as the Thematic Indicator Framework. This thematic indicator framework includes the global indicators as a subset and also represents a recommended set of additional indicators that countries may use to monitor based on the national context, policy priorities, technical capacity and data availability.

Concept	No.	Indicator	Proposed global indicators
4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes			
Learning	1.	Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex	Yes
	2.	Administration of a nationally representative learning assessment (i) during primary (ii) at the end of primary and (iii) at the end of lower secondary education	
Completion	3.	Gross intake ratio to the last grade (primary, lower secondary)	
	4.	Completion rate (primary, lower secondary, upper secondary)	
Participation	5.	Out-of-school rate (primary, lower secondary, upper secondary)	
	6.	Percentage of children over-age for grade (primary, lower secondary)	
Provisions	7.	Number of years of (i) free and (ii) compulsory primary and secondary education guaranteed in legal frameworks	
4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education			
Readiness	8.	Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex	Yes
	9.	Percentage of children under 5 years of age experiencing positive and stimulating home learning environments	

Concept	No.	Indicator	Proposed global indicators
Participation	10.	Participation rate in organized learning (one year before the official primary entry age), by sex	Yes
	11.	Gross pre-primary enrolment ratio	
Provision	12.	Number of years of (i) free and (ii) compulsory pre-primary education guaranteed in legal frameworks	
4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university			
Participation	13.	Gross enrolment ratio for tertiary education	
	14.	Participation rate in technical-vocational education programmes (15 to 24-year-olds)	
	15.	Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex	Yes
4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship			
Skills	16.1	Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills	
	16.2	Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill	Yes
	17.	Youth/adult educational attainment rates by age group, economic activity status, levels of education and programme orientation	
4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations			

Concept	No.	Indicator	Proposed global indicators
Equity Cross-targets		Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated Where possible, other indicators should be presented in relation to their distribution across the population	Yes
Policy	18.	Percentage of students in primary education whose first or home language is the language of instruction	
	19.	Extent to which explicit formula-based policies reallocate education resources to disadvantaged populations	
	20.	Education expenditure per student by level of education and source of funding	
	21.	Percentage of total aid to education allocated to low income countries	
4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy			
Skills	22.	Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex	Yes
	23.	Youth/adult literacy rate	
Provision	24.	Participation rate of youth/adults in literacy programmes	
4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development			

Concept	No.	Indicator	Proposed global indicators
Provision	25.	Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment	Yes
Knowledge	26.	Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability	
	27.	Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience	
Provision	28.	Percentage of schools that provide life skills-based HIV and sexuality education	
	29.	Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per UNGA Resolution 59/113)	
		Means of Implementation 4.a to 4.c	
4.a By 2030, build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all			
Resources	30.	Proportion of schools with access to (i) basic drinking water; (ii) single-sex basic sanitation facilities; and (iii) basic hand-washing facilities	Yes
	31.	Proportion of schools with access to (i) electricity (ii) the Internet for pedagogical purposes and (iii) computers for pedagogical purposes	Yes
	32.	Proportion of schools with adapted infrastructure and materials for students with disabilities	Yes

Concept	No.	Indicator	Proposed global indicators
Environment	33.	Percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination and abuse	
	34.	Number of attacks on students, personnel and institutions	
4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries			
Number	35.	Number of higher education scholarships awarded by beneficiary country	
	36.	Volume of official development assistance flows for scholarships by sector and type of study	Yes
4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States			
Qualified	37.	Percentage of teachers qualified according to national standards by education level and type of institution	
	38.	Pupil/qualified teacher ratio by education level	
Trained	39.	Proportion of teachers in: (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country	Yes
	40.	Pupil/trained teacher ratio by education level	

Concept	No.	Indicator	Proposed global indicators
Motivated	41.	Average teacher salary relative to other professions requiring a comparable level of education qualification	
	42.	Teacher attrition rate by education level	

National Policy and Strategy

As a State party committed to the 2030 Agenda for sustainable development, Sri Lanka has established Sustainable Development Council by Sri Lanka Sustainable Development Act No.19 of 2017 to provide a inclusive approach for transforming the country towards sustainable development. the Council has introduced national policy and strategy on sustainable development align with the global framework of the implementation of 17 SDG goals. Policies and strategies for achieving SDG4 Education 2030 goal are copied below.

Policy Goal 4:

Inclusive, equitable and relevant quality education is ensured while promoting lifelong learning opportunities for all.

4.1 Overall Strategies for Policy Goal 4

- i. Formulate and implement a national policy framework and a comprehensive strategic plan in education for sustainable development (ESD) covering all sectors (formal, non-formal and informal education sectors) with the objective of enhancing the effectiveness and outcome, by addressing gaps, identifying interconnections & interdependences across all levels and sectors, encapsulating appropriate standards, ensuring quality of service delivery, establishing efficient monitoring & evaluation mechanism, encouraging private sector engagements, empowering researchers to conduct longitudinal researches related to

sustainable development, and providing equitable learning opportunities for all.

- ii. Establish better-articulated outcome based curricula and competency-based learning and evaluation in all levels of formal education (early-childhood, primary school, secondary school, university & tertiary, technical & vocational, Chartered University or Institution, continuum professional development and lifelong learning) for integrating and embedding knowledge, skills, attitudes and values for that students to be successful learners, confident individuals, responsible citizens and effective contributors in the context of 2030 Agenda.
- iii. Strengthen vertical and horizontal linkages between all levels of formal education, together with informal and non-formal modes of education to synergise and harmonise required competencies and outcomes in ESD.
- iv. Position ESD within national education systems, policies and programmes to mainstream ESD into education and development policies, create enabling environment to bring about systemic changes, integrate sustainability principles into education and training settings, enhance competencies of educators and trainers, empower & mobilise youth and accelerate sustainable solutions at local level.
- v. Provide special emphasis to strengthen the early childhood education system in ensuring that all girls and boys have access to quality early childhood development, care and pre primary education.
- vi. Improve university & tertiary education sector, particularly through diversification and modernisation of the curricula, promotion of R&D, innovation & entrepreneurship, establishment of university-business interaction, enhancement of community services and supports for micro, small and medium enterprises (MSMEs).
- vii. Improve the relevance and quality of technical and vocational education and training (TVET) sector.
- viii. Establish a national guidance system (academic guidance, psychological guidance, career guidance) incorporating secondary, post-secondary and higher education.
- ix. Expand opportunities in Science, Technology, Engineering, and

Mathematics (STEM) education to meet global standards.

- x. Introduce programmes to develop and implement socio-emotional skills, transversal skills, ethics & values, and life skills.
- xi. Increasing trilingualism and the acquisition of additional international languages.
- xii. Raise public awareness about the risks associated with cyberspace, and build capacity to protect the identity, privacy and economic assets in cyberspace
- xiii. Increase learning opportunities for youths to capitalise on cyber security knowledge and education.

4.2 Policy targets and specific strategies for Policy Goal 4

Policy Targets	Specific Strategies
4.1 By 2030, ensure that free, equitable and quality education at primary and secondary levels is completed by all children, leading to relevant and effective learning outcomes.	<ul style="list-style-type: none"> i. Identify and direct the less privileged groups to ensure their children's right to free education. ii. Develop/update curricula based on a Need Assessment and train teachers, develop infrastructure in the school system and ensure equitable distribution of resources among schools. iii. Formalise and give effect to the proposed National Policy on General Education in Sri Lanka with necessary amendments to cater for Sustainable Development with particular emphasis on primary and secondary school levels iv. Improve quality of rural schools by providing infrastructure facilities and modern technology. v. Increase national schools to 1000, create DS area cluster school systems and eliminate resource gaps between national and provincial schools. vi. Introduce competency-based student centric learning and assessment tools vii. Convert the existing district basis system for university entrance to a school-based system

4.2 By 2025, ensure that access to quality early childhood development, care and pre-primary education is provided to all children, so that they are ready for primary education.

- i. Implement the National Preschool Policy that guarantees the provision of at least one year of quality and equitable free pre-school education to all children and ensures that all preschools in the country are developed to meet set standards.
- ii. Provide state patronage to establish at least one preschool and one day care center conforming to acceptable standards, in each Grama Seva Niladhari division.
- iii. Develop, promote and facilitate implementation of regulated national quality standards for preschools/ Early Childhood development centers to create conditions for a high quality learning environment.
- iv. Introduce resources and guidance to facilitate inclusive practices in the preschool settings, enabling the most vulnerable and disadvantaged children (including the children with special needs) to benefit from preschool education.
- v. Design and offer quality pre-service and inservice training programmes for preschool teachers through teacher education institutions.
- vi. Develop a curriculum focusing on the stimulation of fine motoric, socio-emotional and cognitive competencies in order to prepare children for school and day to day life.

4.3 By 2025, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

- i. Formalise and give effect to the proposed National Policy on General Education in Sri Lanka with necessary amendments to cater for Sustainable Development with particular emphasis on TVET and tertiary & university sectors.
- ii. Promote the TVET sector and make it mandatory to have the relevant vocational certificates to engage in trade such as plumbing, masonry, salons, electrical, motor mechanical etc.
- iii. Prepare principles and programme structures for recognition of prior learning (RPL) to provide access for different student groups to follow diplomas, higher diplomas, degrees and higher degrees.
- iv. Develop a system to deploy teachers according to the school based needs in technical and vocational education.
- v. Develop and implement capacity building programmes for school principals in relation to technical, vocational and post-secondary education.
- vi. Strengthen the TVET sector by region.
- vii. Support systematic reforms in compliance with quality standards required nationally and internationally in the TVET sector particularly to match training supply with demand by creating strong linkages between training supply end users and market demands.
- viii. Expand state funded direct access to technical and vocational education from schools at different levels.
- ix. Convert the existing district basis system for university entrance to a school based system

<p>4.4 By 2025, substantially increase the number of youth and adults who have relevant skills, including managerial, technical and vocational skills, active learning, analytical thinking, creativity, originality, innovation, leadership & social influence, ICT and cyber security skills, coordination and time management, for employment, decent jobs and entrepreneurship.</p>	<ul style="list-style-type: none"> i. Enable young children to develop their inherent talents and skills and also to select the education stream that would provide them with a pathway to the employment market. ii. Develop a national guidance system as a platform for lifelong guidance in learning and career achievement in coordination with all allied ministries and professional bodies, by comprehending best practices in other countries, while bridging the gap between secondary, post-secondary and higher education career issues. iii. Develop an outcome based curriculum integrating and embedding skills (cognitive and well as socio-emotional) focusing on the underlying objective that all children should be successful learners, confident individuals, responsible citizens and effective contributors. iv. Improve professional education across all levels of formal education (skill development for formal education). v. Diversify and modernise the curriculum of universities and other higher education institutions in order to address present and future demands for social development and local and international labour markets. vi. Support systematic reforms in the TVET sector particularly to match training supply with demand by creating strong linkages between training supply end-users and market demands.
<p>4.5 By 2030, ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous people and children in vulnerable situations.</p>	<ul style="list-style-type: none"> i. Introduce a system for university selection for underprivileged children. ii. Provide access to vocational training for persons with disabilities. iii. Provide infrastructure for the schools to facilitate the learning for children with special needs iv. Sensitise educators, administrators and other personnel to the issues faced by vulnerable persons, to create empathy and better understanding and to impart the value of diversity and representation in all sectors

4.6 By 2030, ensure that all youth and 50% of adults, both men and women, achieve computer literacy.

- i. Promote e-transactions and provide opportunities for adults to improve computer literacy.
- ii. Introduce Information and Communication Technology (ICT) as a compulsory subject to school curricula.
- iii. Introduce legal provisions to prevent cybercrimes including cyber bullying and cyber harassment.
- iv. Introduce computer skills development programmes in all types of educational institutes.
- v. Conduct continuous IT competency development programmes for employees at their places of employment.
- vi. Develop IT resources in an equitable manner in all schools, with special attention for underprivileged schools and establish IT centers in rural localities that can facilitate access to IT based services and popularise IT as an efficient solution to prolonged procedures.
- vii. Increase public awareness of Social Media and Cyber Security and the risk derived from cyberspace
- viii. Provide awareness on secure digital communication to ensure secure, reliable and resilient cyberspace for all citizens.

<p>4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, socio-emotional skills, ethics & values, self-esteem and life skills among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship and appreciation of cultural diversity and cultures contribution to sustainable development.</p>	<ul style="list-style-type: none"> i. Develop competencies, learning outcomes, programme outcomes, thematic areas and subject topics related to Education for Sustainable Development (ESD) through review and revision of curricula to emphasise education on sustainable development in all levels of formal, informal and non-formal education, develop a programme on ESD, and train teachers for programme delivery. ii. Emphasise the importance of skills such as socio-emotional skills including the promotion and protection of human rights, gender equality, empathy, global citizenship and appreciation of cultural diversity, ethics and values, soft skills, transversal skills and life skills, so that the existing content that address these will be imparted in ways that reflect its vital importance in a sustainable society, and upon a diagnostic study, introduce content to expand its scope where necessary, in the teacher training and programme development. iii. Strengthen existing mechanisms and develop new mechanisms to strengthen the Environmental Education in order to instill the knowledge, skills and attitudes on sustainable principles iv. Develop programs to create environmental literacy starting from early childhood education.
<p>4.8 By 2030, expand access and opportunities to have Science, Technology, Engineering, and Mathematics (STEM) education to all.</p>	<ul style="list-style-type: none"> i. Formulate national policy and strategy on STEM education. ii. Develop STEM education plan programme covering all levels of formal education. iii. Update and integrate new content where necessary and reform the teaching and learning processes to accommodate the STEM approach. iv. Revisit the subject combinations offered to students and introduce schemes/ combinations that enhance the holistic nature of STEM education

4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.	<ul style="list-style-type: none"> i. Establish information on resource requirements, available resources, and gaps in the educational setups in relation to child, disability and gender sensitive areas. ii. Develop and implement interventions to build and upgrade facilities for providing safe, nonviolent, inclusive and effective learning environments for all iii. Conduct a comprehensive programme to sensitise educators, administrators and other personnel to the issues faced by disaffected persons and to create empathy and better understanding iv. Build and upgrade facilities at all education institutions with special attention to basic amenities such as water, electricity, single-sex sanitation facilities.
4.b By 2030, fully harness the scholarships and educational funds available for developing countries for enrollment in higher education, including vocational training and ICT, technical, engineering and scientific programmes.	<ul style="list-style-type: none"> i. Explore and exploit funding schemes and scholarships available regionally and internationally to support enrolments in local university and tertiary educational institutes. ii. Increase private sector and industry participation in the funding of research clusters within Universities and other high educational institutes. iii. Increase access to no/low interest educational loans for students and workers looking to enhance knowledge in their respective fields.
4.c By 2025, substantially increase the continuous supply of qualified teachers, and facilities for teacher training and training instructors including through international cooperation in developing countries,	<ul style="list-style-type: none"> i. Improve the relevance and quality of educational programmes offered to educationalists / teachers, particularly in the existing eighteen (18) National Colleges of Education. ii. Upgrade resources, facilities and status of educational institutes catering to teacher instructor training. iii. Introduce innovative interventions to enhance the delivery mechanisms in classrooms, for example by recruiting and deploying Teacher Assistants. iv. Establish a scheme to obtain the expertise of external (international and local) specialists and entities in teacher training

07. INTERNATIONAL COOPERATION FOR EDUCATIONAL DEVELOPMENTS

Even though Sri Lanka is one pioneer to introduce free education to the world as a middle-income country, it has been always a challenge to provide the full contribution from the government budget for both quality and quantitative development of education. In the first half of the era of free education, education was highly affected by children's nutrition and sanitation. Poverty was the main challenge to bringing children to schools. Therefore, Sri Lanka has received much international support to improve the level of education throughout history.

Presently Sri Lanka is receiving the following international corporations to develop the present education system and its infrastructures.

Title of the Project	Name of the Donor	Implementer	Duration
Secondary Education Sector Improvement Program - SESIP	Asian Development Bank	Ministry of Education	2021- 2025
UNESCO Scholarship Fund	UNESCO	Ministry of Education	On going

08. FINANCING EDUCATION IN SRI LANKA

The government of Sri Lanka bare the whole responsibility of financing public free education. Private investments in education are extremely limited and solely profit-oriented yet. Except education institutions managed by religious organizations, most of the other private education institutions including international schools and branches of the overseas universities or their partner institutions are registered under the company registration act as profit-making companies. Therefore, the annual government budgetary allocation is the main source of improving quality and equal access to education.

The demand for increasing the national budget allocation for improving the quality and accessibility of education has been continued throughout the last couple of decades in Sri Lanka. Teacher unions with youth demanded to increase it up to 6% of Gross Domestic Product which is presently below 2.2%. It is recorded as the lowest rate in the region too.

Public spending on education as a share of gross domestic product

Year	Percentage	Change with Previous Year
2009	2.1	-32.62%
2010	1.7	-16.45%
2011	1.8	5.29%
2012	1.5	-17.28%
2013	1.6	8.35%
2014	1.9	19.23%
2015	2.2	15.31%
2016	3.4	54.76%
2017	2.8	-18.84%
2018	2.1	-24.12%

Source: World Development Indicators (WDI)

Public spending on education in the South Asia region

Country	Percentage in GDP
Afghanistan (2017)	4.1%
Bangladesh (2019)	1.3%
Bhutane (2018)	6.9%
India	3.1%
Maldives	4.1%
Nepal (2018)	5.1%
Pakistan (2017)	2.9%
Sri Lanka (2018)	2.1%

Government National Budget Allocations for Education

Expenditure Line	2019		2020		2021	
	Recurrent	Capital	Recurrent	Capital	Recurrent	Capital
Ministry of Education	106,008,291	28,422,303	97,623,960	25,753,145	102,670,000	23,870,000
State Ministry of Rural and School Sports Infrastructure Improvement	-	-	444,823	940,099	816,255	1,432,150
State Ministry of Women and Child Development, Preschools and Primary Education, School Infrastructure and Education Services	295,142	64,921	21,082,400	15,269,430	24,754,300	5,696,000
State Ministry of Education Reforms, Open Universities and Distance Learning Promotion	-	-	557,894	1,727,775	661,000	1,404,000
State Ministry of Skills Development, Vocational Education, Research and Innovation	1,853,792	204,659	8,186,310	4,816,800	8,938,200	3,312,300

State Ministry of Dhamma Schools, Pirivenas and Bhikkhu Education	-	-	4,285,600	178,800	4,490,000	230,000
Total of Education Estimate budget	108,157,225	28,691,883	132,180,987	48,686,049	142,329,755	35,944,450
Total National Budget Estimated Expenditure	2,321,622,720	637,218,885	2,806,426,734	923,862,348	2,694,152,178	1,095,018,822
% out of Total Estimate Budget	4.65%	4.50%	4.70%	5.26%	5.28%	3.28%

09. TRAINING OF TEACHERS

Well trained teachers are considered as the foundation for quality education. The commitment for a substantial increase in the supply of qualified teachers is identified as one priority in the 2030 world education agenda. The teacher training can be divided into two categories as pre-service teacher education and in-service teacher education. In most the developed countries, teachers are recruited only after completion of professional qualification of teaching. In Sri Lanka it is not mandatory to have the professional qualification to enter into the teaching profession. The profession is highly affected by political decisions and has become transitional employment for many job seekers until they get a highly paid job.

Pre-service teacher qualification can be earned from 19 National Colleges of Education as National Diplomas in Education and four government universities as Bachelor's Degree in Education. However, the majority of teachers are recruited just after completion of bachelor degree in any subject stream as a solution for increasing unemployment of graduate issue. In-service teacher education is provided by the National Institute of Education, four universities including the open university of Sri Lanka and National Colleges of Education for earning qualifications of Post-Graduate Diplomas, Bachelor in Education or Masters in Education. In addition to that Ministry of Education provided school-based teacher training at provincial and zonal levels.

Levels of qualifications of teachers at government schools are given in below table

Category of qualifications	Number of teachers
Graduate Teachers	121,569
Trained Teachers	121,796
Trainee Teachers	4,525

Untrained Teachers	1,427
Other Teachers	132
Total Teachers	249,449

The National Institute of Education provides leadership in teacher education and professional development in the education community. It provides from Diploma level to M Phil level courses for the development of quality educational opportunities for teaching professionals. However, it has been constantly reported that the administrative structure of teachers, especially in provincial schools, is not liaising teachers to follow these educational opportunities.

According to the report of the National Committee for Formulating a New Education Act for General Education published in 2008,

“The effectiveness of schools depends on the quality of teachers more than any other factor. It is necessary to create conditions that will allow teachers to perform the desired role. Recruitment, deployment, transfers, performance evaluation, promotions and professional development should be given consideration and norms of accountability also need to be laid down with a reward system that would result in effective teaching and improved performance in implementing the teaching programmes.”

Early Child Care and Development in Sri Lanka

The discussion of education development cannot be detached from Early Child Care and Development. However, this is a topic that encompasses many components such as health, nutrition, inclusion, care and protection in addition to education. Due to the high prominence given to this by education experts, the international community have been engaged in integrating ECCD into education goals, policies and agendas for more than a couple of decades before. The World Declaration for Education for All (EFA) Goals (1990) and its reaffirmation in the Dakar Framework of Action (2000), as well as Moscow Framework for Action (2010), were included ECCD as a priority concern. Again, the Millennium Development Goals (MDG, 2000) and the Sustainable Development Goals (SDG, 2015) incorporated ECCD as one of compulsory concern in education development in addition to many other goals.

In Sri Lanka, the primary responsibility of ECCD is placed under women and child affairs although it has a direct relationship with education. ECCD is also a devolved subject which Provincial Councils are empowered to take necessary actions to improve child care and development in their respective provinces. Although many of the Provincial Councils have passed statutes related to ECCD with the main focus given to pre-school education, gaps and irregularities in both policy formation and implementation can be identified as the inherent challenge. At the national level, the first government policy on ECCD has been introduced in 2004 with a vision to ensure the right to health start of life and nurturing in a safe, caring and stimulating environment. The present ECCD National Policy has been introduced in 2018 and the Cabinet of Ministers has adopted as the national policy in 2019. In addition to the ECCD national policy, the National Education Commission has introduced a national pre-school policy based on the well-accepted belief that early child life is the foundation of lifelong education.

ECCD national policy covers developments of all children's life from conception to age of admission to primary education grade one. The age of starting primary education in Sri Lanka considers as year 5 even though most of the countries in the world accept it as year 6 or above. While the policy is developed as an overall framework for health and nutrition, education, social service, care and protection services provided to children within the above age limit. It accepts ECCD as a shared responsibility of all relevant National Ministries, Provincial Ministries, Departments and other institutions which are involved in children's affairs. The policy considers children's right to life, equal value and treatment, the best interest of children in decision making, holistic and integrated approach in child development, learning as an integral part of development, age and individual appropriate education, quality environment for learning and development, and elders' awareness of child development as guiding principles of the Policy. Strategies of the actions are spread over key important areas categorised as (1) Health and Nutrition, (2) Early Childhood Education, (3) Child Care and Protection, (4) Parents, Family and Community, and (5) Investments in ECCD. In the implementation of the ECCD strategies, it has identified from top to bottom approach which covers not only the National to Divisional level, but to the village level. In addition to the all-government stakeholders, CSO actors and NGOs are recognised as valuable partners at all levels.

The following data revealed in the National Census of Early Childhood Development Centres in Sri Lanka is a profile of pre-school education in Sri Lanka.

10. TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

The Tertiary and Vocational Education is also main component of the 2030 education agenda. Expanding access and opportunities to have Science, Technology, Engineering, and Mathematics (STEM) education to all is the main target of the agenda. In Sri Lanka, Technical and Vocational Education and Training (TVET) is comprised of both formal and non-formal sectors. According to UNESCO and Commonwealth data, the formal TVET sector comprises about 635 public sector training centres and 718 private and NGO training centres. A large number of non-formal TVET providers also provide training in IT on a fee-for-service basis, and there is a widespread network of non-fee-levying institutions that are funded by various national and international charities. These providers educate people of all ages — from secondary school leavers to working adults, parents and others who have suspended their education for various reasons and need training or retraining.

The State Ministry of Skill Development, Vocational Education, Research and Innovation is the main responsible authority for TVET and the Tertiary and Vocational Education Commission (TVEC) acts as the apex body to implement technical and vocational education programs. TVEC is formed as a public-private platform to attract private sector contribution for implementing TVET policies and programmes and develop demand driving education and training system. The Commission is involved in the registration of training institutions, accrediting training courses, developing guidelines for TVET and Monitoring & mapping NVQ and non NVQ programmes. The Commission also has introduced National Competency Standard with Competency Code for each technical and vocational training to maintain high quality and uniformity of training conducted by different government or private registered institutions.

The following government institutions are considered main institutions operating under the Ministry of Skill development to conduct technical and vocational training.



University of Vocational Technology

The University of Vocational Technology (UNIVOTEC) delivers 12 degree programmes, including a Bachelor of Education in Technology (BEEd Tech) for teachers in the TVET sector; short-term training courses for TVET trainers and assessors; and curriculum, teaching and learning resources for TVET courses.



National Institute of Business Management (NIBM)

NIBM operates as a self-financed statutory body under the State Ministry of Skills Development, Vocational Education, Research & Innovations. Its operations are carried out through six campuses covering four main regions of the country. It offers courses from foundation level to Masters in the fields of Business, Computing, Design, Engineering, Language, Humanities, Business Analytics and Productivity & Quality.



The National School of Business Management(NSBM)

NSBM, which is currently upgraded as NSBM Green University is a fully government-owned degree-awarding body on a fee paying basis. It currently accommodates around 9000 students following courses from foundation levels to Bachelor's Degrees under four faculties.



Ocean University of Sri Lanka

The Ocean University established in 2014 conducts academic and professional education and vocational trainings in fisheries, marine and natural engineering to fulfill the needs of the fisheries and allied sector.



Skill 4 Inclusive Growth Project (S4GP)

Skills for Inclusive Growth Project supports sustainable job creation and business growth in four districts of Sri Lanka: Ampara, Batticaloa, Polonnaruwa and Trincomalee. The program focuses on vocational and technical training for women and persons with disabilities to ensure that these groups are supported to gain or improve their employment.



**Skill
Development
Program**

Skill Sector Development Program (SSDP)

This is a Technical Education Development Project supported by the Asian Development Bank and being implemented by the Sector Skill Development under the purview of the Ministry of Skills Development and Vocational Training for a period of seven years from 2014 onwards. The main objective of the program is to build an efficient skills development system to meet the demand of local as well as foreign labour markets.



Vocational Training Authority

The Vocational Training Authority (VTA) provides skills training for rural youth through a network of four National Vocational Training Institutes (NVTIs) and 14 District Vocational Training Centres (DVTCs) and around 210 Rural Vocational Training Centres (RVTCs).



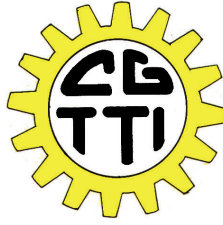
Sri Lanka Institute of Printing

Sri Lanka Institute of Printing is a non-profit making organization devoted to the furtherance of scientific and technical education and meeting the ever-widening need for knowledge and skills in the Printing & Graphic Arts industry. Its special task is to assist the industry meet the demands of modernization in the context of the country's socio-economic progress.



National Apprenticeship and Industrial Training Authority

The National Apprenticeship and Industrial Training Authority (NAITA) conducts island-wide training programmes for small, medium and large scale enterprises and is responsible for the development and assessment of competency standards for the industrial training of TVET students.



Ceylon-German Technical Training Institute

The Ceylon-German Technical Training Institute (CGTTI) is the foremost institute in Sri Lanka for the training of skilled technicians in the field of automobile engineering and allied trades.



Department of Technical Education and Training

The Department of Technical Education and Training (DTET) runs 38 technical colleges in all nine provinces and offers certificate and diploma courses in the technical education streams.



National Youth Service Council

The National Youth Services Council (NYSC) provides youth programmes and TVET courses related to developing creative, artistic, technical and

leadership skills in youth located mainly at district centres and rural centres in all 25 districts islandwide.



The National Institute of Fisheries and Nautical Engineering

The National Institute of Fisheries and Nautical Engineering (NIFNE) provides certificate and diploma courses for the marine and fishing industries and is poised to be upgraded to the Ocean University by an act of Parliament.

11. NATIONAL AND INTERNATIONAL ORGANIZATIONS IN EDUCATION DEVELOPMENT



Ministry of Education

The Ministry of Education (MoE) is the main administrative body of the Sri Lankan Education System. With the vision of “To reach excellence in a global society through competent citizens who share the Sri Lankan identity” ministry provides leadership to formulate and implement policies related to primary and secondary education. While it is directly involved in managing National Schools, provide directions for the administering teaching process of provincial schools. The Department of Examinations, Education Publication Department, National Institute of Education function under the Ministry of Education.

Department of Examinations Sri Lanka , Pelawatta, Battaramulla, Sri Lanka.



Department of Examinations

The Department of Examinations comes within the purview of the Ministry of Education. The department is the responsible body for carrying out all public examinations including the GCE Ordinary Levels and Advanced Level and other state sector examinations. It also carries out other examinations

such as the Law College entrance examination. The department is headed by a Commissioner General of Examinations. Commissioners, Deputy Commissioners and Assistant Commissioners of Examination form the assisting body to the Commissioner General.



NATIONAL INSTITUTE OF
EDUCATION
ජාතික අධ්‍යාපන ආයතනය

National Institute of Education

The National Institute of Education provides leadership for developing general education with quality, equity and relevance in a pluralistic society. The institution is engaged in designing and developing curricula for general and teacher education, providing professional development of the educational community and spearheading change through research and innovation. The NIE was established in 1986 under the provisions of the National Institute of Education Act no.28 of 1985. The NIE is mandated to advise the Minister of Education on matters related to the development of education in Sri Lanka.



Ministry of Higher Education

The Ministry of Higher Education is established with the purpose of regularising, expanding and developing institutions under the higher education system. Ministry has a great responsibility in social and economic development. It has a huge impact on the Development of Human Resources demanded by the key sectors as well. The present situation created a favourable atmosphere for the education sector while freeing the government to finally focus on education and other economic and social development activities.

As a result, the Ministry of Higher Education and Education has already formulated policies and strategies and engaged in implementing the same to bring the education system of the country equivalent to the standards of the rest of the world.



Tertiary and Vocational Education Commission Sri Lanka

The Tertiary and Vocational Education Commission was established in 1991 as the apex body in the technical and vocational education and training sector under the provisions of the Tertiary and Vocational Education Act No 20 of 1990. Its primary responsibility is policy formulation, planning, quality assurance, coordination and development of tertiary and vocational education in the country.

The amendments introduced in December 1999 to the Tertiary and Vocational Education Act No. 20 of 1990, ensures that 10 out of 17 members of the TVEC including its Chairman, represent the Employer Associations and Private Sector entrepreneurs. This provides a forum at the highest level for the private sector to contribute towards developing policies and programmes that would help achieve the vision of the Government of maintaining a demand-driven training system.



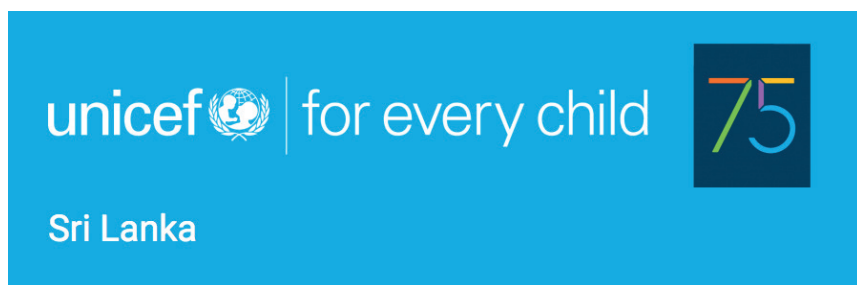
United Nations
Educational, Scientific and
Cultural Organization



Sri Lanka
National Commission
for UNESCO

Sri Lanka National Commission for UNESCO (SLNCU)

Sri Lanka National Commission for UNESCO (SLNCU) is the government arm of implementing the UNESCO Agenda in Sri Lanka. This Commission established on 14th November 1949, comes under the Ministry of Education and is chaired by the Hon. Minister of Education. The Secretary of the Ministry of Education functions as the Vice Chairman and the Secretary General is the Chief Executive Officer of the Commission. There are 35 members in the General Assembly, including representatives of relevant ministries and national bodies concerned with UNESCO's fields of competence. Main thrust areas of the Commission are Education, Sciences, Culture and Communication.



UNICEF

UNICEF works to protect the rights of every child in Sri Lanka. Our goal is to ensure that all of our children survive, thrive and fulfill their vast potential.

In a world that is rapidly changing, children are faced with complex challenges and unprecedented opportunities. UNICEF's programs are designed to reach and benefit all children so that they can withstand these challenges, leverage these opportunities and be the drivers of their own destiny.

UNICEF is committed to creating a country in which every child is free to learn, play and grow. Our programs work towards providing all children in Sri Lanka with shelter, nutrition, protection and education, wherever they may be. We strive to create communities in which children can live with dignity and hope, free from discrimination, violence and fear.



UNICEF works in the world's toughest places to reach the most disadvantaged children and adolescents – and to protect the rights of every child, everywhere. Across more than 190 countries and territories, we do whatever it takes to help children survive, thrive and fulfill their potential, from early childhood through adolescence.

The world's largest provider of vaccines, we support child health and nutrition, safe water and sanitation, quality education and skill building, HIV prevention and treatment for mothers and babies, and the protection of children and adolescents from violence and exploitation.

Before, during and after humanitarian emergencies, UNICEF is on the ground, bringing lifesaving help and hope to children and families. Non-political and impartial, we are never neutral when it comes to defending children's rights and safeguarding their lives and futures.



The Global Partnership for Education (GPE)

The Global Partnership for Education (GPE) is a multi-stakeholder partnership and funding platform that aims to strengthen education systems in developing countries in order to increase the number of children who are in school and learning. The partnership with UNICEF is instrumental in the achievement of Chad's Education priorities, through programmes aiming at increasing access to basic education; improving literacy rates and

strengthening non-formal education; and improving teaching conditions.



Education International
Internationale de l'Éducation
Internacional de la Educación
Bildungsinternationale
Education International

Education International is a Global Union Federation that represents organisations of teachers and other education employees.

It is the world's largest, most representative global, sectoral organisation of unions with more than 32.5 million trade union members in 384 organisations in 178 countries and territories.

- Education International promotes the principle that quality education, funded publicly, should be available to every student in every country.
- Education International promotes and represents the interests of teachers and other education employees on the international level.
- Education International assists the development of independent democratic organisations to represent teachers and other education employees and builds solidarity and cooperation between them.
- Education International supports the development of qualifications of teachers and recognition of teachers as professionals.
- Education International supports democracy, peace, social justice, and human rights, including trade union rights and the right to education.
- Education International advocates equity in society. It combats racism and xenophobia. EI policies, programmes and advocacy efforts promote social justice and challenge all forms of discrimination, whether based on age, disability, ethnicity or indigeneity, gender, gender identity or sexual orientation, language, marital status, migratory status, political activism, religion, socio-economic status, trade union affiliation, among others.

- Education International works with other Global Union Federations and other friendly organisations to promote and achieve solidarity.



Plan International is a development and humanitarian organisation which works in 71 countries across the world, in Africa, the Americas, and Asia to advance children's rights and equality for girls. Plan's mission is to achieve lasting improvements in the quality of life of deprived children in developing countries by: enabling deprived children, their families and their communities to meet their basic needs and to increase their ability to participate in and benefit from their societies; building relationships to increase understanding and unity among peoples of different cultures and countries; and promoting the rights and interests of the world's children. Plan's work is based around 8 core areas: Education, Health, Water and sanitation, Protection, Economic security, Emergencies, Child participation, and Sexual health.

EDUCATION **IN** SRI LANKA

THE ROLE OF THE GOVERNMENT IN THE EDUCATION SECTOR IN SRI LANKA

Coalition for Education Development (CED) is a consortium of civil society organizations involved in the education sector at national provincial and local levels in Sri Lanka. CED has an island wide membership network encompassing 57 organizations actively engaged in the field. Since inception in 2004, CED has been involved in promoting civil society participation in formulating and implementing policies related to education in Sri Lanka.

CED is committed to steer the Civil Society participation as a vital part in the achievement of goals and targets of EFA, MDG and SDG declarations. Since SDG 4 goals provide the guideline for new vision for education by 2030, CED has already addressed the issues of promoting civil society involvement in education development tasks of Sri Lanka.

CED is working with the ministry of Education and Ministry of Sustainable Development and other segments of society such as media, teachers unions, parents associations and professional bodies. We are involved in capacity building, awareness raising, training for our member organization and selected target groups. CED also conduct research studies to obtain scientific data for evidence based advocacy and lobbying to promote quality education in Sri Lanka.

CED is a member of Global Coalition for Education (GCE) and Asia Pacific organization for Basic and Adults Education (ASPBAE).



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No. 51/1, Silva Lane, Rajagiriya, Phone 112 887642
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