2014

NORTHERN EDUCATION SYSTEM REVIEW

Steering Committee of the NESR

**Northern Province
Ministry of Education**

Northern Education System Review

"Whatever we hear, from whomever, finding the truth of it is knowledge."
- Thiruvalluvar

"The Path is the Goal"
-   Gouthama Buddha

Psychosocial Wellbeing of Students & Teachers Group

e-Planning & Database Group

NESR Consultancy Workshop - Day 2
Working Groups: 24 April 2014

Finance Group

Dedication

The Report of the Northern Education System Review (NESR) is dedicated to the students/children of the North and to the teachers, principals, administrative staff, and religious dignitaries who came from the North, other parts of the country, and abroad who dedicated their lives for the education of children of the North.

Whether from our island or from faraway lands you came to establish schools, playing fields, introducing novel games and sports, enriching the children to the thoughts, values and beauty of poetry, music, science, mathematics, history and valour of our people and their environment you contributed to the life of children of the North.

You donated your thoughts and time to teaching through co-curricular and extracurricular activities to build the character and strength of our children to withstand the demands of a nation taking its place in the international arena. You enriched the growth of the children of the North so that they could take their place in society, not only in the North but throughout the island and in lands beyond our shores.

You have laid the foundation and shown the path to future teachers and principals to continue your work in times of war, conflict and peace dedicating their life to the education and growth of children of the North.

The North, that faced a 30 year civil war, had teachers, principals and administrators who pooled their resources and kept the education of the children in the forefront despite repeated displacement amidst bombing and shelling throughout the war. The dedication of this report for such service is a grateful tribute and a giant wish for you to continue to bring back what was lost and take beyond the past the education and growth of children of the North.

Minister of Education Hon. Mr. Bandula Gunawardena

Dignitaries at the Opening Ceremony

Teaching, Learning & Examinations Group

Acknowledgements

The ten Group Leaders and their assistants for considering the public submissions, contributing their vast direct experience, debating the issues, and arriving at a consensus on the problems identified and for formulating the recommendations. Their presentations to the invitees, facilitation of the discussions, and formulation of additional recommendations were what made the Consultancy Workshop a success.

All those who are honouring our Review process and who came to the Workshop to share their observations, ideas, and recommendations to provide our children with the best that we as a society can offer.

A special mention to the moderator, Mr. Rajendrakumar Ganesarajah, for coordinating the Group discussions and moderating the presentation of the Group Reports at the Consultation Workshop.

The Secretariat's secretary Mrs. R. Muthukumaran, the Secretariat staff Messers V. Vithyaparan, S. Senthilkumaran, S. Kandeepan and M. Gunesh for their valuable services from the start to the end of the Consultancy Workshop in April and Mr. S. Logeswaran who took over as Secretary from April 15 to July 20th. A List of all the participants who have contributed is in Appendix IV.

A special mention is due to Arjunan Ethirveerasingam, S. Senthilkumaran and S. Kandeepan for their long voluntary services in editing, designing the pages and compiling the final Report and getting it to the Printers.

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UNESCO Specialist 1980 – 1985 Nigeria
Special Education Teacher ABC Unified School District, Los Angeles, USA 1990-1994
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Olympian 1952 Helsinki
Olympian 1956 Melbourne
Asian Games Gold Medallist 1958 Tokyo

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Terms & Abbreviations

ADE	Assistant Director of Education in the subject he/she specialized.
ADB	Asian Development Bank
Assisted Schools	Similar to Private Schools but the Teachers and Administrators are paid by the National Government. Prepare students for the National Examinations.
B.BA.	Bachelor of Business Administration
B.Com.	Bachelor of Commerce
B.Ed.	Bachelor of Education
B.Sc.	Bachelor of Science
BA	Bachelor Degree
BNPE	Board of Northern Province Education
CERC	Comparative Education Research Centre
CES	Continuing Education School
CGPA	Cumulative Grade Point Average
CTB	Ceylon Transport Board
ECDC	Early Childhood Development Education
EMIS	Education Management Information System
G.C.E. A/L	General Certificate of Education Advanced Level is a National Examination given for Year 13 students as a requirement to enter university.
G.C.E. O/L	General Certificate Education Ordinary Level is a National Examination given to Year 11 students. (ie Grade 10 in the Western System where Year 1 is Kindergarten), A National examination that determines whether a student proceesd to the GCE AL or not.
GDP	Gross Domestic Product
GIS	Geographic Information Systems
Government Schools	Fully responsible to the Provincial Government but the National Ministry of Education has control of vital areas including finance allocation. Prepare students for the National Examinations.
GPA	Grade Point Average
Graduate Teachers	a teacher with a University degree, usually a bachelor's
HSZ	High Security Zone
ICT	Internet and Communication Technologies
IOE	Institute of Education
ISA	In-Service Advisors who have taught before are promoted to monitor teaching and school. They are specialized in a one subject.
ITME	Institute of Tamil Medium Education
JICA	Japan International Cooperation Agency
KOICA	Korean International Cooperation Agency
M.Ed.	Masters of Education
M.Phil.	Masters of Philosophy
MA	Masters of Arts
MECS	Ministry of Education of Education, Culture and Sports
MOE	Ministry of Education, Sri Lanka.
MSc	Masters of Science

National Examinations	A/L, O/L, and Year 5 Examinations
National Schools	Responsibility of the National Government. Their Staff are recruited and paid direct from the National Government. The provincial government monitors the examination and the schools. Some of the areas of responsibility and authority are diffused and are cause for concern. National schools are 1AB schools and have better facilities and more qualified teachers than the Government schools. Some National schools are overstaffed. Students prefer to attend National schools and admission to such schools are always controversial. Prepare students for the National Examinations.
NCE	National Colleges of Education
NEP	North East Province
NESR	Northern Education System Review
NGO	Non-Governmental Organisation
NIE	National Institute of Education
NP	Northern Province, Sri Lanka
NPDE	Northern Province Board of Education
PDE	Provincial Director of Education
PGDE	Post-Graduate Degree in Education
Private schools	Only monitored to ensure that they are following their curricula and examinations. The staff of private schools belong to the National Pension scheme like all teachers in other schools. They recruit their own teachers and are responsible for their performance. Prepare students for the National Examinations.
RIMP	Recommendation, Implementation and Monitoring Panel
SC	Steering Committee
Sp. Ed.	Special Needs Education
TC	Teaching Certificate
TOR	Terms of Reference
TRC	Teacher Resource Centre
Tutories	Private, fee paying, informal tuition centres that conduct classes preparing students for National Examinations from Year 1 to 13. Some are small in teacher's houses or in temporary buildings. Others are classes with 100 to 200 students and in some cases 500 student halls made with local materials. Teachers are mostly school teachers after school and on weekends.
Type 1AB	Have classes up to G.C.E. A/L (Year 13) in Science, Mathematics, Arts, Commerce, and Technology Streams.
Type 1C	Have classes up to Year 13 Arts Stream, but no science and in some cases no Commerce.
Type II	No G.C.E. O/L classes (classes from Year 1 to Year 8 or 9.) Such schools are mostly in rural areas.
Type III	Primary Grades only. Such schools are mostly in rural areas.
WB	World Bank
WFP	World Food Program
Year 6 (Grade 5) Scholarship Exam	National Examination that determines who gets scholarship and admissions to National Schools and other prestigious schools.
ZBE	Zonal Board of Education
ZD	Zonal Director
ZDE	Zonal Director of Education
ZEO	Zonal Education Office

Message from the Honourable Chief Minister of the Northern Province

The Northern Ministry of Education has shown tremendous initiative in performing this historic review of the education system of the Northern Province. The review process and the findings and recommendations in this report are an important step on the road to recovery from the 30 year war and its aftermath. The review has studied the processes, workings, regulations, and shortcomings of the existing education system. The recommendations are based on the experience and contributions of students, teachers, and administrators based on the heroic efforts of educators in our society to keep the education system running during the years of war when children, parents, educators, and all of society were displaced numerous times.

The Northern Province welcomes the participation of the Central Ministry of Education and their specialist staff in the review. They also contributed much during the Consultancy Workshop in April 2014. It is important for the country to have an overall education system that cooperates and coordinates with all its provincial education systems and that this cooperation and coordination extends to the relationship between the Tamil and Sinhala Mediums without bias or rancour. At the same time the Central Ministry of Education and the Government and its Ministries should recognize that the Tamil people and the Tamil speaking people in the North and elsewhere in the country hold a unique position in the country which should be recognized. Our thoughts, our passions, our history, and our aspirations must be considered and included at the creative level, the decision-making level, and the implementation stage when education related books, documents, and regulations are formulated and implemented.

I would like to congratulate the Minister of Education Mr. T. Gurukularajah, for commissioning the Review and getting the cooperation of the Central Ministry. Thanks also to the Steering Committee, the staff of the Ministry of Education, and the specialists from outside the Ministry of Education, especially the Facilitator Dr. N. Ethirveerasingam, for Reviewing the Education System in the North in such a short time and proposing recommendations and an implementation and monitoring mechanism. The Northern Provincial Council will assist in anyway it can to implement the recommendations within the time period stated in the Review.

Justice C.V. Wigneswaran.
Chief Minister, Northern Province

Chief Minister of the Northern Province Hon. Justice Wigneswaran

Thanthai Chelvanayagam Memorial, Jaffna
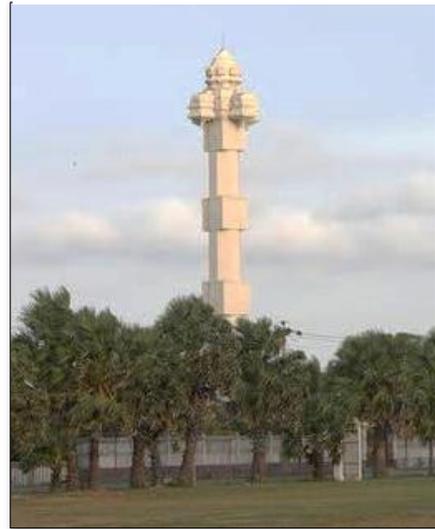
Minister of Education, Northern Province Hon. Mr. Gurukularajah

Message from the Honourable Minister of Education, Northern Province

Tamil Education was founded more than 2000 years ago. As we progressed Thiruvalluvar's philosophy took root in Tamil society. The fundamental aim of education is to seek Truth however elusive it may appear to be. Thiruvalluvar postulated the maxim to any one from any community of people who wish to seek Knowledge and Truth. His stanza in Tamil is:

"எப்பொருள் யார்யார் வாய்க்கேட்பினும் அப்பொருள்

மெய்ப் பொருள் காண்பதறிவு"

In English it is:

"*Whatever we hear, from whomever, finding the truth of it is knowledge.*"

This is the basis of any research anywhere in the world. It gives me great pleasure that the Steering Committee was guided by such a philosophy to gather information from the public and the stakeholders and then investigate those contributions and substantiate or refute them with data.

It is a credit to the members who thought freely, analysed the data from the education system and expressed it freely in this report. Having commissioned the Northern Education System Review (NESR) nine months ago, I did not expect the completion of such a comprehensive review in less than a year. Equally important is the cost of completing the review - approximately Rs.3 million. The time and funds expended are, I am sure, a record low. The credit goes to all the members of the Steering Committee from within and without the system who went above and beyond their duty contributing uncountable hours of their personal time with much enthusiasm. Their preparation and participation in the Consultancy Workshop made it a success.

I would also like to thank the Minister of Education Mr. Bandula Gunawardena and was the senior members of his Ministry for their support, active participation, and contributions to the workshop. It was heartening to hear the Secretary and Additional Secretary of the Central Ministry of Education state that they support the implementation of 90% of the recommendations. We look forward to the creation of Focus Groups to continue the consultative process between the Northern Province Ministry of Education and the National Ministry of Education to ensure the implementation of all of the recommendations.

The review has identified many inequalities that impede serving the children of the North. We have analysed examinations, teaching methods, teacher's performance, administrator's performance and a host of other influences on the education system. The review and this report have identified the issues and had made recommendations to solve the problems so as to improve the performance of students, teachers, and administrators.

The review and its recommendations will be implemented starting immediately and will be completed before the end of 2016. We are sure the staff in the Northern Province Education System,

parents, the community, and the National Ministry of Education will assist and advise us to implement all the recommendations so we can bring back education that is Child Centred.

As Minister, I will do my best to implement the recommendations in this report. I thank the Steering Committee and the Facilitator, Olympian, Dr. N. Ethirveerasingam and his staff for adopting a process that brought together the thoughts of all, verified them, and published it in the form of recommendations

Thamibirajah Gurukularajah
Ministry of Education, Cultural Affairs, Sports and Youth Affairs

Each black dot represents a school.

Source: Northern Provincial Council (http://www.np.gov.lk/images/stories/maps/northpro.JPG)
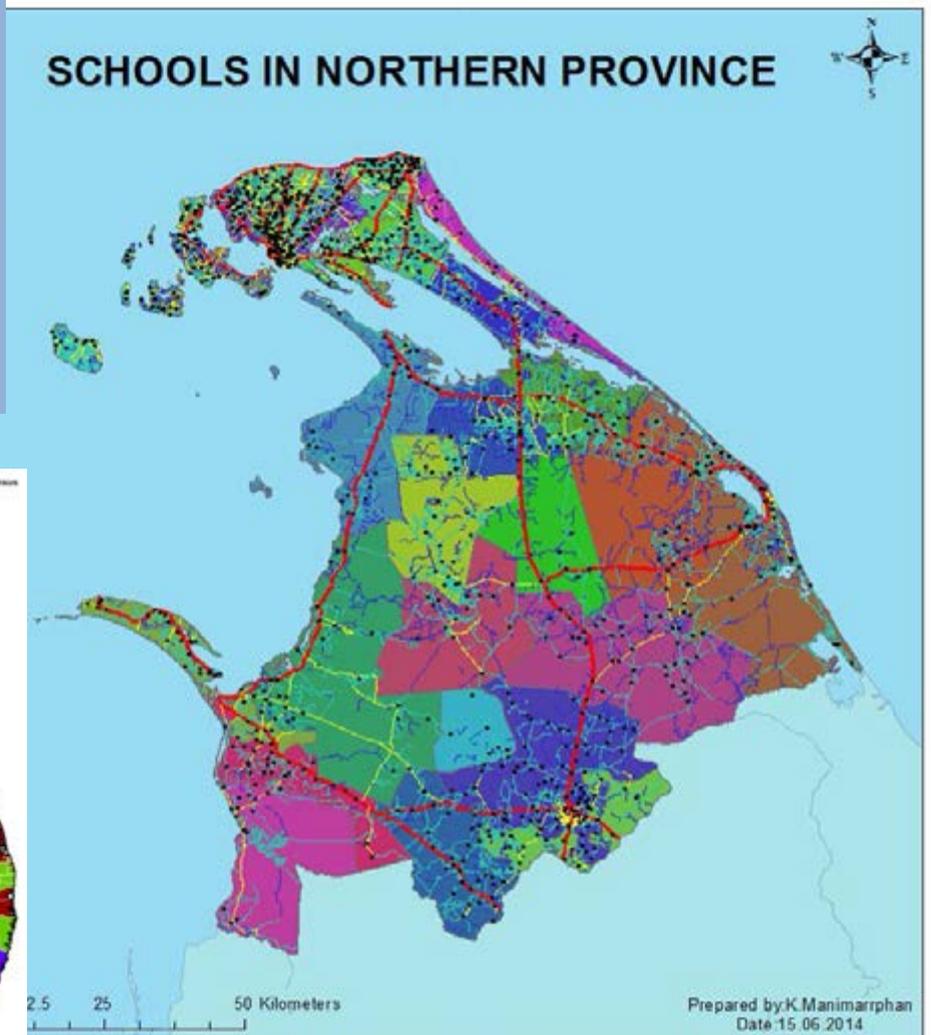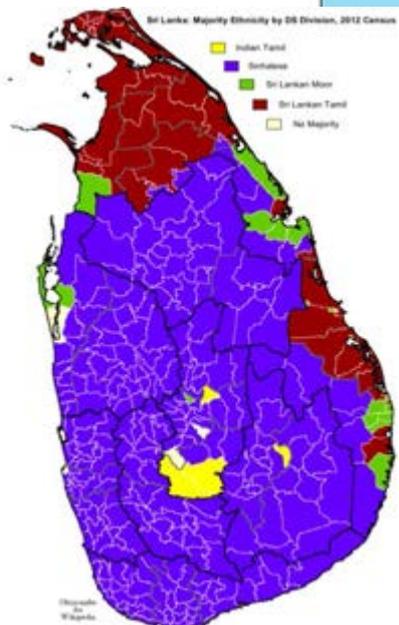
Executive Summary

The Northern Education System Review (NESR) was conceived by the newly elected Hon. Minister of Education, Cultural Affairs, Sports and Youth Affairs Mr. Thambirajah Gurukularajah soon after the election of the first Provincial Government of the North. He invited all the senior members of the Provincial Ministry Education in mid-October 2013 and announced the NESR to assess the present situation with a view to improving the education system to serve the children as best as it could.

He called for his staff to form a Steering Committee and proceed with the review with the Hon. Minister as Chairman assisted by the Secretary of the Ministry of Education Mr. S. Sathiyaseelan and the Provincial Director of Education Mr. S. Selvarasa. He announced to the staff that Dr. Nagalingam Ethirveerasingm will facilitate the process and chair all the working meetings. A Secretariat composed of the facilitator, a secretary, two ICT staff, and two trainee staff was created to coordinate the review.

The formation of the Steering Committee, the subcommittees, and the guidelines of the process of the review are described in Chapter 1.

Over 400 persons from all walks of life, from auto-rickshaw drivers to professors in education, from farmers to the Sri Lankan Minister of Education assisted and contributed at all levels of this process. The subject group leaders of the Steering Committee gathered information and investigated the processes of the Education System from students to the administrators. The Minister (Northern Province), the facilitator, and group leaders had direct interviews with students, teachers and parents on issues that were of concern to them and made note of their recommendations to improve the functioning of the system. The summary of all information contributed by the public and other stakeholders as well as that gathered directly by the reviewers are presented in Appendix I.

The illustration in Figure ES 1 shows the current situation in the Northern Education System and proposed improvements. The prominence of the 'black branch' rising out from the 'Student Learning and Growth' central node/cloud upwards to 'National Exams' and the tentacles descending from there to control all the other aspects that influence, feedback, or otherwise affect 'Student Learning and Growth' – from teachers and teaching methods to parents and the pressure it puts on them, from the administrators and their priorities in education to the birth and the unregulated, mushrooming growth of Tutories. Socio-economic inequalities in the provision of education to children are being exacerbated and reinforced.

About 60% of the problems in the Northern Education System are also prevalent in other provinces in Sri Lanka with large rural and/or coastal populations. The Northern Province's problems are exacerbated due to the 30 year war that only ended five years ago and the continuing intrusion of the military into the education system and all other aspects of civilian life. The social fabric of the Northern Province society has been torn asunder and has yet to be mended. This is true of the Eastern Province also.

Chapter Two 'Current Situation', outlines the status of learning, teaching, National Examination, and performance by Zones in the North. The inequalities are described and

Figure ES1: Current NP Education System & Proposed Improvements

NO STUDENT or TEACHER IS AN ISLAND. STUDENTS AND TEACHERS ARE PART OF THE WHOLE. WHEN A PART OF IT MALFUNCTIONS WE HAVE LOST A PART OF US. NEVER SAY THE STUDENT OR TEACHER HAS FAILED. IT IS WE ALL WHO HAVE FAILED

GCE AL

GCE OL

URBAN

Yr 5

TUTORIES

National Exams

Univ enrollment 60% from Professional families

Rural/ coastal

Univ enrollment 16% from Rural families

Current Exam & Urban Centred System

Parents

school teachers

Students

Sports
Dance
Music
Drama
Fishing
Gardening
Student Parliament
Community Service

Extra Curricular determines

Forces

Experiential Learning methods

Influence

Teachers

Motivation   Least Restrictive Learning Environment

opportunity
Recreation   World of work
Village/Town   Community

National
Religion
cultural groups   Culture

Competence   Income

Prevents

Dedication   electronic
Deviates   Technological   Workshop   Vocational

Emotional   Friendly
confrontational

School's Formative Assessment

Mother
Father
Emotion
Income
House
Siblings

Home

Secretary

Prov Dir of Ed   Education Administration

Physical Space   Active

Classroom   Labs   Hyperactive
Sports fields   Motivated
Technical   Stressful

PG Teach Cred

Teacher Education   Universities

Relatives
Work   Finance

Elected & Appointed School Board

Zonal Director

Institute of Tamil Medium Education   M.Phil, Doctoate, Ph.D.

School of Continuing Education

ePlanning, EMIS, dATA, Res & Publica and Dev

Languages
Voc   Director
Commerce
ICT

Schools

Principals   Secondary

Curric elesson, nature centres units

Primary

Sc, Math, ICT

B.Ed In-Serv & Pre-Serv   Arts

Language
Music, painting, sculpt   Math   Tamil Lang&Meth
Engl Lang & Meth   Colleges of Education   Commerce

Other   Science   Sc & Meth   Voc & Tech

ICT   Math & Meth   Depts -B.Ed Primary, B.Ed. Sec.ECE. Sp Ed Teach Ed

Voc & Tech   Prim Methods

Commerce

Arts

Students' Learning & Growth

The Northern Province Current National Exam & Tutories centered education (Black lines) & components of a Child Centred Education System

substantiated with data. It also presents the general problems of affecting education in Sri Lanka. The report and recommendations are grouped into the following chapters: 'Psychosocial Wellbeing of Students and Teachers', 'Teaching, Learning and Examinations', 'Tutories', 'Administration, Appointments, Promotions, Transfers and Teacher Issues', 'Finance, Staff Requirements, Expenditure, and Teacher Salaries', 'eLearning, Database, Research and Publication', 'Early Childhood Education and Development', 'Special Needs Education', 'Continuing Education', 'Institute of Tamil Medium Education', and a 'New Education Administrative System for the North'. The final chapters cover the 'Implementation Process' and all of the recommendations are presented together in the final chapter 'Conclusion and Recommendations.'

The ten most important recommendations stated briefly are:

1. Corporal Punishment should be banned in schools without delay and alternate classroom management skills should be imparted to teachers, principals, prefects and students.

2. National Examinations should be redesigned to encourage teachers to impart concept based, practical, project based analytical reasoning skills as opposed to the present emphasis on rote learning to answer the paper and pencil assessment process.

3. Implement all the recommendations proposed for the improvement of Administration, Appointment, Transfers, Promotions, and other Teacher Issues. Embark on a '10-Year Staff Development Process' sending staff, from teachers to professional and general education administrators, for one to four years of higher education in their specialty.

4. Prevent students and teachers attending Tutories during school hours.

5. Establish a database system and Educational Management Information System that would have all data in the Education System.

6. Establish an Institute of Tamil Medium Education that will be responsible for the training and education of all teachers, curricula, textbooks, teaching methods and materials for Tamil Medium Schools throughout the country.

7. Redesign the administration of schools within Zones where all decisions concerning the schools in a Zone are devolved to a local 'Board of Education' consisting of elected persons and appointed members from the Zone.

8. Establish Continuing Education Schools with an expanded curriculum for those over the age of 16 in every Zone to replace the current Non-Formal Education structure.

9. Improve the current financial administration structure to function at a higher level of efficiency and financial administration.

10. Appeal to the MOE to change the current January to December School Year to September to August School Year and schedule the GCE O/L and A/L Examinations to June and July respectively.

Ensure implementation of all the recommendation, establish an independent Implementation and Monitoring' body responsible to the NP Minister of Education.

Left to Right: Northern Province Chief Minister, Central Minister of Education, Governor of the Northern Province

Institute of Tamil Medium Education Group at the NESR Consultancy Workshop - Day 2 Working Groups: 24 April 2014

Admin & Appointments Group at the NESR Consultancy Workshop - Day 2 Working Groups: 24 April 2014

1: Northern Education System Review Process

Introduction

The newly elected Minister of Education for the Northern Province (NP), Honourable Mr. Thambirajah Gurukularajah instituted a review of education in the NP on 15 October 2013. He requested that Dr. Nagalingam Ethirveerasingam facilitate the review (See Appendix II for the Calendar of Events).

> The Northern Province recently came out of a 30-year Civil War that took its toll on children, parents, educators, and the education system.

The Northern Province, like the Eastern province, recently came out of a 30 year Civil War that took a toll on Education. The war traumatised students, teachers, parents, administrators, and the community. The tragedy of war, the end of physical violence, the continuing emotional trauma and the need to catch-up with the rest of the world have created a window, and need, for improvement of the education system through innovative changes designed to improve the functioning of the system and address its shortcomings.

Under the Chairmanship of the Minister of Education (NP), a decision was made to seek opinions and recommendations from those who were and are stakeholders in the education system and those who were part of the system in the past and are now in the North or elsewhere. Separate day-long meetings were held with stakeholders in the NP. They were: Tamil speaking parents, teachers, students and Zonal Directors selected from the 12 Zonal Directorates; Sinhala speaking parents, teachers, students and Zonal Directors from South Vavuniya and Manal Aru (Weli Oya). The students were also given an opportunity to submit concerns about their education anonymously.

> The review was a Bottom-Up Process with Lateral Consultation.

The first meeting of senior staff of the Ministry of Education (NP) and Provincial Department of Education was held on 22 October 2013 under the Chairmanship of the Minister of Education (NP). Six coordinators were selected to form six sub-committees with ten members each. These sub-committees were given the option to co-opt additional persons and a mandate to identify and analyse the issues in the Northern Province Education System and propose recommendations. The members formed the Steering Committee (SC) of the Northern Education System Review (NESR). A Secretariat was also formed to assist the facilitator, Dr. Ethirveerasingam, and the SC.

The review focused on processes that considered the child as the centre of the education system. The review accepted recommendations that enhanced the children's physical and emotional growth, learning, and performance in their social and cultural context.

The Northern Province Minister of Education announces the NESR

The Guiding Mottos of the NESR

The Child is the Centre of the Education System.

- *Steering Committee of the NESR*

" எப்பொருள் யார் யார் வாய்
கேட்பினும் அப்பொருள்
மெய்ப்பொருள் காண்பது
அறிவு."

- திருவள்ளுவர்

**"Whatever we hear,
from whomever,
finding the truth of it is
knowledge."**

- *Thiruvaluvar*

**"The process adopted
is Transparent with
Freedom to Think &
Freedom to Express."**

- *Steering Committee
of the NESR*

**"No man (person) ever
steps in the same river
twice for it's not the
same river and he (she)
is not the same man
(person)."**

- *Heraclitus
(530 - 470 BC
Philosopher)*

"The Path is the Goal."

- *Gouthama Buddha*

The Steering Committee agreed on the following Vision and Objectives:

- Provide equal opportunity to all children to maximize their inherited potential.

- Create an education system that is child centred using locally and internationally available educational resources and technology with a built in system of judicious change.

- Explore what factors enhance the performance of the education system and ensure the personal growth and achievement of the students.

- Categorize the problems and create realistic and effective approaches that will improve the present teaching and learning performances.

- Identify all issues and concerns through situation analysis.

- Design a database system to perform data based decision-making.

- Provide opportunities for children to maximize their inherited potential.

- Offer psychosocial services to students, teachers, and principals.

- Eliminate corporal punishment in classrooms and give training in alternate processes to maintain an optimum classroom environment for learning and teaching.

- Improve teaching and learning processes and teacher education.

- Devise a decision-making system at the zonal/school district level that will provide a fair and efficient system.

- Ensure appointment of teachers equitably to all schools irrespective the school's location.

- Build a system that is able to respond to improvements in education methods, curricula, and use of educational technology.

- Ensure that the education system has no blind alleys or dead ends blocking any student who has the potential for further learning.

- Include early childhood education, special needs education, and continuing education in the system.

- Institute e-planning, create a database, and engage in action research for informed decision-making.

The following six areas and sub categories were identified for investigation:

Teaching, Learning, and Teacher Education:

- Teacher education, teaching, curricula, and teaching and learning materials.
- Educational Technology.
- Subject scheduling from Year 1 (Kindergarten) to Year 13 (Grade 12).
- Mastery of competences at each class level. Classroom testing and evaluation.
- National Examinations – Year 5, Year 11, and Year 13.
- Teaching and learning of special needs children.

Student-Teacher Discipline and Counselling:

- School and classroom based discipline issues of students and staff optimizing the emotional level of learning and teaching conditions.
- Counselling and guidance of students, teachers and administrators.

Teachers' and Administrators' Issues:

- Qualifications. Appointments. Conditions of Service. Transfers.
- Rationalizing promotion of teachers and administrators.
- Competence and promotion issues.

Financial, Staff Requirements, and Students' Needs:

- Teacher-Student Ratios, required standard cadres in schools, allocation of funds per student per grade level.
- Criteria for prioritizing allocation of funds.
- Identifying urgently required infrastructure development.
- Identifying and empowering the pupils in distress from the war affected areas.

Education Administrative Structure and Alternatives:

- Command and control from Line Ministry (Central Ministry), Provincial Ministry, Zonal Directorate to Schools.
- Rationalizing National Schools, Assisted Schools, and other Schools.
- Relationship of the administrative structure and the issues above.
- Early Childhood Education.
- Non-Formal Education.

e-Planning, Database, Research, and Development:

- Plan and implement a Management Information System for the educational sector of the NP.
- Gather and analyse educational statistics.
- Prepare regular reports on progress of Northern Province Education.
- Develop and institute an educational research and publication plan.

Some of the Participants at the 'Consultancy Workshop' - 23-24 April 2014

Review Approach

Collection of information and feedback from the public and stakeholders

An advertisement was placed in various newspapers for the public, and past and present stakeholders, to make submissions, observations, and/or recommendations, anonymously or otherwise, on the above identified areas via regular post, email, or by submitting an online form.[1] All submissions were addressed to the facilitator.

The information submitted was reviewed by the facilitator, acknowledged, and submitted to the six coordinators through the Steering Committee Secretariat. The Secretariat has all the submissions on file. The submissions were categorised into the following areas:

- On Students
- On Teachers
- On use of computers and teaching materials
- On Curricula and Examinations
- On Principals
- On Schools and School Environment
- On School Community environment
- On Parents and Home Environment
- On Ministry and Education Administration

The deadline for submissions was extended to the end of November 2013 as there were a few complaints that some had not seen the advertisements or heard about the Northern Education System Review. However, all submissions that arrived, whether before the deadline expired or after, were reviewed and considered by the facilitator. Those who wished to do so were asked to make submissions in writing to the same addresses as before. An additional advertisement to this effect was also placed in all the Tamil and Sinhala Newspapers. Oral submissions at the workshop from those who had not responded to the advertisement were discouraged. Their written submissions were reviewed first by the facilitator and then by the respective groups for consideration. All submissions that had a return address were acknowledged. Personal issues and complaints were noted and referred to the relevant office. Some of the individuals who had detail first-

Displaced Children 1998

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[1] http://tinyurl.com/npereview
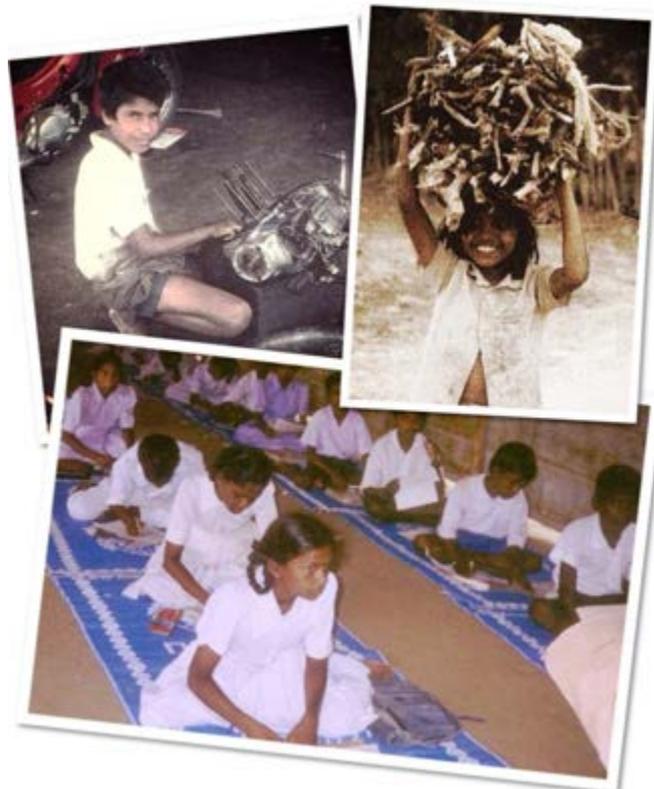
hand knowledge of the problems and submitted viable solutions were invited to participate in the relevant group discussions.

The summary of the issues raised by the submissions from the public and stakeholders is presented in Appendix I.

The first draft report presented the review of the six areas identified above in six chapters. Each chapter presented the consensus on the current situation, identified special areas of concern, and recommended solutions for implementation 'Immediately' (6 months), in the 'Short Term' (1 year) and 'Mid-Term' (3 years).

The first draft was discussed by a larger membership of the Steering Committee in late January 2014 (See Appendix II for Calendar of Events). The groups were then expanded to eleven (11) on the advice of the Steering Committee. Each of the groups presented their findings and recommendations twice. These were improved upon each time. The groups presented their cumulative observations and recommendations at the Consultation Workshop on April 23 and 24, 2014. The list of members who participated in each of the groups is available in Appendix III.

The 11 Groups:

1. Psychosocial wellbeing of students and teachers.
2. Teaching and Learning, National Examinations.
3. Finance, staff requirements and Student needs. School Community and development.
4. Administration, Appointments, Promotion and Transfers.
5. e-Planning, Research and Publication.
6. Education Management Information System.
7. Early Childhood Education and Development.
8. Special Needs Education.
9. Establishment of the Institute of Tamil Medium Education & Teacher Education.
10. Continuing Education.
11. Alternate Administrative Structure with devolved decision-making.

Northern Education System Review Consultation Workshop (Vadakkin *Kalvi Muraimai Aalosanai Seyalamarvu*)

The Hon. Minister of Education (NP), the Secretary of Education, the Provincial Director of Education, six of the group leaders and the facilitator met with the Hon. Minister of Education (Central Government) and approximately 20 of his senior members of staff in Colombo. A summary of the NESR was presented and the Minister and his staff were invited to take part in the

symposium. The Minister complimented the Northern Province Minister and his staff for initiating the review as it was the first such review in the country. He gave his full support and a three day symposium was planned. The Minister also informed the NP Minister of Education that he would invite the Minister of Higher Education, the Minister of Vocational and Technical Education, the Minister of Sports, and the Minister of Educational Services. However, later, when funds were not forthcoming for the symposium the Hon. Minister arranged with the World Bank to instead fund a two day Consultancy Workshop where only the Ministry of Education would be present.

Chief Minister of Northern Province Hon. Justice C.V. Wigneswaran

Minister of Education (NP) Hon. Mr. T. Gurukularajah

The Second Draft Report was presented at the Education Consultation Workshop (*Kalvi Aalosanai Seyalamarvu*) on 23-24 April 2014 and was attended by over 280 invited specialists in education from the North and staff from the Central Ministry of Education (See Appendix IV for the two-day programme). For reasons beyond the organiser's control, international education specialists and the educators from the other eight (8) Sri Lankan provinces were not able to be invited.

The groups presented their observations and recommendations at the Consultancy Workshop. These were discussed and suggested revisions and additions to the draft recommendations were noted. The input from the Consultancy Workshop was considered by the group leaders, the Zonal Directors, planning staff from the Zones, the Provincial Directorate, the Ministry of Education (NP), the Provincial Director, and the Secretary with the Hon. Minister of Education in the Chair on Monday 12 May, 2014. The decisions made at that meeting are incorporated in the final report of the review (this document). The final report will be presented to the Hon. Minister of Education (NP) Mr. T. Gurukularajah and the Hon. Chief Minister of Northern Province Justice C.V. Wigneswaran at a ceremony in June 2014.

It was heartening to hear the Hon. Minister of Education Mr. Bandula Gunawardena welcoming the Review and its draft recommendations at the opening of the Consultancy workshop. At the end of the workshop the Secretary and the Additional Secretary indicated that 90 % of the recommendations are acceptable to the Ministry of Education and that they are ready to form Focus Groups to discuss all the recommendations and the implementation process.

Minister of Education Hon. Mr. Bandula Gunawardena

Follow Up to the NESR

It is expected that the Review Report will be referred to an implementation committee to start the process of implementation of the recommendations. It is also expected to be presented to the Northern Provincial Council. The recommendations that are accepted by the Northern Provincial Council, and other authorities, will be formulated into project proposals for funding and implementation.

2: Current Situation - Teachers, Students & Administration

Introduction

The Hon. Minister of Education Mr. Bandula Gunawardena in his address to the NESR Consultancy Workshop outlined the history of education in Ceylon from C.W.W. Kannangara, the first Minister of Education who ushered in free education, education in the mother tongues, Sinhalese and Tamil, and established the concept of Central Schools. Such policies opened up learning to all children in the country in an attempt to give equal opportunity to all children in Ceylon. Most of these students had been neglected under the English medium education system that the British had established during their rule. That system focused mostly on the urban and surrounding areas.

Education ministers who followed Mr. Kannangara during Prime Minister Srimavo Bandaranaike and President Jayawardena's eras interpreted, expanded, and extrapolated on the Kannangara education theme of equality of opportunity for all children to maximise their potential, in contrast to the colonial system of education for the privileged. Such policies, marred by the 1956 'Sinhala Only' law, which was determined unconstitutional by the District Court Judge de Krester, had mixed results: some intended, some unintended. Though the politicians gave lip service to the ideas of equality, in practice the North and East were discriminated against. Some of the policies contributed to the disaffection of the youth of the South, and later the North, as they became disenchanted and turned to violence as a means to bring about change.

The National Examinations, General Certificate of Education Ordinary Level (G.C.E. O/L) and Advanced Level (A/L), introduced by the British colonial rulers, still remain to this day, 66 years after independence. The Year 5 Scholarship Examination has also been added to the G.C.E. exams. Not much has changed in the O/L examination except that the curriculum has been revised and more subjects have been added as optional subjects. For the A/L, in addition to the original Science, Mathematics, and Arts streams, Commerce has been added. Starting in 2014 a Technology stream was added to selected schools throughout the country where workshops and laboratories are being built.

At the A/L, a negative change has taken place since the late '70s when the laboratories for physics, chemistry, botany, and zoology were discontinued and practical examinations were dropped. At the same time the student population increased as the country's population doubled from 10 million to 20 million by 1981. The examinations became solely paper and pencil tests. This gave rise to the Tutories that prepare students for the O/L and A/L examinations. These Tutory classes soon extended to all years of schooling as the examination pressure increased due to a lack of space in universities and other tertiary institutions that did not keep pace with the increase in student population.

The Hon. Minister spoke about how the examinations lead to a large number of students being pushed out of the schools after the O/L and A/L examinations and described the consequences in the 1970's and '80's in the South of the country. The pre-eminence of these examinations has resulted in students, teachers, principals, parents, and the Tutories focusing on preparing for the

examinations rather than true learning and growth of children. Chapter 5 covers examinations, teaching, and Tutories in more detail.

The Hon. Minister also informed the audience that the '1,000 Schools Programme', also known as the 'Mahindodaya scheme' is equipping schools with Science, Language, Mathematics, and ICT laboratories. Ninety (90) schools in the Northern Province will be part of this programme. The schools will receive new buildings and equipment. The re-innovation of learning, with the use of laboratories is commendable and is a step in the right direction.

However, only 90 of 196 1AB and 1C schools (46%) in the Northern Province that are currently preparing students for the O/L and/or A/L will have laboratory facilities under the Mahindodaya scheme. The other 54% of the schools will not have such facilities to conduct practical experiments for students preparing for the National Examinations. The students in the 46% of the schools who do have access to these facilities will naturally have an advantage when it comes to learning Science, Mathematics, English, and ICT and will thus be better prepared for the National Examinations. Such disparity will occur in all provinces proportional to the number schools that offer O/L and A/L classes. The Mahindodaya scheme and the new A/L Technological Stream that has been introduced in some of schools, however laudable and necessary, are not in consonant with the Kannangara Theme of equality of opportunity to all school children who will in the end all face the same National Examinations. Additionally, some students will not have the option of choosing the Technological stream as it is not yet offered at all 1AB schools.

Puttur Sri Somaskanda College – New Building constructed as part of the Mahindodaya 1000 Schools Programme

The Hon. Minister Bandula Gunawardena mentioned what occurred in the South in the 1970's and '80's due to inequality of opportunity in education. Any inequality in education policy may lead to a repeat of the events of the 1970's and 1980's in the South and the North unless such facilities are extended to all schools countrywide that prepare students for the National Examinations.

Translation of Khan Academy Mathematics eLessons into Sinhala Medium Only

An article in the DailyFT (Sri Lanka) on 04 June 2014 reports that,

> *"Under a $725,000 grant, ADB has translated the mathematics e-learning programs of Khan Academy and MathCloud into Sinhala. These will be used in 20 schools each as part of daily mathematics lessons on a six-month trial basis through to the end of 2014. Student performance will then be assessed to*

determine how effective the programs were in boosting students' mathematics achievement and confidence."[1]

It is astounding that after a 30 year war the Asian Development Bank (ADB) would choose to fund a project that so blatantly discriminates against the Tamil speaking communities, especially as it is widely agreed that the language issue was one of the root causes of the war. To produce translations of the Khan Academy Mathematics lessons in Sinhala only, without at the same time providing Tamil translations of the original, disenfranchises the Tamil speaking peoples of the island. International donors must be more cognizant of the effects of their policies and programs and ensure that they do not create or exacerbate conflict. The ADB should develop its own conflict filter, especially for education projects.

In the 2004 article "*Globalisation and Development: the Politics of Educational Reforms in Sri Lanka*", Lakshman Punchi raises the following concerns about international donors, especially ADB and World Bank loans and/or aid,

> *"Thus one sees that the terms equity, quality and access cease to signify what they actually mean when it comes to real situations that prevail in Sri Lanka at the moment. In this context, a closer look at the proposed reforms by the World Bank and the ADB generally gives one the impression that they have overlooked the national concerns and given much priority to issues that are of importance within the international context. While it is important to revamp teaching of science and math related courses as well as improve web-based learning and the IT skills of students, reforms that will strengthen national concerns are also vitally important for the development purposes of any country.*
>
> *The question must be: In what way will these reforms help or hinder aspirations of the majority of the students in different communities such as Sinhalese, Tamils and Muslims in Sri Lanka? Also, who is going to benefit from the present reforms and how effectively could these reforms lead to poverty alleviation, social wellbeing and national unity in the context of education and development?"*[2]

These concerns bolster the concern raised with regard to the Mahindodaya scheme. The Khan Academy project translation project applies to the entire language group as opposed to just some selected schools within the two language group. It is important to ensure that when innovations or projects for the education sector are planned that 'Conflict Filters' or 'Social Impact Studies' are performed by recipients, donors, and lenders. The World

> Use of Conflict Filters by donors, lenders and recipients is as necessary in the education sector as it is in other development projects.

Bank has addressed the issue but to what extent, if at all, they have applied the 'Conflict Filter' effectively for education projects in Sri Lanka, only 5 years after the end of the war, remains to be

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[1] http://www.ft.lk/2014/06/04/sri-lanka-students-test-e-learning-programs-to-boost-mathematics-skills/ (accessed: 10 June 2014).

[2] http://www.norrag.org/en/publications/norrag-news/online-version/targets-in-education-training-off-centre/detail/globalisation-and-development-the-politics-of-educational-reforms-in-sri-lanka.html (accessed: 10 June 2014).

seen.[3] Donors and lenders must work with the Central and Provincial governments to ensure not only equality of opportunity for all children but also that their policies and programmes are non-discriminatory and do not create or exacerbate conflict within and between language and religious groups.

The Present Education Scene

This chapter presents an overview of the current situation in critical areas of the Northern Province education sector and in those parts of the national system that affect the Northern Province. Tutories' impact on students, teachers, parents, and the education system are mentioned here but the subject required special attention and thus is expanded upon in Chapter 5.

Figure 2.1 is an illustration from a UNESCO publication that shows the structure of the Sri Lanka school system from Primary (Year 1) to Tertiary.

Figure 2.1: Sri Lanka School System Structure
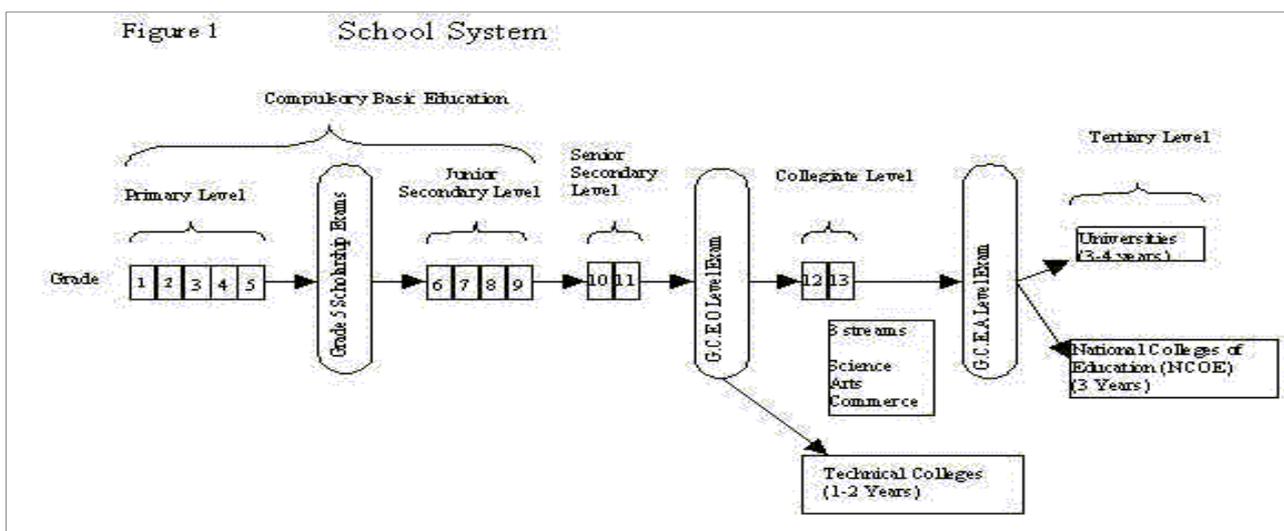
Source: UNESCO based on Sri Lanka Ministry of Education information (August 2006) (http://www.ibe.unesco.org/fileadmin/user_upload/archive/Countries/WDE/2006/ASIA_and_the_PACIFIC/Sri_Lanka/ Sri_Lanka.htm) accessed 5 June 2014

Figure 2.1 is based on information from 2006. Since then a Technology Stream for Grades 12 and 13 at certain selected schools has been added to the four streams (Science, Mathematics, Arts, and Commerce) depicted in the chart.

For a more detailed description of the different levels of education system in the Northern Province refer to these Appendices:

- Organisation of NP Ministry of Education System (See Appendix V).
- Organisation of Provincial Directorate of Education (See Appendix VI).
- Organisation of Zonal Directorates of Education (See Appendix VII).

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[3] See: http://siteresources.worldbank.org/EXTSOCIALDEVELOPMENT/Resources/244362-1164107274725/3182370-1164110717447/Conflict_Analysis_Framework.pdf

Student Enrolment in the Northern Province

Table 2.1 presents the different types of schools in the education system in each of the 12 Education Zones in the Northern Province. There are four types of schools: 1AB, 1C, Type II, and Type III.

- 1AB schools have classes up to GCE A/L (Year 13) in Science, Mathematics, Arts, and Commerce steams. Since 2014 some schools also offer a Technology stream.

- Type 1C schools have classes up to Year 13 in the Arts Stream, but do not offer Science and in some cases not even Commerce.

- Type II schools provide classes up to the GCE O/L.

- Type III schools for the most part consist of the Primary grades only though there are exceptions.

Table 2.1: Number of Schools & Enrolment by Type of School & by Zone 2012											
		1AB		1C		Type II		Type III		Total	Total
No.	Zone	Students	Schs	Students	Schs	Students	Schs	Students	Schs	Students	Schools
1	Jaffna	17,404	12	6,823	12	10,321	41	7,360	34	41,908	99
2	Island	2,469	4	1,805	7	3,536	20	1,996	30	9,806	61
3	Valikamam	13,198	13	8,245	14	8,800	39	7,372	70	37,615	136
4	Themaradchi	5,591	6	2,015	5	3,298	21	2,529	28	13,433	60
5	Vadamaaradchi	8,486	10	3,276	8	7,053	29	4,257	35	23,072	82
6	Kilinochchi	8,591	9	7,161	14	10,256	39	5,600	42	31,608	104
7	Mullaitivu	4,272	4	3,581	6	7,055	24	3,037	20	17,945	54
8	Thunukkai	1,087	2	2,708	7	2,547	15	2,184	37	8,526	61
9	Madhu	505	2	2,332	8	2,408	15	1,013	27	6,258	52
10	Mannar	8,632	8	7,528	14	4,957	25	2,220	36	23,337	83
11	Vavuniya North	1,640	3	1,563	7	3,426	20	1,772	60	8,401	90
12	Vavuniya South	11,014	7	8,969	14	7,094	30	2,762	50	29,839	101
	Total	82,889	80	56,006	116	70,751	318	42,102	469	251,748	983
Soure: from NP Planning data - 2012											

Based on information gathered during the review the actual student enrolment figures for most Type II, 1C and 1AB schools may be less than those given in Table 2.1 (For those interested in comparing the current levels of enrolment and number/type of schools with the war time situation in 1997 please see Appendix 12).[4] This is due to the fact that the names of students who have taken the O/L or A/L exams still remain in the school registry though they may not actually physically go to the school still as the system does not provide space or classes for them to attend. The average enrolment in each of the types of schools indicates that there are some 1AB schools that have over 2,000 students and others that have 500 or less. Some of the 1AB Science and Mathematics streams at the A/L only have 1 to 10 students but have a full complement of staff. This is an inefficient use of teacher resources and funds. The NP education administration has not yet made any decision on the issue.

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[4] Ethirveerasingam, Nagalingam. "An Appraisal of Education and Sports in the NorthEast Province of Sri Lanka", Report to the NorthEast Province Ministry of Education, Culture and Sports. 1998. p.102

A detailed study of the enrolment in each of the classes in each of the schools is needed to make informed decisions on which schools need to be amalgamated, how students could be concentrated into more academically, socially equal, and financially sensible locations. Any school buildings that may become vacant could be used for other students and/or parents or adult education programs. Added to this is the problem of non-attendance of Year 13 students from January to July of each year. Instead of attending classes at school they attend Tutories for the whole day in order to prepare for the A/L examination in August. The system has accepted this absence and it is considered normal. In fact when questioned where the students are, all of the school authorities say they are on "Study Leave" – an euphemism for "attending Tutories." This is discussed in more detail later in Chapter 5 of this report.

Data Collection & Findings

Data collection began in the third week of October 2013 and continued until April 2014. At all levels within the system - classroom to administrative level - it was extremely difficult to collect data that should in fact be readily available. Fortunately, staff within the education system cooperated and the team got most of what was needed. The data collected thus far supports and confirms the major issues identified in the public submissions given at the consultation meetings and in writing. This was true at all levels of the education system. However, more data and analysis are still needed and the data submitted need to be verified from the original files and spot checks of the schools to increase the reliability and confidence in the data.

The data on teachers, their academic background and other details, as well as those of the administrative staff and the school and zonal finances are all kept in files in different sections of the system. Financial allocations by

> The Northern Province Education Database will be complete by the end of 2014

school, on all areas of expenditure, are needed to calculate expenditure per student per class in order to determine whether there is currently an equitable distribution of resources to all schools and zones throughout the province. This data is also needed to monitor the financial system's efficiency and integrity. Teachers' qualifications and the salary information of all staff, especially teacher salaries, are important to track where the teachers are placed and where the teachers get paid (see bullet points below for more details on this issue).

Some of the financial data has been collected but much more is needed. A comprehensive database is being built on the skeletal system that was already in place. It has progressed quickly and accurately enough to be ready by the end of 2014. Reliable, valid data is important to verify, substantiate and find solutions for the observations made by the public staff, parents, and students within the school and administrative systems. The new database system was initiated as the review progressed and work is progressing rapidly.

Most of the problems that have been known about and for which there was anecdotal evidence are now being substantiated with data. Some of these are:

- Teacher cadre, teacher on seat, subject taught, and fund allocation have issues that need attention. These are elaborated on later in this chapter and in chapters 5, 6 and 7.

- Teacher cadre may show as filled but the teacher is not 'on seat'.

- Teacher may get a salary from another school where he/she may or may not be teaching.

- Teacher cadre may show as "not filled" in a school in the Vanni, but the teacher who fills that position is teaching in another school far away and being paid in that school with the budget from the school in the Vanni.

  - o The causes are many but the some of the primary ones are the pervasive favouritism nepotism, and cronyism that is thriving in the system. Such practices utilize the lack of coordination and professional consultation between the principals, the Zonal Directors, the Provincial Director, the Secretary of Education and the Finance Unit on teacher appointment and transfer of teachers. The lack of a central database that has information from all sectors permits such irregularities. Chapter 6 and 7 are addressing the problems and recommending corrections to overstaffing in one school and understaffing in another. The database system is nearing completion, except the database of the Finance Unit is yet to make full use of its system to store all the data that should be available on teachers and administrators.

- Most teachers that have been transferred to the Vanni schools from Jaffna or Vavuniya South commute either daily (oft times arriving late) or leave on Fridays and return on Mondays. As a result they only end up teaching/being physically present in the classroom 3 to 4 days a week in most cases and yet are paid as if they work full-time.

> Tutories are the alternate 'school system' preferred by parents and Grade 11 – 13 students over schools to prepare students for all National Examinations

- In schools that have an enrolment of 300 or more students, after a short period of training, some teachers are appointed as Counsellors, but because there is no specific cadre allocated for counsellors so they must return back to teaching. This is because the principals do not have enough teachers and thus they must return to teaching full time with little time for counselling.

- Funds from donors are used for training but there is no formal follow-up monitoring or assessment of its effectiveness. There is no formal, independent internal or external follow-up to assess the impact of the programs in terms of measurable objectives or any independently audited accounts of the financial expenditure. Accountability for such projects is diffused within the system. The system does not have independent Monitoring and Evaluation Unit to measure and report on training and other programs funded from within or outside the system.

- Based on interviews with teachers and students some of the teacher-counsellors are not teaching or counselling.

- Teachers are not qualified in the subjects they have chosen or have been appointed to teach.

- There is a shortage of teachers in Science, Mathematics, and English in the remote areas of the Vanni (including Manal Aru/Weli Oya), the Islands, and Vavuniya South, while urban centres are overstaffed and the total Northern Province teaching cadre (who are mainly Arts graduates) exceeds the allocated quota by approximately 500 to 800 teachers at any one time.

- Students who will take the G.C.E. A Level (Year 13) National Examination in August each year do not attend classes from January to July of that year. The teachers, principals, and education administrators have come to accept such practice as normal. Students, especially in schools in the Jaffna Peninsula, attend Tutories instead of classes in schools during this time. This is also the case in schools that boast 80 to 100% A/L passes. This happens even though there is a regulation that students must attend 80% of their classes in order to qualify to take the G.C.E. examinations. The regulation is adhered to at the time the applications are made for the National Examination, i.e. 6 to 7 months before the examination. After applying for the A/L examination, the student sign in the attendance register and leave school to attend classes in Tutories. Additionally, some of the A/L teachers are not on seat to teach their classes during school hours. It is assumed that they also go to the Tutories to teach during school hours. It is not known if they take time off from school legitimately or the administrators look the other way. More on Tutories in Chapter 5.

> There is a shortage of teachers in Science, Mathematics, and English in the remote areas …urban centres are overstaffed and the total Northern Province teaching cadre exceeds the allocated quota by approximately 500 to 800 teachers…

- 162 schools have 50 to 80 students. 251 schools have less than 50 students. The Northern Province (NP) and the Ministry of Education (MOE) have detailed statistics for student enrolment by grade and by school. After multiple displacements as a result of the war many families have still not been able return to their original places of residence five years after the end of the war. There are multiple reasons for this; one of them is the establishment of High Security Zones (HSZ) by the security forces (Army, Navy, etc.) and the establishment of new military bases near civilian populations. Hence, there is low enrolment in schools and classes in the areas from which families were displaced. Teacher student ratio in such circumstances range from 1:1 to 1:10.

- Some of the schools that have enrolment of 50 to 80 students, and in some cases less than 50, cannot be closed as they are in remote, isolated communities. In many cases the nearest Type II, 1C or 1AB schools are a one hour bus ride away in a bus that only passes through their village once a day in each direction.

> Some of their teachers are not on seat to teach their classes during school hours. It is assumed that they also go to the Tutories to teach during school hours

- Some schools have 1 to 3 students in the O/L classes and the A/L science and Math classes. Some of such schools do not have teachers and the Principals are reluctant to transfer the students to a nearby school to prevent the system from downgrading the school to a lower category. Many other issues that surfaced, and are substantiated by data, are discussed in the relevant sections of this report.

Schools that are less than 2 km from each other may be amalgamated and one of the schools can be used as a community centre with a library and recreation facilities. The reason for small numbers in most schools is also due to the fact that the 1AB schools nearby do not have any more space for students.

In some cases it is best to close the A/L classes in 1AB schools that have less than 10 students per class and there are 1AB schools nearby where there is space for A/L students. Examples are being left out so as not to embarrass those schools when the education administration is failing to act on such issues. If such decisions are sensitive to the school staff and the community leaders then other alternatives need to be pursued to make the school qualitatively and financially efficient.

One of the reasons so many students enrol in the Arts stream is that there are not enough 1AB schools, especially in the rural schools in the Vanni, or students do not have access to them for a variety of reasons. The education database section needs to provide the data to make rational decisions.

> The majority of teachers teaching Science, Math and English at the O/L in Type II & Type 1C Schools are not qualified to teach those subjects at that level, hence the poor performance at O/L examinations.

Another reason for the high numbers of Arts stream students was pointed out by Professor Emerita Angela Little from the Institute of Education (IOE), University of London. The Professor pointed out that the teachers trained as primary teachers are those who studied Arts at the GCE O/L level. They do not have enough knowledge or interest in science and mathematics to teach those subjects at a competent level. Only 30% of the students from Type II and 1C schools qualify at the O/L exam to enter the A/L.

Since 2010, the facilitator has visited Type II and 1C schools in all Zones throughout the North and has found that those who teach English, Science, and Mathematics, and most other subjects at GCE O/L, are only Teacher Training College qualified. That is they are trained to teach at the Primary Level, not to teach O/L. There appears to be a relationship between low O/L grades in Science, Mathematics, and English and under qualified teachers in Type II and 1C schools, both in urban as well as rural schools. Data available in the NP Education Directorate on National Examination performance of such schools supports this observation. Table 2.2 and Figure 2.2 show teacher qualification nationally. Figure 2.3 shows the qualification levels of teachers in the Northern Province.

Teacher Qualification & Teacher Placement

There are several categories of qualifications that teachers in the Sri Lanka fall into. They are:

- Untrained
- Teaching Certificate or equivalent
- Teaching Diploma or equivalent
- Teaching Diploma: National College of Education (NCE)
- Bachelor of Education (B.Ed), Bachelor of Science (B.Sc.), Bachelor of Arts (BA), Bachelor of Business Administration (B.BA.) – also referred to as 'Graduate Teachers'
- Post-Graduate Degree in Education (PGDE)
- Masters of Education (MEd), Masters of Philosophy (MPhil), Masters of Arts (MA) in Education, Masters of Science (MSc) or equivalent
- PhD or equivalent

Table 2.2 and Figure 2.2 give the number of qualified teachers in each of the categories at the National Level.

Table 2.2: Teacher Distribution by Qualification - Categories and Numbers – National Level

Category	Male	% of Total Teachers	Female	% of Total Teachers	Total Teachers	% of Total Teachers
Untrained	10,561	5%	29,501	14%	40,062	19%
Teaching certificate or equivalent	24, 229	11%	71,258	33%	95,487	44%
Teaching diploma or equivalent	14,219	7%	26,484	12%	40,703	19%
Teaching diploma: NCoE	9,661	4%	20,604	10%	30,265	14%
Bed/B.Sc/BA or equivalent	1,400	1%	2,444	1%	3,844	2%
Postgraduate diploma in education	1,149	1%	2,044	1%	3,193	1%
MEd/MPhil/MA in Education/MSc equi	1,024	0%	1,437	1%	2,461	1%
PhD or equivalent	2	0%	1	0%	3	0%
Total	**62,245**	**29%**	**153,773**	**71%**	**216,018**	**100%**

Source: Based on MOE 2010 & J. Balasooriya, Teacher recruitment and mobility in Sri Lanka

Figure 2.2 shows that 37% of teachers at the National level are qualified to teach at the 10th/11th Grade level because they have a Teaching Diploma or equivalent (19%), Teaching Diploma from the NCE/NCoE (14%), or have Bachelor's Degree (2%), Post-Graduate Degree (1%) or Master's Degree (1%). Those 4% with a Bachelor's Degree or higher are also qualified to teach Grade 12 and 13. Those teachers whose highest qualification is a Teaching Certificate are not technically qualified to teach at Grade 10 or above though they do in fact teach at Grade 10 and 11 due to a shortage of qualified teachers at the time the openings were filled.

'Untrained' teachers are those who have completed A/L. Most completed an Arts A/L but did not qualify to attend University. They also do not have any teaching qualifications. They invariably end up teaching at the primary and mid-school level in rural areas where there is a shortage of qualified teachers. Their knowledge of science and mathematics is very limited and as a result primary and middle school students who may have an interest or aptitude for science or mathematics are not nourished and do not pursue those subjects at the O/L or A/L. Even if students get a Credit pass in Science or Mathematics

Figure 2.2: Teacher Distribution by Highest Qualification Achieved – National Level
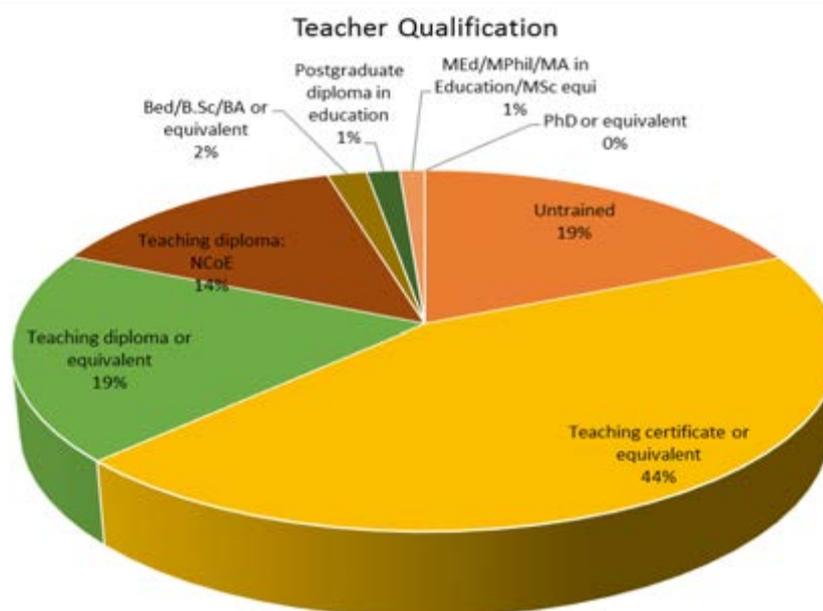
Source: Based on MOE 2010 & J. Balasooriya, Teacher recruitment and mobility in Sri Lanka

they choose to study Commerce or Arts for A/L. The quality of schools in terms of facilities and qualified teachers varies in Sri Lanka and within the provinces to an extent that the national averages do not show the problems faced by many schools throughout the island, especially in the Northern Province.

Distribution of Teachers by Zone & Qualification in the NP

Figure 2.3 shows that 42% of teachers in the Northern Province are qualified to teach at the GCE O/L This means that they have one of the following qualifications: Teaching Diploma, National College of Education (NCE) Teaching Diploma, Bachelor's Degree, Post Graduate Diploma, Masters, or Ph.D. Out of that 42%, only 31% are 'Graduates' who are qualified to teach A/L classes This means that they have a Bachelor's Degree or higher. Figure 2.3 also shows that only 5% of the teachers are qualified to teach Science (B.Sc. 4%) and Mathematics (B.Sc. Maths 1%). Figure 2.3 also shows that 50% of teachers have a Teaching Certificate (TC). Invariably, there are many teachers within the TC category who are trained to teach primary level, but end up teaching at the secondary level, including GCE O/L subjects. The O/L results of the NP Zones presented later in this chapter reflect the shortage of qualified Science, Mathematics, and English Teachers in rural schools. It is also a contributing factor to the reason why 70% of students choose Arts at the GCE A/L as shown in Figure 2.25.

Figure 2.3: Teacher Distribution by Highest Qualification Achieved Northern Province 2013

Source: NP Planning Unit 2013
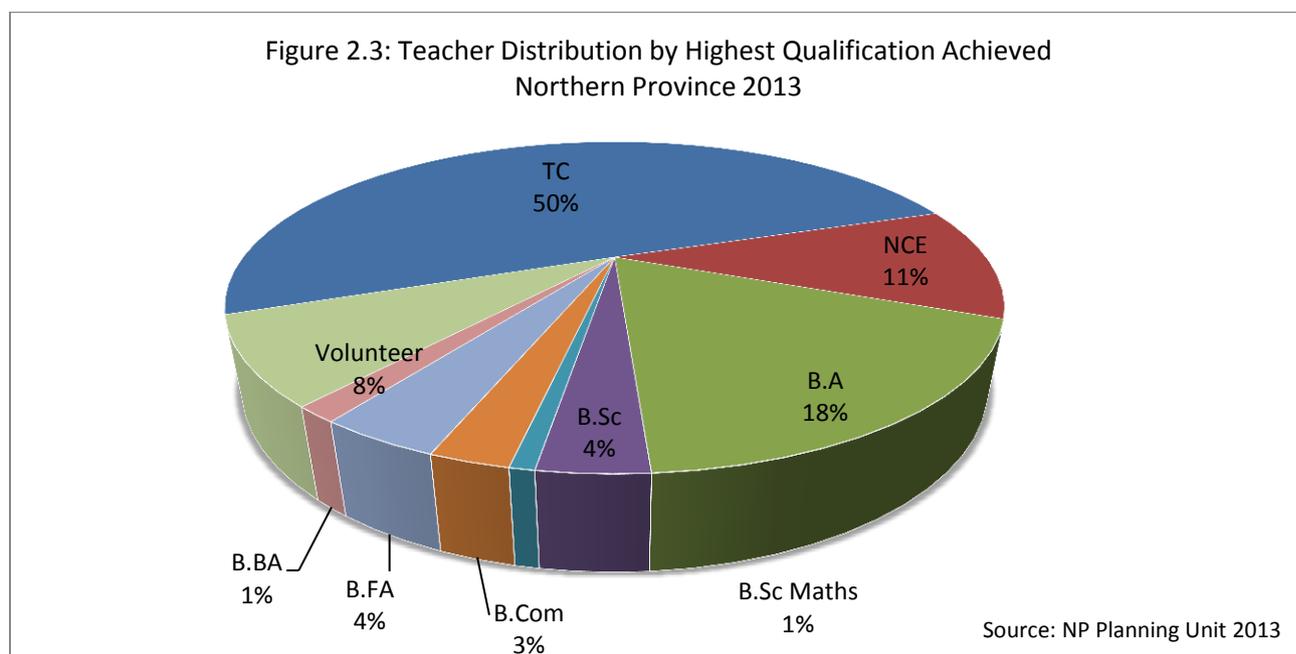
The data on the classes each teacher teach are yet to be compiled to give the percent of teachers with the various qualifications teach in the various grades in a school. Before the end of 2014 the database unit in the Provincial Planning Department will get the schools to enter the data at the beginning of each Term.

Figures 2.5 to 2.7 show the distribution of teachers in each of the 12 Zones by highest educational qualification achieved. To confirm the relationship between teacher qualification and the results at the GCE O/L and A/L levels it will be necessary for data to be collected on the classes each of the categories of teachers teach, in each of the schools, in each Zone. However, a relationship appears to exist between the number of qualified teachers in a Zone and the Zone-wise results on the National

Figure 2.4: Teacher Distribution by Highest Qualification Achieved - Northern Province 2013

Qualification	Count
TC	10004
NCE	2202
B.A	3561
B.Sc	694
B.Sc Maths	158
B.Com	509
B.FA	782
B.BA	292
Volunteer	1642
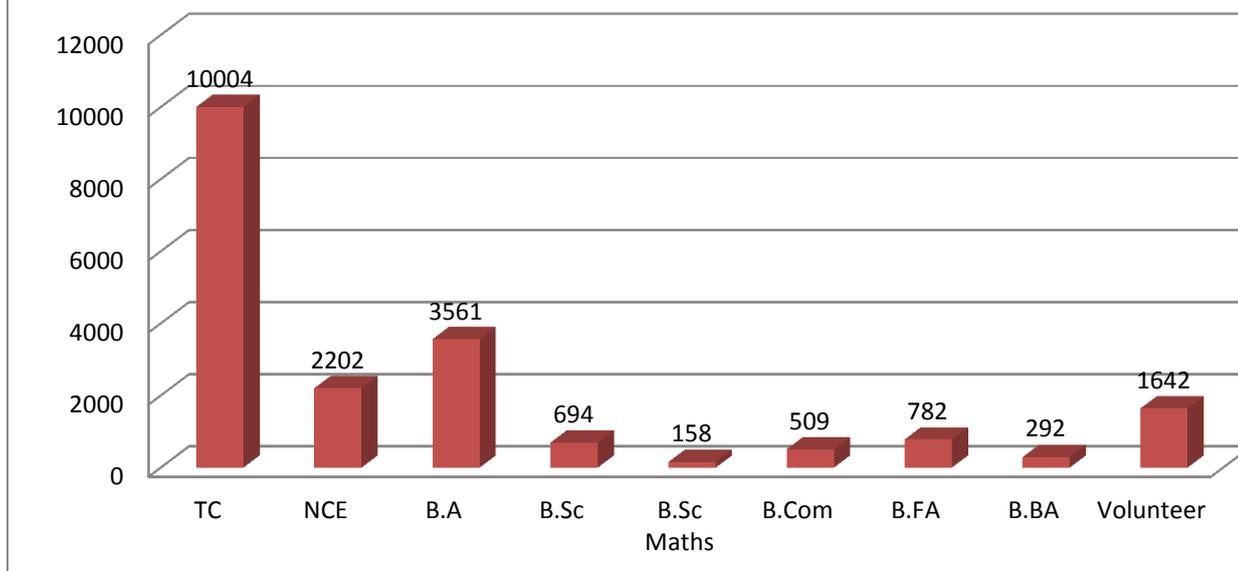
Source: NP Planning Unit 2013

Examinations. By end of 2014 the Northern Province will have a database system that will be updated weekly. This will give decision-makers access to all data, from student numbers to finance allocation and expenditure, so that they can identify problems and develop solutions to enhance allocation of resources to optimise student learning and ensure that the teachers and the education system are performing to the highest level possible.

The Islands (Figure 2.5) have 23% Arts graduates and 5% Science and Math graduates and a balanced mix of National College of Education (Diploma)

Figure 2.5: Teacher Distribution by Highest Qualification Achieved Islands Zone - 2013

Volunteer 12%
B.BA 2%
B.FA 6%
B.Com 3%
B.Sc-Maths 1%
B.Sc 4%
B.A 18%
NCE 16%
TC 38%
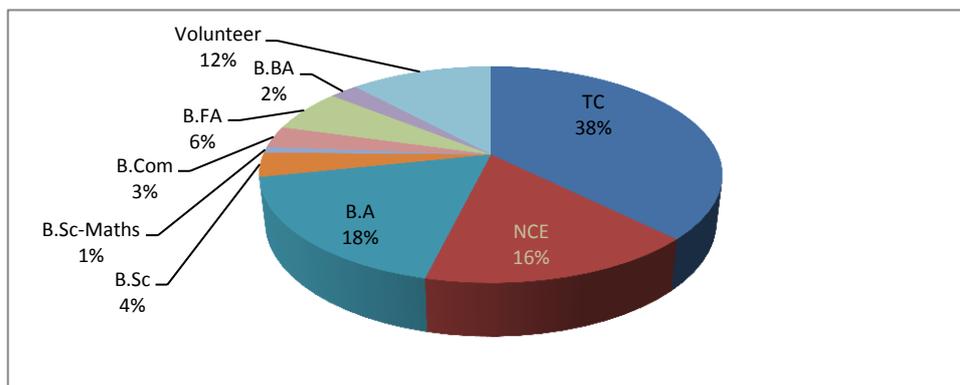
Source: NP, Planning Unit 2013

Figure 2.6: Teacher Distribution by Highest Qualification Achieved Jaffna Zone - 2013

B.Com 3%
B.FA 4%
B.BA 1%
B.Sc-Maths 1%
B.Sc 4%
Volunteer 7%
TC 46%
B.A 23%
NCE 11%
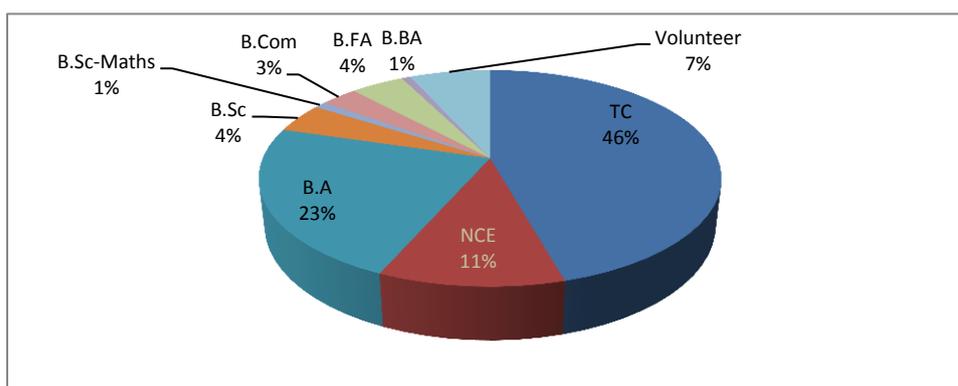
Source: NP, Planning Unit 2013

(NCE) and Teachers Certificate (TC).

Jaffna (Figure 2.6) has 5% Science and Math and 23 % Arts graduates and 46 % TC.

Kilinochchi (Figure 2.7) has 73% TC, 3% Science and Math graduates and 2% NCE.

Figure 2.7: Teacher Distribution by Highest Qualification Achieved Kilinochchi Zone - 2013
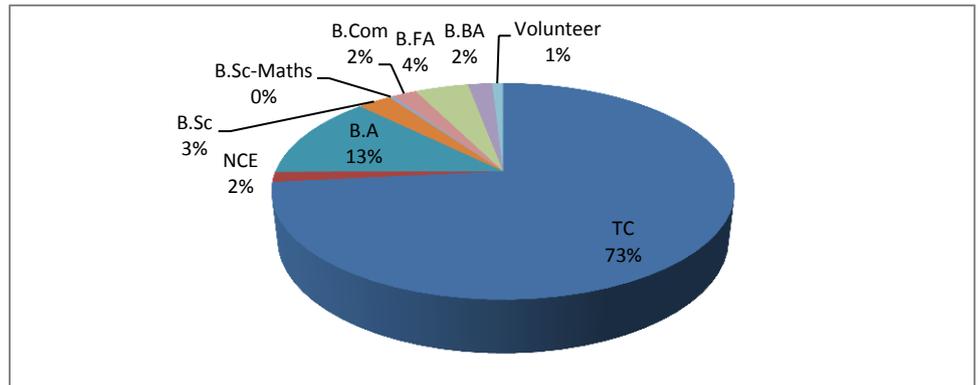
Source: NP, Planning Unit 2013

Mullaitivu (Figure 2.8) has 3% Science and Math graduates and 20% NCE

Figure 2.8: Teacher Distribution by Highest Qualification Achieved Mullaitivu Zone - 2013
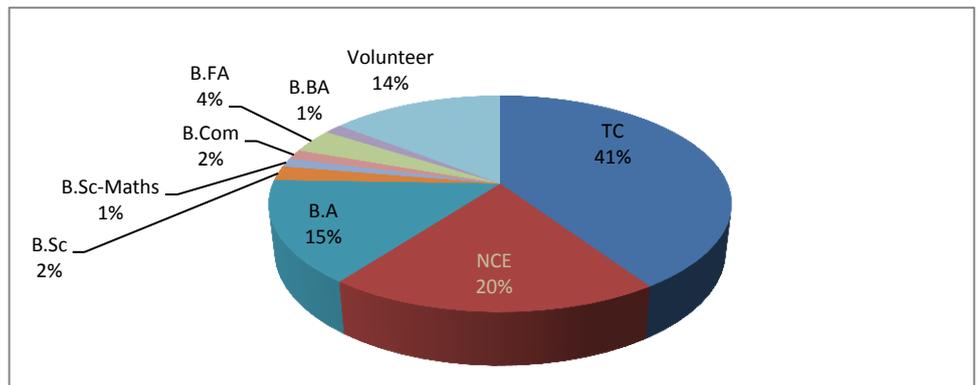
Source: NP, Planning Unit 2013

Thunukkai (Figure 2.9) has 3% Science and Math and 9% Arts graduates and 25% NCE

Figure 2.9: Teacher Distribution by Highest Qualification Achieved Thunukkai Zone - 2013
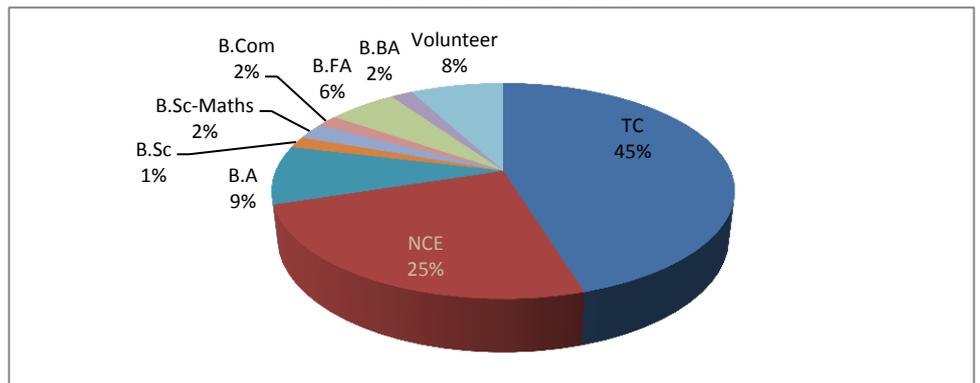
Source: NP, Planning Unit 2013

Figure 2.10: Teacher Distribution by Highest Qualification Achieved Madhu Zone - 2013

Madhu (Figure 2.10) has 0% Math and 1% Science. 43% have a Teaching Certificate (TC) and 24 % NCE.
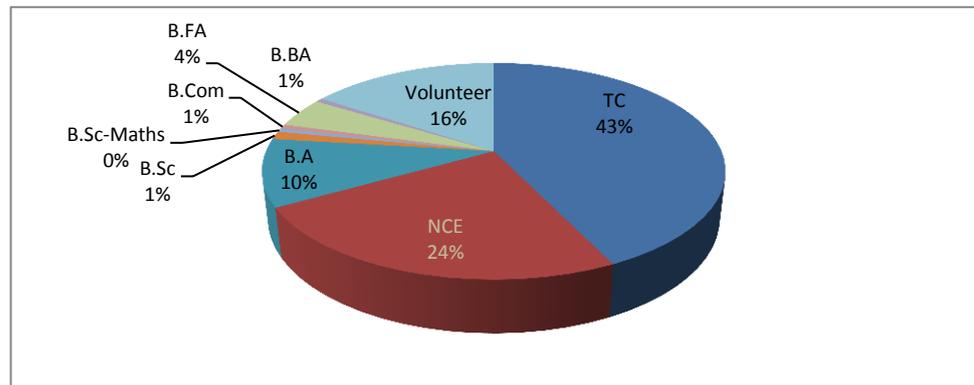
Source: NP, Planning Unit 2013

Figure 2.11: Teacher Distribution by Highest Qualification Achieved Mannar Zone - 2013

Mannar (Figure 2.11) has 3 % Science and Math and 54 % TC.
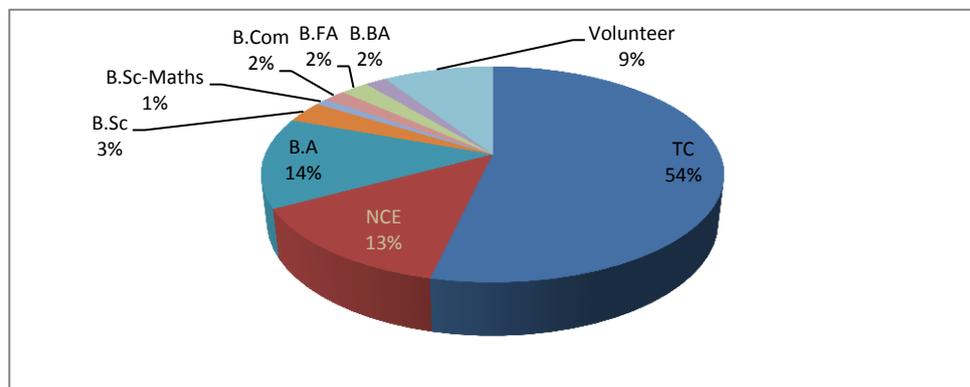
Source: NP, Planning Unit 2013

Figure 2.12: Teacher Distribution by Highest Qualification Achieved Vavuniya North Zone - 2013

Vavuniya North (Figure 2.12) has 4 % Science and Math and 10% Arts graduates, 0% NCE and 76% TC. It is obviously not a popular teachers duty stations. This fact is apparent in the poor results in the National Examinations shown in Figures 2.22 to 2.29.
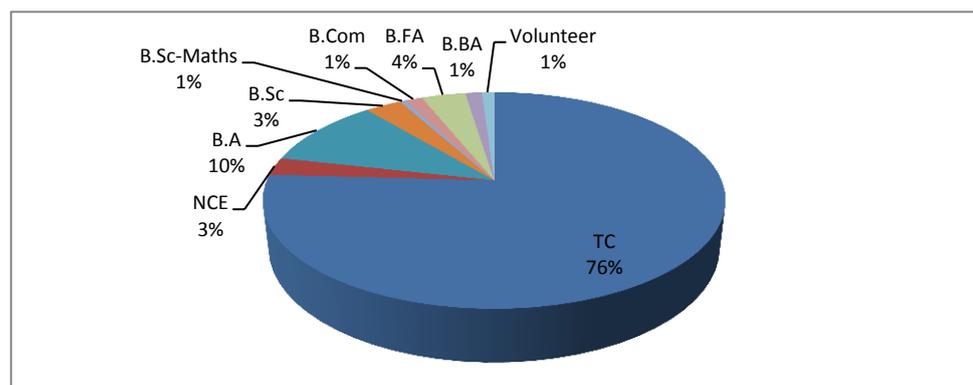
Source: NP, Planning Unit 2013

Vavuniya South (Figure 2.13) has 0% Math, 3 % Science and 12 % Arts graduates. TC tops the list with 63%. Here again their O/L and A/L results (Figures 2.22 to 2.29) indicate that a contributing factor is teacher placement and the quality of those teachers.

Figure 2.13: Teacher Distribution by Highest Qualification Achieved Vavuniya South Zone - 2013
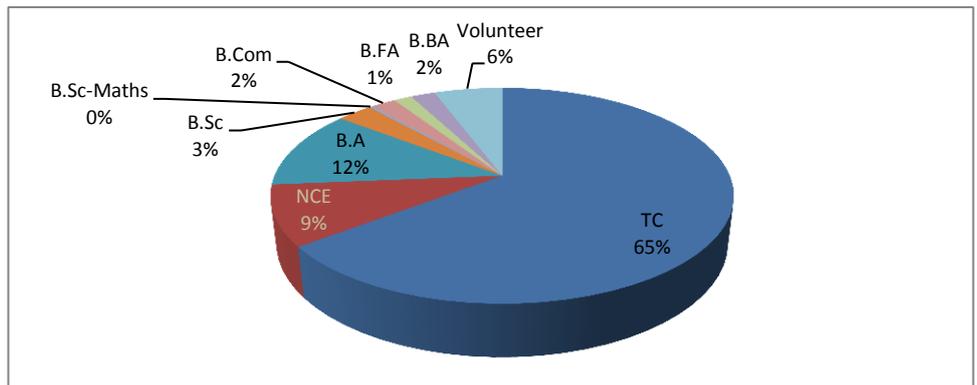
Source: NP, Planning Unit 2013

Though 4% of teachers are Science and Math graduates in the Thenmaradchi zone (Figure 2.14). There is a balance of teachers of all categories including 32% BA in Arts, with 10% of Commerce, Fine Arts and Business Administration degrees.

Figure 2.14: Teacher Distribution by Highest Qualification Achieved Thenmaradchi Zone - 2013
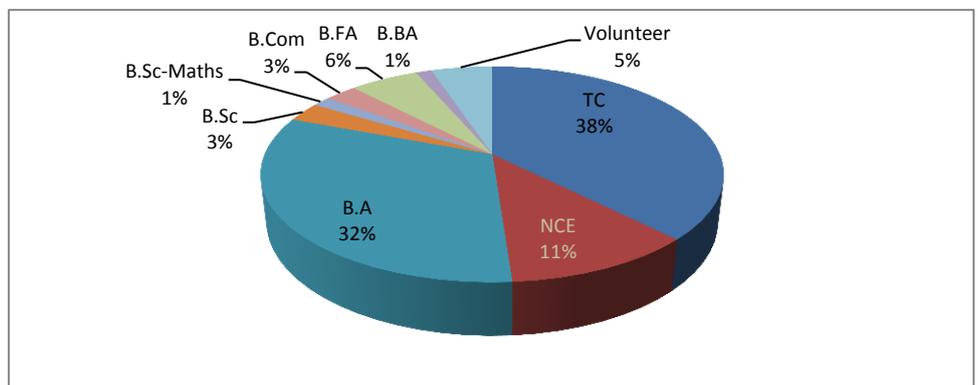
Source: NP, Planning Unit 2013

Vadamaradchi (Figure 2.15) almost mirrors Thenmaradchi on the percent distribution of teacher qualifications.

Figure 2.15: Teacher Distribution by Highest Qualification Achieved Vadamaradchi Zone - 2013
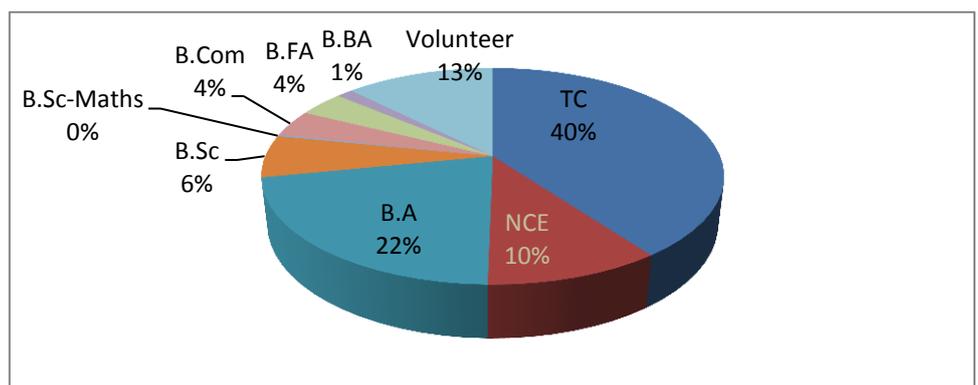
Source: NP, Planning Unit 2013

Valikamam (Figure 2.16) has 5% Science and Math and 25% Arts graduates with 9% other graduates.

For an in depth analysis it is important for school wise data to be analysed. The database system that is being developed includes an Educational Management Information System (EMIS) and will provide such data to decision-makers for informed decision making.

Figure 2.16: Teacher Distribution by Highest Qualification Achieved Valikamam Zone - 2013

Source: NP, Planning Unit 2013

Teacher Distribution by Highest Qualification Achieved – Sample of 1AB Schools from Jaffna, Mullaitivu and Kilinochchi Zones

Figures 2.17 to 2.21 show teacher distribution by highest qualification for select 1AB schools in the Jaffna, Mullaitivu, and Kilinochchi zones.

Jaffna Central College (JCC), a National 1AB school, has 17% TC, 12 % Science and Math graduates, and 26% Arts graduates (Figure 2.17). JCC is not an exception when it comes to the widespread practice of most Year 13 students attending Tutories from January to July during school hours. This is the case for most of the schools in the Jaffna Peninsula

Vembadi (Figure 2.18) has 21% Science and Math, 26% Arts, and 9%

Figure 2.17: Jaffna Central College 1AB Teacher Distribution by Qualification Achieved – 2013

Source: NP, Planning Unit 2013

Figure 2.18: Vembadi GHS 1AB Teacher Distribution by Qualification Achieved - 2013

Source: NP, Planning Unit 2013

other graduates, with 25% TC and 19% NCE. It is a balanced recipe for excellent results in National Examinations. However most of its Year 13 students also attend Tutories during school hours from January to July and O/L and other grades do so after school hours.

Jaffna Hindu (Figure 2.19) has 25% Science and Math, 23% Arts and 12% other graduates, and 26% NCE. Jaffna Hindu has a separate primary section. The primary teachers are not included in the Jaffna Hindu teacher data for this graph.

Figure 2.19: Jaffna Hindu
1AB Teacher Distribution by Qualification Achieved - 2013
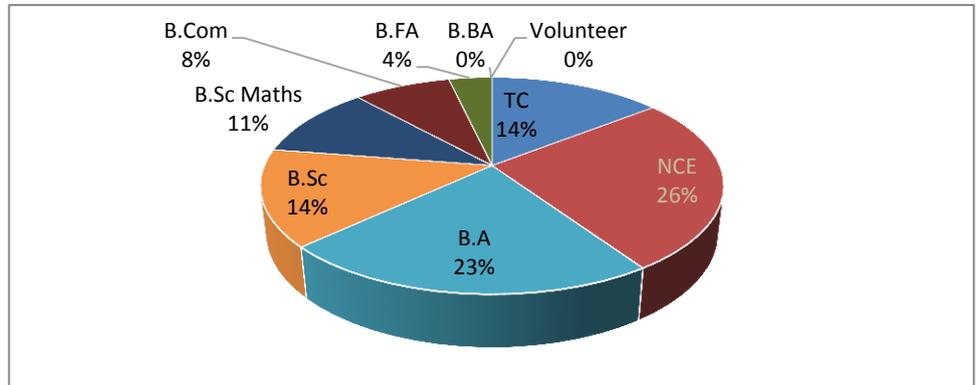
Kilinochchi Central College (Figure 2.20) has 27% Science, 10% Maths, and 13% Arts graduates. But also has 28% O/L qualified who are not qualified to be teachers.

Figure 2.20: Kilinochchi Central
1AB Teacher Distribution by Qualification Achieved - 2013
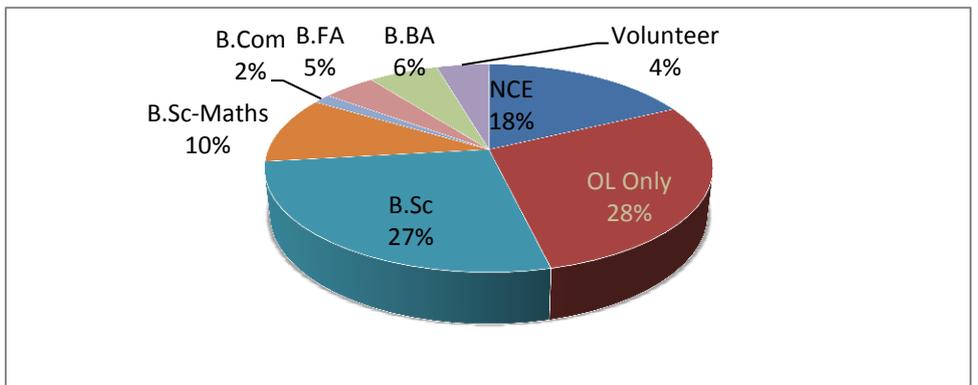
PCC (Figure 2.21) has 12% Science and Math, 25% Arts, and 14% other graduates. It has 28% NCE and 18% TC.

In the next section the results of Science, Mathematics, and English performance by Zones at the GCE O/L and A/L examinations are presented. The performance data, especially at the O/L, of the low performing Zones almost parallels the distribution of teacher qualifications and deployment. The performance of O/L students in 1AB schools that have a higher percentage of qualified teachers will naturally perform better than the O/L students in Type 1C

Figure 2.21: Mullaitivu Puthukkudiyiruppu Central College
1AB Teacher Distribution by Qualification Achieved - 2013

and Type II schools. School-wise O/L results need to be analysed in depth to get a more detailed picture of what is going on here. It seems probable that O/L students from Type 1C and Type II schools that are not as well staffed with qualified teachers as the 1AB schools are at a disadvantage when they compete with students from the 1AB schools. Though both categories of students take the same National O/L Examination the resources provided to them are different. In such instance the teaching and examination field is not level for both categories of students.

National Examination & Performance of Schools in Rural Zones Compared to Urban Zones

Figures 2.22, 2.23, and 2.24 show the percentage of students scoring 'C' or higher on the 2012 GCE O/L results by zone for Science, Mathematics, and English respectively. Note that Kilinochchi, Islands, Madhu, Mullaitivu, Thunukkai, and Vavuniya North have low scores in those three subjects. It is the schools in the rural areas of those zones that diploma and graduate teachers in Science, Mathematics, and English are lacking. Teachers in these subjects do not like to be sent to these remote, rural areas and, if sent, go to great lengths to get themselves transferred using various but in many cases dubious means.

> The form, substance, and the objects of the National Examinations lead to rote learning and recall neglecting all other intelligences and creative abilities of the child. The child is not the focus.

Figure 2.22: Percentage scoring 'C' or Higher in GCE O/L Science by Zones - 2012
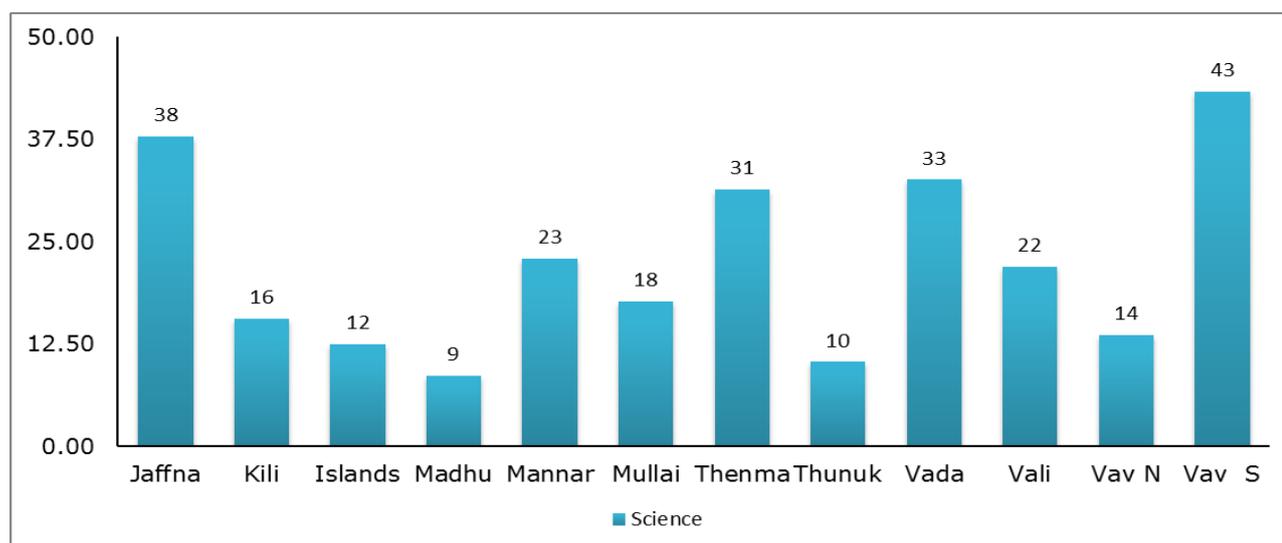
Source: 2012 Result Analysis, Planning Division, Northern Province Department of Education

The Year 5, GCE O/L, and GCE A/L examination results are used to assess the teacher, school, Zone, and the NP Education system's performance. The examinations however do not reveal the true nature of or determine the achievement potential of the students and teachers. Unfortunately, at present it is the only statistic that is valued by the Department of Examination, the Universities, and other tertiary education institutions. Hence the parents, teachers, and school principals are fixated on these results to the detriment of concept-based teaching and learning that is designed to enhance

the students' innate ability to learn how to learn. Concept-based learning will also give the students the ability to transfer and apply the concepts they learn to new situations and aid them in creative, divergent thinking rather than convergent thinking that the current examinations promote. National Examinations are also the only measurable performance indicator available at this time, though studies on its validity and reliability, if they exist, are not available to the public. A new criteria needs to be in place to assess a student's potential for achievement in other criteria of performance such as: application, analysis, synthesis, evaluation, intrapersonal, interpersonal, kinaesthetic, extra-curricular activities, and, importantly, employable skills a student has learned up to Year 11 or Year 12/13.

An informal survey of two batches of Year 11 students from two different schools reveals that one third of the students could not solve questions on decimals and fractions. They were not able to determine what change, to two decimal places; they would receive if they were given Rs.1, 000 to spend on purchases that totalled less than Rs.1, 000. They have gone through four years of school since Grade 6, when they should have learnt such arithmetic skills, without any of the teachers teaching them the basic monetary skills necessary to run a household. Such students' performances in other subjects are average indicating that they have the ability to learn basic mathematics skills.

Sri Lanka Minister of Education Bandula Gunawardena in his address to the NESR Consultancy Workshop on 23 April 2014 highlighted the problem of the O/L and A/L examinations and graphically illustrated their tragic effects in the rural South. It is expected that the O/L and A/L examinations will undergo major revisions in the near future. The focus of the current education system in the North, and elsewhere in Sri Lanka, is not the child but the examinations. Its pervasive control and influence on teachers, parents, and communities is illustrated in a diagram, "Students' Learning and Growth" in the Executive Summary at the beginning of this report. Despite all their ill effects, the examinations are the only nationally measurable indicator to show the performance of teachers, schools, and students. There needs to be other more valid statistics for such use.

The education achievement standard by each of the Zones, and schools, is available in the database of the NP Provincial Department of Education. Figures 2.22 to 2.24 give the percentages of students that scored "C" or above on the GCE O/L Science, Mathematics, and English examinations.

Figure 2.22 shows the percentages scoring 'C' or higher in Science O/L. Vavuniya South, performing above 40% in Science, is composed mainly of Sinhala medium schools. Jaffna, Valikamam, Thenmarachi, and Vadamarachi are performing in the 30 to 38% level. Kilinochchi, Islands, Madhu, Mullaitivu, Thunukkai, and Vavuniya North are all below 20%. Within each of the Zones that are performing at low levels, especially in the Jaffna Peninsula, are schools in the 'Low Economic status' communities. These communities also include those considered to be "low caste". These communities are only performing at the 10 to 16 % level. These levels are largely due to the history of discrimination and exclusion of these communities. Discrimination on the basis of caste still has a pervasive undercurrent influence in the Northern Society including in the allocation of teacher resources in the education system

The Mathematics results are (Figure 2.23) more or less the same as for Science except for Vavuniya South. In Mathematics Kilinochchi, Islands, Madhu, Thunukkai and Vavuniya North have less than 20% of their students scoring "C" or higher. Vavuniya North is the lowest in the NP at 14.7%. The qualifications of teachers in these zones are lower than those in the Jaffna and Vadamaradchi Zones.

Figure 2.23: Percentage scoring 'C' or Higher in GCE O/L Mathematics by Zones - 2012
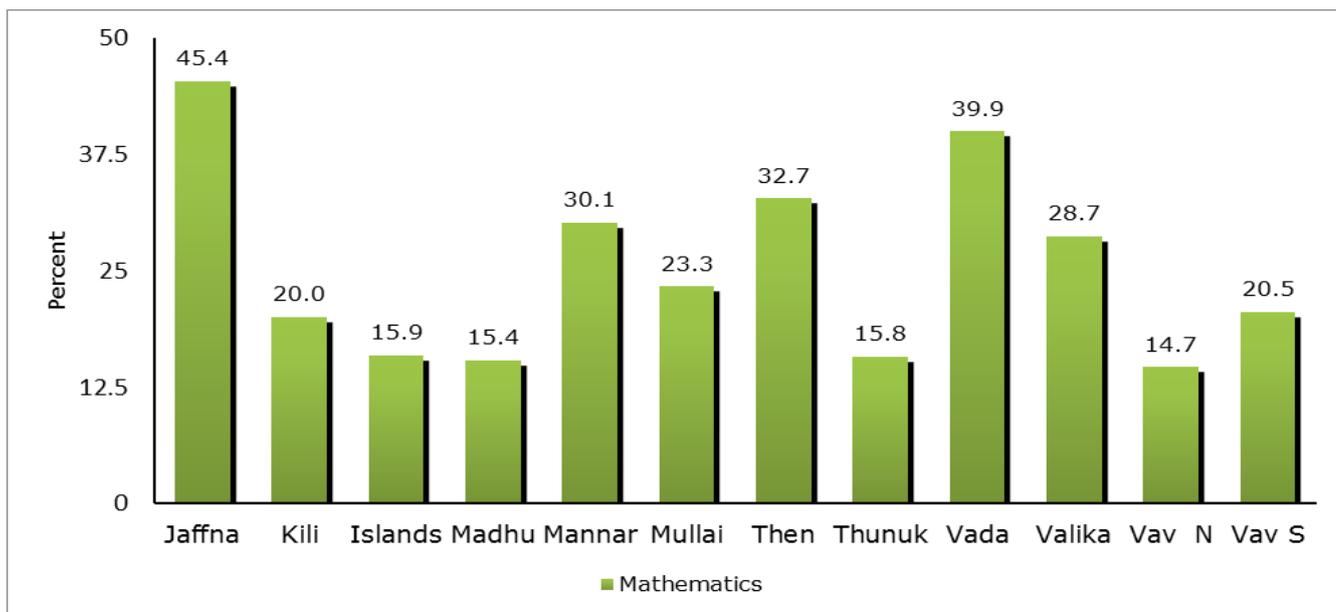
Source: 2012 Result Analysis, Planning Division, Northern Province Department of Education

Vavuniya South Sinhala medium schools performed well in English (Figure 2.24) when compared to the other zones. It is a cause for concern to see poor results in the other Zones despite the fact that these students have studied English five hours per week for six years. This has been happening year after year for decades in the education system of the North and island-wide. If causes have been identified and changes instituted during the past 10 years to improve English speaking, reading and writing to an acceptable level they are not producing the desired results. A major effort is needed to improve the curricula, teaching methods, and teacher competence so as to improve the student's speaking, reading, and writing of English. The status quo is not acceptable.

Figure 2.24: Percentage scoring 'C' or Higher in GCE O/L English by Zones - 2012
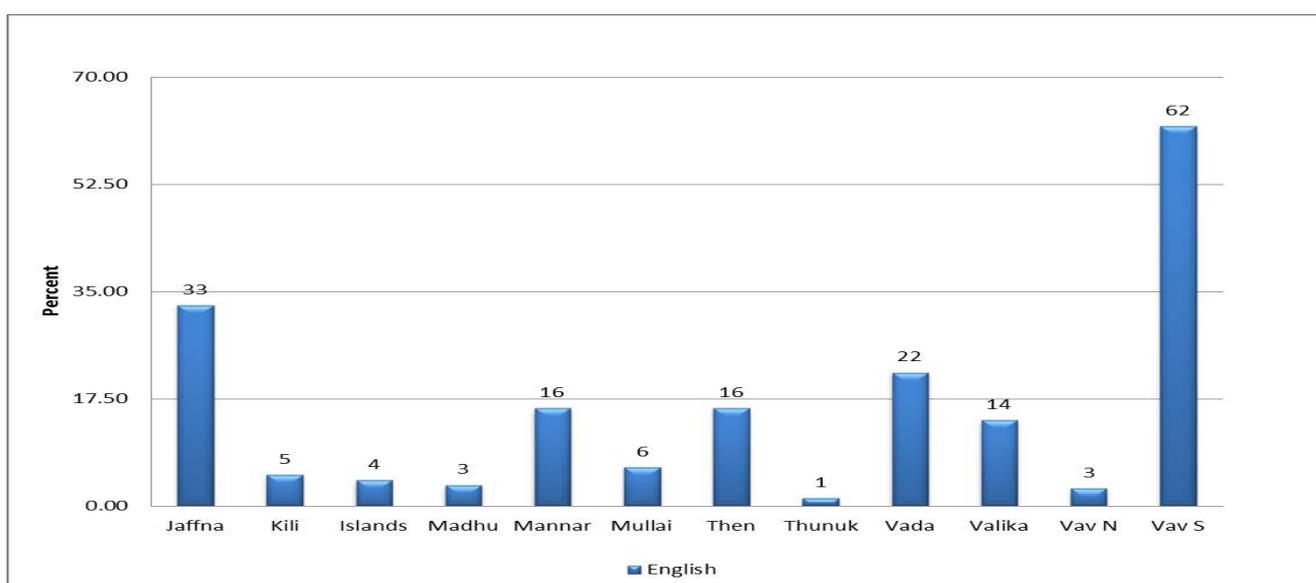
Source: 2012 Result Analysis, Planning Division, Northern Province Department of Education

Relationship between Teacher Qualification, Deployment & School's Performance at GCE O/L & A/L Examinations

A detailed study and consultation with parents and administrators must be conducted to address and improve the existing situation that currently exists regarding the relationship between teacher qualification, deployment, and a school's performance at GCE O/L and A/L examinations. The study should also use the GIS system being introduced by the Survey Department to identify and name the location of each school and determine the distances between schools in each Zone. Such information will lead to a more rational demarcation of Zonal School District boundaries, will aid in teacher placement, and help find solutions for schools with low enrolment overall and in Year 12 and 13 in particular. The Provincial Directorate's Planning and Database Unit is already working to collect and provide data to decision-makers.

> ...there appears to be a very strong positive relationship between qualified teacher deployment and O/L results. That is, when the percentage of teachers who are qualified to teach at O/L is higher so are the results.

A relationship can be seen between the qualification levels of teachers, from Teacher Certificate to Master's Degree, presented in teacher qualification Figures 2.5 to 2.16 in previous pages for each of the Zones, with the GCE O/L results in Figures 2.22 to 2.24. Unsurprisingly, there appears to be a very strong positive relationship between qualified teacher deployment and O/L results. That is, when the percentage of teachers who are qualified to teach at O/L is higher so are the results. Such an observation does not figure in the effect of teachers in Tutories where students attend 10 to 20 hours a week throughout the year. A detailed study is needed at the school level using data on teacher qualification in schools and National Examination performances of each school.

Student's Choice of Arts as a Path to University Education

Primary sections in Type III, Type II and Type 1C have teachers who, for the most part, have not been specifically trained to teach science and mathematics subjects. This is the also the case in the primary sections of 1AB schools in rural areas. Due to the fact that students have not had qualified teachers in these subjects and do not see qualified teachers teaching at the O/L or A/L they gravitate towards the Arts stream as a more reliable path to university education (see Fig. 2.25 and 2.26) and government jobs. As students

Figure 2.25: % of students Qualified from the North in the four GCE A/L streams
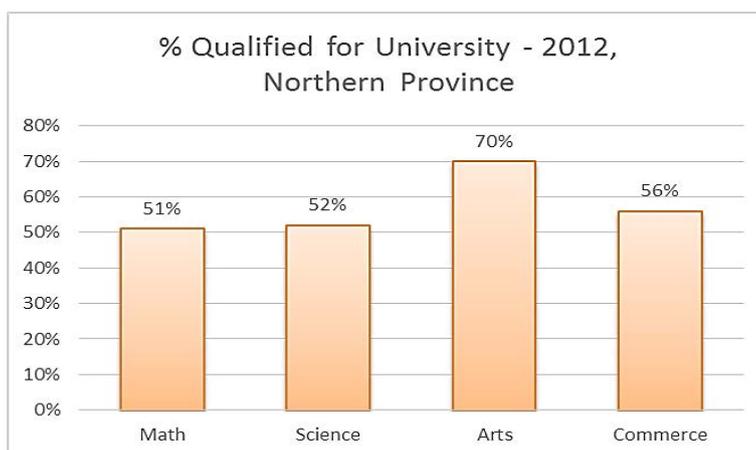
% Qualified for University - 2012, Northern Province

- Math: 51%
- Science: 52%
- Arts: 70%
- Commerce: 56%

Source: 2012 Result Analysis, Planning Division, Northern Provincial Department of Education.

% Qualified for University in Arts Stream - 2012, Zone-wise, Northern Province
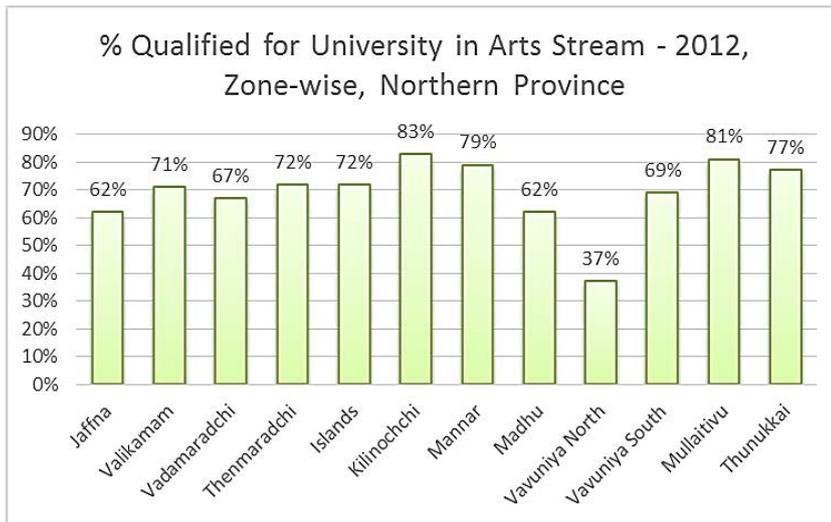
Source: 2012 Result Analysis, Planning Division, Northern Provincial Department of Education.

throughout the country do the same, Arts A/L pass outs are finding that the cut off marks to enter universities are now higher than before.

Students are being deprived of the opportunity to learn science and mathematics and their learning potential is squandered. This situation needs to be remedied by placing qualified mathematics and science teachers in rural schools and ensuring that they have improved science learning and teaching aids.

Figure 2.26 shows the percentage of students who qualified in the Arts stream from the various zones. It shows that the Islands, Kilinochchi, Madhu, and Mullaitivu, which all had low results in O/L Science and Mathematics, show higher Arts results than Jaffna. These zones, other than Jaffna, have problems placing qualified science and mathematics teachers due to their remoteness and also have primary school teachers with less training in teaching the maths and science subjects. Students therefore gravitate towards Arts. Students are being deprived of the opportunity to learn science and mathematics due to the administrator's inability to act firmly and decisively in placing qualified mathematics and science teachers. Instead they capitulate to pressure from higher authorities and politicians to

% Qualified for University in Math Stream - 2012, Zone-wise, Northern Province

Source: 2012 Result Analysis, Planning Division, Northern Provincial Department of Education.

transfer teachers who had been placed in rural schools to urban areas. Under the existing conditions in the North the education system has failed to give students equal opportunities to maximize the potential they were born with.

Figures 2.27 and 2.28 show the results in Mathematics and Bio Science respectively which more or less mirror the GCE O/L Science and Mathematics from the respective zones. The lack of qualified teachers of science and mathematics at both the primary and the secondary levels results in a lower number of students entering the Math and Science streams. It implies that these students are being discriminated against due to their

Figure 2.28: % Qualified for University in Bio Stream – 2012, Zone-wise, Northern Province

% Qualified for University in Bio Stream - 2012, Zone-wise, Northern Province

Source: 2012 Result Analysis, Planning Division, Northern Provincial Department of Education.

geographical location – that is, because they reside in the rural and coastal areas. This is reflected in the O/L and A/L results in those subjects. A major change in Science, Mathematics, and English teacher recruitment and placement in the system is necessary if all children are to be given equal opportunity to maximise their potential. Rural schools are those that are considered "Very Uncongenial" for learning (see Figure 2.4).

The Commerce results (Figure 2.29) more or less mirror the university qualified in Arts except for Mannar.

> School-Based recruitment of teachers also has run into problems when teachers use politicians and persons of influence to get them transferred. Strict enforcement is necessary.

From the results in the graphs in Figures 2.27 to 2.29 the Vanni and Islands Zones are more negatively affected, when compared to students in other zones, by a lack of all types of qualified teachers and shortages of teachers specially trained in teaching Mathematics, Science, and Commerce for the A/L examinations. In the Arts stream however they keep pace with the rest of the Zones.

Though School Based Teacher Recruitment policy was started in 2010 teachers from the urban centres used

whatever means available to get transferred from rural to urban areas. Whenever reasonable programs have been proposed and implemented in the past to address the shortage of teachers, especially qualified science and mathematics teachers, they fall apart due to a lack of strict implementation and/or interference from politicians or other higher authorities. Without consequences, such as disciplinary actions, for such behaviour, which are lacking in the education system in the North, piecemeal regulations and new approaches will not work. A comprehensive overhaul of the system is needed with respect to teacher appointments and transfers.

Figure 2.29: % Qualified for University in Commerce – 2012, Zone-wise, Northern Province
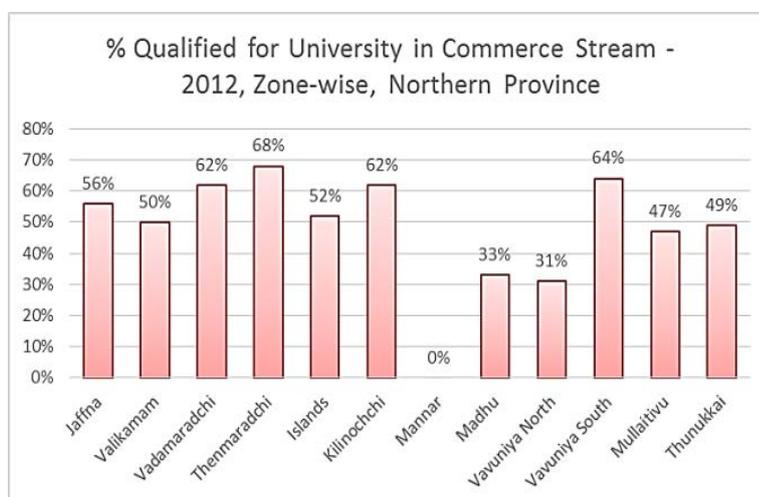
% Qualified for University in Commerce Stream - 2012, Zone-wise, Northern Province

Source: 2012 Result Analysis, Planning Division, Northern Provincial Department of Education.

Playing with Numbers to Show Higher Enrolment

A cause for concern is that those who fail more than one subject at O/L can sit for the exam a second time through the school, a laudable provision, but they are not offered the opportunity to attend O/L classes. Despite this they are kept in the registry of students enrolled at the school presumably to accrue extra cadres and other benefits based on student enrolment levels. This is also the case of GCE A/L students who fail and repeat a second time as a candidate from same school. They are also not offered any classes but are kept in the registry. They instead attend Tutories for a year, if their parents can afford it, and if the student passes the A/L exam at second sitting the school gets the credit though there is a huge contribution from the Tutories for the students' success.

Rural Schools & Teacher Placement Issues

Teacher placement data and the exam results support the finding that the performance of children in schools in remote villages is low due to a lack of qualified teachers and/or poor teaching. Remote schools are not the schools preferred by most teachers. Teachers prefer assignment to schools in their own place of origin or ones that are a short commute from their homes. Cadres in such schools are either not filled or are filled by teachers who are not qualified academically to teach specific subjects at GCE O/L or A/L levels. Teachers who are assigned to these schools for their first appointment, or on mandatory transfer often find loopholes or turn to nepotism and other methods in order to return to an urban school near their place of residence. As observed earlier most of those who are not able to transfer out of the remote school tend to commute to the area on Mondays and return to their place of origin on Fridays. As a result they often miss half of the school day on each of the days when they commute. Most are also counting the days until they will return to a school near their homes. It is important for the education system to provide incentives for Science, Mathematics, and English, teachers to willingly go to schools that are short of such teachers.

Whether such incentives outweigh the monetary benefits graduate and College of Education Diploma holders earn in Tutories is a question that needs to be studied. It is said that in the Jaffna peninsula graduate teachers assessed to be very good by students and Tutories earn up to 2/3rd (66%) of the fees their Tutory classes earn. More about this issue is presented in Chapter 5, which focuses on Tutories.

In a 1C school in Vavuniya North a teacher from Jaffna is the only one teaching English from Grade 6 to 11. He leaves Nedunkerny via Mulliyavalai to Jaffna on Friday and returns on Monday. When the facilitator visited the same school in 2011 at 1:00pm there was only the Principal and two teachers who were at school. They were from Nedunkerny. The other teachers left to their homes in Vavuniya. The school did not have electricity at the time but it received electricity in 2013.

The education administrators should ensure that teachers in Science, Mathematics, and English are placed in schools where there are shortages of such teachers. Teachers could be transferred from urban schools with an excess of teachers or that have teachers teaching classes with only 1 to 5 students to fulfil these shortages. The sooner the decisions to employ teachers are made at the Zonal level – Zone Based Teacher Appointment - the sooner the shortage of teachers in rural schools can be solved. Making such decisions at the Secretary and Provincial Director level has not worked - before, during or after the 30-Year civil war.

Corporal Punishment & Counselling

Corporal punishment (by hand and stick/cane) is endemic in almost all schools. In fact, none of the principals, teachers or Zonal Directors consulted could name a school where corporal punishment is NOT administered by teachers in the classroom. An informal confidential written submission by 180 students shows that every month in each of the secondary school classrooms the students had studied or attended there had been approximately 30 beatings by hand or stick/cane. It is interesting to note that for the months of October and November the beatings increased. This may be due to the stress of the GCE O/L examinations.

Surprisingly, many of the parents and principals interviewed condone corporal punishment. Most of the teachers, parents, and principals were of the opinion that without corporal punishment the teachers could not control the class. Female teachers use sticks and not their hands to punish the male students and the male teachers follow the same practice when punishing female students. Even Prefects are given permission to carry out physical punishment. The news media often highlights this problem, which is prevalent in the whole of Sri Lanka. The question is whether such practices, which were only performed by the vice principal or principal prior to the 1970's, are now more widespread and prevalent in the North due to the traumatic effects of the 30 year war. But there may be other causes. A research study is necessary to identify them.

Corporal punishment has been against the law in Ceylon/Sri Lanka since 1927 and the circulars on the subject were re-issued in 1995, 1996 and 2005.[5] There is a need for enforcement of the current law and further legal protection for students against corporal punishment and other violations of the rights of the child. At the same time psychosocial intervention is needed immediately. Circulars by national education authorities for more than 20 years have not stopped or reduced the incidences of corporal punishment.

> Fr. Long, Rector of St Patrick's College, in the early 1940s had a cane burning ceremony to eliminate corporal punishment in his and other schools.

There is now a move by concerned citizens to invite persons between 9 and 90 to submit posters/paintings for a competition and exhibition to either praise or prohibit Corporal Punishment in schools.

Notwithstanding such efforts every school, aided by the Research and Development Section of the Provincial Department of Education, must conduct a study to collect data on which teachers beat or verbally abuse their students, in which classes - Year 1 to 13 - beatings are highest, times of year the beatings are high, which of the schools have the highest number of beatings per student and the teacher's reasons for beating students rather than utilize other non-violent forms of discipline. Naturally the reliability of such a direct study will be questionable. Unobtrusive observation may provide more reliable data. One question that arises is whether teachers in Tutories practice corporal punishment.

Another question is whether the top teachers, who teach in both the Tutories and school, beat their students in the school classroom or at the Tutories. Or is it the teachers who are not recruited to teach in high paying Tutories who in frustration beat their students in the classroom. There is also information that in some Tutories students are punished with sticks and even brooms. It is a matter

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[5] See MOE website: http://www.moe.gov.lk

that the Department of Education should investigate if the victims are school children under 18 years of age.

In a 1998 study, "An Appraisal of Education and Sports in the NorthEast Province of Sri Lanka" by N. Ethirveerasingam, related an anecdote from observation that is reproduced below:

> *"3.2.4. Counselling and Guidance*
> *Except for one instance, the consultant did not find any formal programme of counselling and guidance in the NEP school system. Neither the Provincial Education Secretariat nor the MECS (Ministry of Education, Culture and Sports) have a unit for this important service to students and their parents. The D. S. Senanayake National School in Ampara(i) has a small but very good programme administered by a very competent and dedicated counsellor with support from the Principal. Though counselling takes place in a partitioned space on a part of a veranda, it was curtained to provide a comfortable, confidential and positive space for student and counsellor discussions. The counsellor practices non-directive counselling based on Roger's principles which is showing positive results. He also invites parents at appropriate stages of the counselling process. From his information, more space and at least another staff member is needed manage the case load of the school and the parents. The cases range from minor behavioural problems to chronic absenteeism to adolescent and adult related forms of abuse at home and in community, including prevention of suicides. There is a need for a formal programme in counselling and guidance for students and their parents. The need for qualified staff to conduct such a programme in schools is urgently and severely felt especially in the war zones and conflict zones."[6]*

Postponing counselling until a room is provided in each school will only prolong the agony of the students. The North can start similar program with existing trained teaching staff giving them a lighter teaching load until counselling cadres are established and long-term training is provided to the counsellors.

Congeniality Index

The 'Congeniality Index' is a method of classification that the MOE developed in 2007 to depict the level of infrastructure and facilities of schools in a province - the lower the score the worse the infrastructure and facilities. There are no zonal-wise data for "Congeniality" of schools but the UNICEF report "Country Study: Out of School Children in Sri Lanka, Summary Report" gives a national classification by province (Table 2.3).[7] Generally speaking the Congeniality Index is derived from the facilities available in the school. There is a relationship of facilities of a school and its remoteness and socioeconomic level of the area. Such communities do not possess enough leverage to get adequate facilities, good teachers or principals. They are in a vicious circle. The Northern, Eastern, and North Central – 'estate schools' – are high on the 'Very Uncongenial' category ranking

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[6] Ethirveerasingam, Nagalingam. "An Appraisal of Education and Sports in the NorthEast Province of Sri Lanka", Report to the NorthEast Province Ministry of Education, Culture and Sports. 1998. p.30
[7] UNICEF Sri Lanka, (2013, February). "Country Study: Out of School Children in Sri Lanka, Summary Report". p.7. (Accessed 24 June 2014 at: http://www.unicef.org/srilanka/2013_OSS_Summery.pdf)

higher than the national average in 2007. The indices for North and East would have increased after the 2008 and 2009 war and major displacement and delayed and incomplete rehabilitation.

Table: 2.3: Classification of Schools according to Level of 'Congeniality' by Province 2007

	Very congenial	Congenial	Non-congenial	Uncongenial	Very uncongenial
Western	24.4	41.4	27.7	5.9	0.5
Central	10.5	18.6	30.3	30.3	10.2
Southern	11.7	31.0	34.0	18.1	5.1
Northern	4.1	18.6	15.8	13.4	47.8
Eastern	5.4	19.3	17.4	21.0	36.9
North Western	11.5	21.7	30.1	23.5	13.2
North Central	7.2	17.0	15.9	31.8	28.1
Uva	6.7	23.2	32.5	26.7	10.8
Sabaragamuwa	15.9	25.2	31.1	23.7	4.2
Sri Lanka	11.6	24.6	26.8	21.3	15.6

Source: MOE, 2007. Country Study: 'Out of School Children in Sri Lanka', Summary Report. UNICEF Sri Lanka 2013

Figure 2.30 shows the per student cost, based on total amount of salaries paid, for Primary and Secondary schools, Special Education, the Non-Formal education sector, and for General Administration for 2012 and 2013. It is necessary to collect and analyse more data to see the amounts being spent per student at the Zonal and school level in order to ensure that the expenditures are equitable. This will allow decision-makers to determine whether there is a link between per student expenditure and performance on examinations at the Zonal and school level. These data are available with the finance units, but not in a form that allows such calculations to be made. It is hoped that the database that is in the process of being created will aid decision-makers to determine the relationships and develop strategies to create a more equitable distribution of resources. The data they require to get a clearer picture on related issues will then be at the fingertips of decision makers should they need them.

Figure 2.30: Per Student Cost Based on the Expenditures – 2012 & 2013
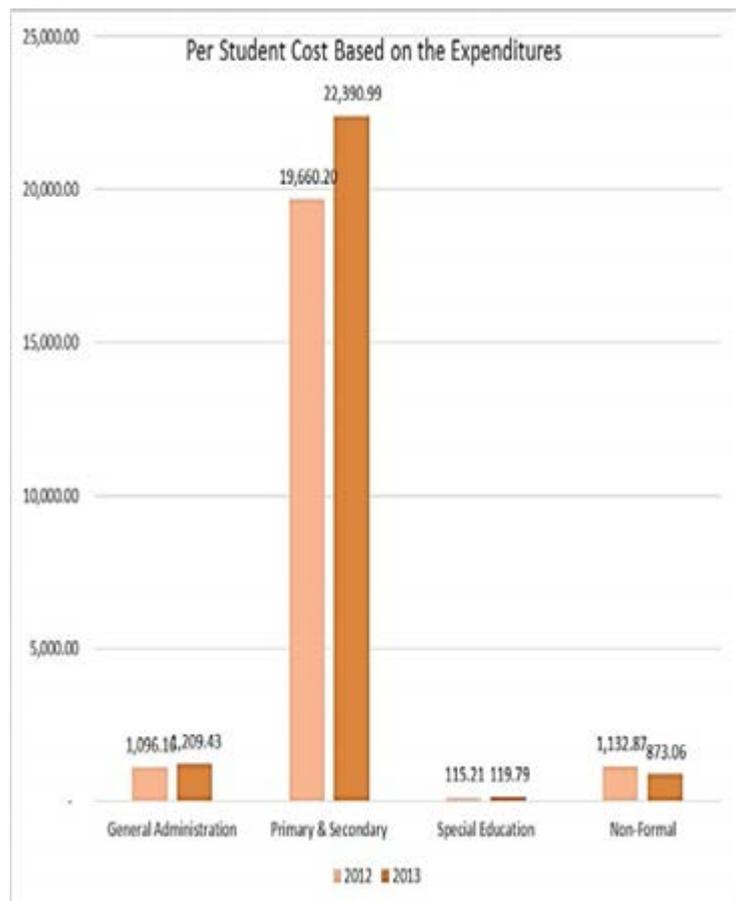
Source: NP MOE Finance

Relationship of Economic Welfare & Level of Educational Attainment

Figure 2.31 shows that students who leave school after they fail the GCE O/L have reduced levels of income for life and even those who are O/L qualified but progress no further will only earn 70% of the mean income. Their children will thus grow up in an economically impoverished environment. The current system of education helps perpetuate and expand the population of those at or below the poverty line. Sri Lanka has seen the violent consequences of unequal education policies from the 1970's and 1980's to the present. Having learned the tragic lessons it will be a folly for the system to continue the same policies that side-line a majority of the children even before they are old enough to vote.

Figure: 2.31 – Economic Welfare by Education Level of the Principal Income Earner of a Household

Sources: Central Bank of Sri Lanka Annual Report 2010, Education Statistics and World Development Indicators (World Bank).

Investment in Education & Performance of Students & Teachers at the National Level

Figure 2.32 indicates that public education spending in Sri Lanka as a percentage of GDP is less than 2%. This is lower than any of the other countries listed on the graph. Now that the war is over it is time for the percentage of government spending for education to increase and for the military and public relations spending to be reduced, especially in the North. A greater percentage of any such increase should reach the schools that are performing below the national average. Expenditure, in the form of higher salaries, should be increased to place qualified teachers in such schools in order to strive for greater equality.

Figure: 2.32. Public Investment in Education as a Percentage of National Income, 2010 or Nearest Year
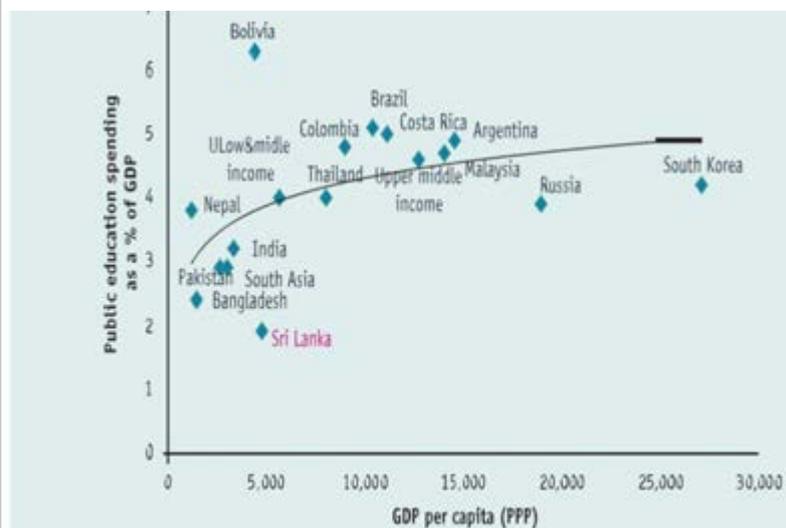
Sources: Central Bank of Sri Lanka Annual Report 2010, Education Statistics and World Development Indicators (World Bank).

Additionally, local private entrepreneurs in the North should be given the space to build up their businesses and create jobs without them having to compete with state-run businesses, which have an unfair advantage due to government subsidies, lower overheads, cheap or free labour, and not having to pay taxes. It is also advisable for the non-education sector of the state to let the decision-making and implementation of policies in the education sector be carried out by educators and local authorities and not imposed by authoritarian forces.

The Central Minister of Education stated in his address to the Consultancy Workshop that much has been done to improve education, especially in establishing the 1000 schools program, 90 of which are in the North. The program provides schools with laboratories in Science, Mathematics, English, and ICT. It has also established a Technology stream at the A/L and encourages Arts students to move to the Technology stream. This is designed mainly to provide opportunities for students to enter tertiary education

Figure: 2.33. Public Investment in Education as a Proportion of the Government Budget, 2010 or Nearest Year

Sources: Central Bank of Sri Lanka Annual Report 2010, Education Statistics and World Development Indicators (World Bank).

in Engineering and Technology. This a well thought out improvement that is already popular with students who are applying for the Technology stream in large numbers. Local vocational institutions are partnering with the schools to provide the necessary practical skills and instruction to the students and training to the teachers. Soon such streams will have to be spread to more schools to keep up with the demand. It is important that such opportunities should be available in all schools that are preparing students for National Examinations. Equal opportunity to all students enrolled in the A/L class is a must to eliminate discrimination the cost of which the country has faced in the South and the North. The Minister reminded the audience that the Government is borrowing money from other countries, the World Bank, JAICA, KOICA, the ADB, and other lenders.

> The military should stay out of schools and the education of children.

The low education expenditure by the Government of Sri Lanka relative to other countries can also be seen when compared to GDP per capita as shown in Figure 2.33. The graph shows the investment in education as a proportion of the government budget. At 5.7% Sri Lanka is the lowest of the listed countries. The situation has not changed much in the 2014 budget after adjusting for inflation. Low teacher salaries are a direct result of this very low funding. Per student expenditure allocated to improve the learning environment in classrooms is also low as a result. Lending
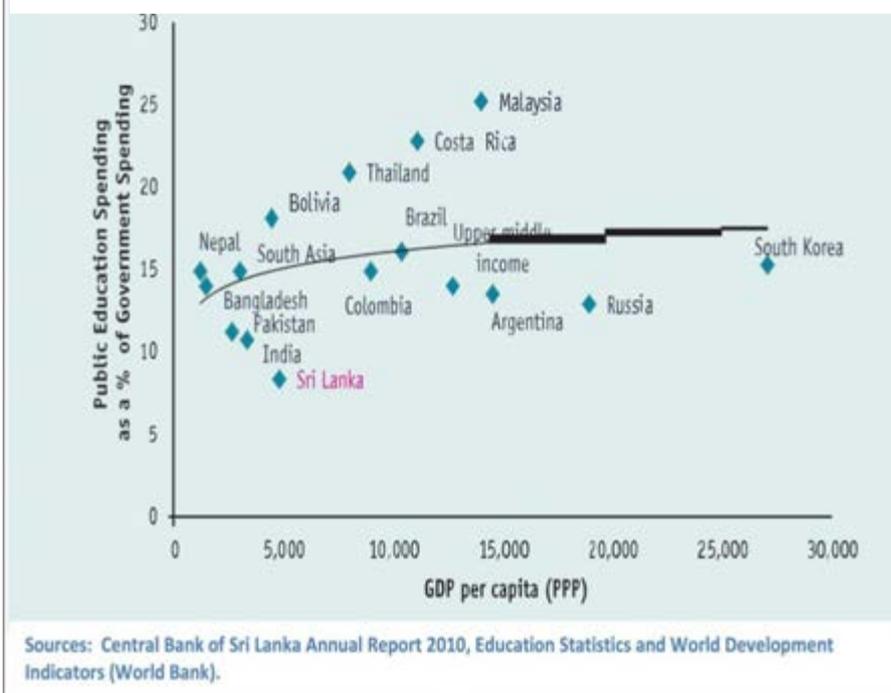
agencies and other donors will not give loans for the salaries of teachers or any other government employees. Government funds that could be utilized to increase salaries for teachers and for school infrastructure improvement are instead used elsewhere, such as for the military even though the war ended five years ago. International aid, loans, and grants are required to fill the gap that the excess military spending creates. Borrowed and aid funds will not be enough to improve the

learning environment or sustainably repair, replace, and maintain the school equipment and infrastructure in the North and, for that matter, in other provinces that are performing below the national average.

Figure 2.34 illustrates the relationship of achievement in Grade 4 (Year 5) Mathematics and per student investment in education internationally. A similar distribution can be seen within Sri Lanka where performance of the students in the O/L and

Figure 2.34: Association between Public Investment in Education per Student and Learning Outcomes in TIMSS 2007

Sources: Mullis et al (2008). Sri Lanka has been inserted from NEREC 2008 and Central Bank of Sri Lanka Annual Report 2010, Education Statistics and World Development Indicators (World Bank).
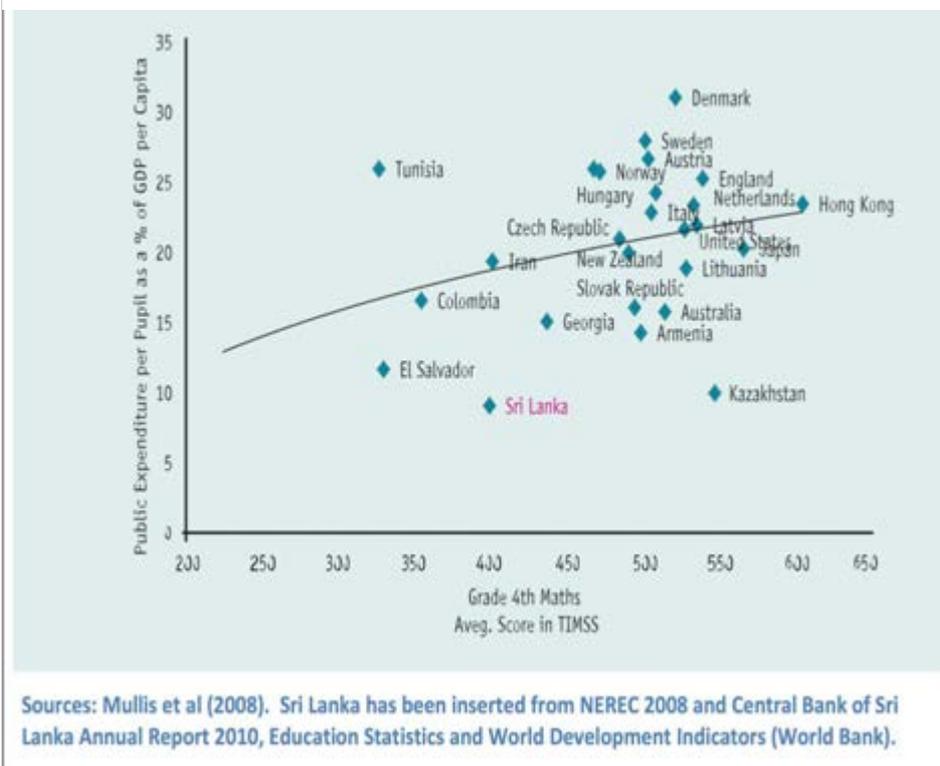
A/L examinations in schools in urban areas is higher because funding is more readily available for 1AB Provincial Government and National schools. This means higher investments and greater performance in such schools, which in turn produces better results when compared to rural schools where investment and spending is less. The National Examination results are poor in 1C schools and schools in the rural areas of all zones and in the schools in the Vanni Zones as indicated in graphs Figure 2.22, 2.23, and 2.24 shown earlier in this report.

It is necessary to calculate the achievement in each of the major subjects in the North and the per student expenditure in each of the different types of schools. Such indicators will help direct more funds to improve Science, Mathematics, and English.

Most of the statistics presented are national statistics. It is important for the North to generate statistics in economic indicators and education financing. The recommendation on the database and research was accepted in January 2014 and implementation is in progress. It will give training and to those who will operate the system at the school and zonal level and give such information, and more, to the decision makers at all levels.

Table 2.4 from the World Bank report shows that Sri Lanka spends the lowest percentage of its GDP on education when compared to the other countries listed.

Table 2.4. Public Education Spending as a percentage of GDP - 2010			
Country	Public Education Spending as a percentage of GDP	Public Education Spending as a percentage of Government Spending	Education Recurrent Expenditure per student as a share of GDP per capita
Sri Lanka	1.9	7.3	9.1
Malaysia	4.7	25.2	15
Thailand	4	20.9	18.3
South Korea	4.2	15.3	17.8
Singapore	3.3	10.3	NA
Argentina	4.9	13.5	16.5
Brazil	5.1	16.1	18.1
Bolivia	6.3	18.1	NA
Costa Rica	5	22.8	18.8
Low and middle income	4	NA	NA
Upper middle income	4.6	14	NA
Sources: Central Bank of Sri Lanka Annual Report 2010, Education Statistics and World Development Indicators (World Bank). Note: Data for Sri Lanka are for 2010. Data for other countries and regions are from the closest available year to 2010.			

Table 2.5 shows the extremely disproportionate expenditure in primary and secondary education compared to higher education as indicated by the Gini Coefficient. The 0.2 and 4.92 for Primary and Secondary respectively need be higher if the goal is to improve teaching and learning. A higher percentage of spending in primary and secondary education is needed to improve the performance of students so as to increase their future potential to earn a higher income. It is necessary for the Northern Province to identify the expenditure pattern at the Provincial, Zonal and school levels.

Table 2.5: The Gini Coefficients of Public Education Expenditure by Level of Education in Sri Lanka	
Level of Education	Gini Coefficient (%)
Primary Education	0.2
Secondary Education	4.92
Higher Education	40.24
Source: World Bank staff estimates based on household survey data.	

The question arises whether the per student expenditure for the primary division, Year 1 to Year 5, in an 1AB school is the same as the expenditure at the primary level at Type C, Type II and most importantly Type III schools in each of the zones in the North. Additionally, the question should be asked whether there are different expenditure patterns in the different school types based on their geographical location: rural or urban zonal divisions.

ePlanning, database creation, and research and publication by the Northern Province will have to spearhead Action Research for the North. It is a practice each province needs to do. This issue may naturally arise in other provinces as well. Areas, such as urban slums, the families living next to waterways, coastal fishing villages, and families along railway tracks in Greater Colombo and other such areas may have unique problems with respect to their children's education, personal growth and future. Data needs to be collected on where children from such families go to school and the student and schools' pass percentages in National Examinations.

Table 2.6: Net Enrolment Rates across Economic Quintiles			
Consumption Quintiles	**Primary Education (%)**	**Junior Secondary Education (%)**	**Senior Secondary Education (%)**
Quintile One (Poorest)	9	89	52
Quintile Two	9	93	59
Quintile Three	9	95	65
Quintile Four	9	96	71
Quintile Five (Richest)	99	97	77
Total	9	94	65
Source: World Bank staff estimates based on household survey data.			

Table 2.6: illustrates the low enrolment of students in the Senior Secondary Quintile One, Two, and Three. Students from the poorest families in the country are in effect 'filtered out', essentially "pushed out", of the school system at the senior secondary levels - Grade 11 to 13. It shows that students from impoverished homes and communities, which invariably also have a poor school environment, are deprived of educational opportunities due to neglect and poor policy and/or policy implementation and monitoring by the education system. Data for the North needs to be generated at the Zonal and School Type level to identify the causes of such problems and remedy them. From available data it is predicted that the situation is generally the same.

The questions that need to be answered are:
- Most of the Type III, Type II and 1C schools are located in rural coastal areas. Is this where most of the poorest families are living where?

- Considering that the schools in relatively remote areas perform the worst in the O/L examination, we need to ask whether location and neglect is the reason for the low enrolment and the low pass percentage at the A/L examination.

- Considering that such schools are not attractive to qualified teachers and often do not have qualified teachers in Mathematics, Science, and English, is it also the reason that students from such schools are not getting high enough grades to enrol in A/L?

The pass rates for GCE O/L and A/L shown earlier in this chapter indicate that the system does not in any way give opportunities for further education or opportunities to train for gainful employment for students who are from the rural zones.

This inequality extends into the University. The 1998 study and report, "An Appraisal of Education and Sports in the NorthEast Province of Sri Lanka" by Dr. N. Ethirveerasingam, is quoted at length in Box 1 to illustrate the disproportionality of university enrolment. Universities are primarily composed of students from high and middle-income families rather than the low income population from rural and coastal areas in the country (Please see Box 1).[8]

Presentation of Group Reports

The NESR has studied the issues raised by the public in and from the North, specialists in the North including from within the education system in the North and elsewhere in the country. They have pooled their experience and specialisation and collected data that will help to identify areas in the education system in the North that need special attention by decision makers at all levels to improve the system.

The chapters to follow present the observations that took place from October 2013 to April 2014 and the Recommendations that were made and examined by the Steering Committee before being presented to the Two-Day Consultancy Workshop on April 23rd and 24th. The observations and recommendations of each of the groups were discussed and final recommendations were made to the Steering Committee, the authors of the Northern Education System Review Report, which accepted all of them. At the end of the Consultancy Workshop both the Secretary and the Additional Secretaries of MOE accepted 90% of the recommendations and promised to work to implement them.

Recommendations stemming from the current situation discussed in this chapter are presented in the report of the various subject groups in the subsequent chapters. Chapter 5 gives the recommendations on Tutories, teachers and National Examinations. All recommendations are presented together in Chapter 15 on Conclusion and Recommendations.

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[8] Ethirveerasingam, Nagalingam. "An Appraisal of Education and Sports in the NorthEast Province of Sri Lanka", Report to the NorthEast Province Ministry of Education, Culture and Sports. 1998.

Box 1: Equality

A common thread that flows through the education system in the NEP is inequality of opportunity to access to quality education. The quality of instruction, the learning environment, and the availability of teaching and learning materials in Type 3 schools exists at levels far below those of Year 1 to Year 5 in Type II, 1C, or 1AB schools. The effect of this discrepancy is felt in the Scholarship examination. In all the Type 3 schools the consultant visited during the consultancy and before that from 1994 to 1997 during his travel in the North, none of the schools had any students passing in the scholarship examination. Many students from Type 3 schools do not continue secondary education.

Such inequalities have resulted in an education system that only qualifies 32 % of those who take the GCE O Level examination to proceed to the GCE A Level. Out of those who start Year 2 (Grade 1) only 2 % are admitted to the universities though 11% qualify for university education. Most of the 98 % leave secondary schools with very little employable skills. See Table 5 for NEP data. (Presented in graph form in this report.)

Number of students who entered Year 2 (Grade One) in 1977 was 324,516. Number of students eligible for University admissions in 1989 was 34,491, which is 11%. Numbers of students admitted to universities in 1989 were 6476, which is 2%. See Figure 2. In 1998, though the numbers have increased to 40,000 and 13,000 respectively, the percentage of those who qualify and those who are admitted remain approximately the same.

Figure 2: Percent students who remain in the education system from Year 1 to University Admission in 1989.
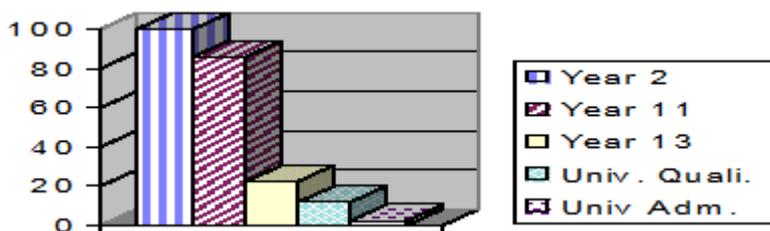
Out of those who enter the Universities 16 % are from agriculture and fisher families, 21 % from the clerical or middle-level working families and 61 % are from Professional families. In the population, the above categories consist of 73 %, 22 % and 5 % respectively. Figure 3 illustrates the problem. See University Grants Commission's (UGC) Statistics on Higher Education, 1989/90 and Statistical Abstracts, Sri Lanka 1989.

Figure 3: Percent of the three socio-economic categories in population and percent admitted from each of the population, 1989/90
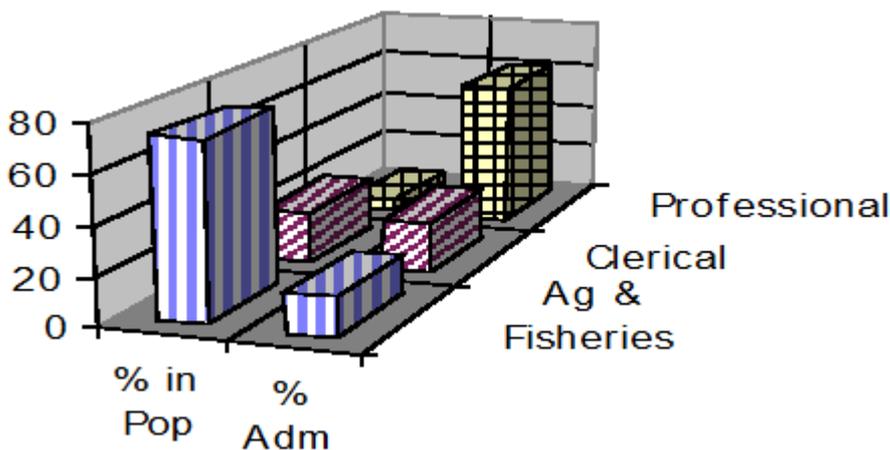
Note: Such statistics on socioeconomic background and students' enrolment in Universities in Sri Lanka does not appear in the UGC Annual Reports in recent years.

3: Psychosocial Wellbeing of Students and Teachers

Preamble

The population of Northern Sri Lanka has just come out of 30 years of brutal war; a war that has left deep scars of suffering and tragic memories among the survivors. During the war there were multiple displacements, embargoes on essential commodities, witnessing violence and deaths of close relatives and friends, hiding in bunkers, living in a state of constant fear, curfews, and a general disruption of normalcy. These have all had an impact on behaviour, teaching, learning, and the entire education system.

> **"Try your best to correct children with love and not with the cane."**
>
> - *T. Senthuran, Yarlton College, Karainagar, Year 12*

The long-term psychological and social impact of the war continues to affect the education system. Students, teachers, and society as a whole still use wartime coping and survival strategies. In the field of education there has been an increasing focus on educational achievement, which is currently measured only by national examination performances. On the other hand, reported problems in the classrooms, sports fields, and in society have been on the rise.

T. Senthuran

The educational system, which has the responsibility to create future citizens, should play a vital role in addressing this situation. Based on the wide coverage of education in this country, which accesses nearly all children and youth, it is essential that the education system address the psychological and social impact of the war and help to create future generations with good values and the potential to become responsible members of the society.

Cane observed on a desk in a school in the Northern Province

It is in against this backdrop that the psychosocial wellbeing of the educational system gets due importance and priority. The students, teachers, principals, administrators and the system as a whole should commit and work towards achieving psychosocial wellbeing.

Prerequisite

There is a need to accept change for the better. However, for a change to occur in the system, it is essential that there is a shift in the focus Psf the outcome of education. The present method of evaluation and the practice of appraisal have to be changed in order to recognise the various other facets of the students beyond the current focus on exam oriented performance. These changes will help create individuals and communities with adequate knowledge, appropriate values, and social

responsiveness. The students, teachers, and administrators in the educational system need to be assessed using alternative strategies and encouraged with appropriate rewards, social recognition, and activities for alternate goals. There has to be a shift from examination oriented teaching, and the resulting appraisal and evaluation of teachers based on these results, to considering the wider needs of students, promoting vocational training, and other relevant skills.

Creative Activities & Play

Additionally, all the teachers and principals should have basic knowledge, skills, and positive attitudes when dealing with psychosocial issues. It is essential that the psychosocial subject be adequately covered as part of the curricula in teacher education, diploma, post graduate and other courses.

Psychosocial Wellbeing

Psychosocial wellbeing in the educational system can be understood to be a state where the thinking process, emotions, and behaviours of the students, teachers, and administrators will favour the learning process. The outcome of such wellbeing will be reflected in creating knowledgeable, skilful, responsible generations with good values. It will also enhance the critical thinking, curiosity, creativity, spontaneity, and positive response to nature among the students and teachers, which in turn will help in experiencing the joyfulness of teaching and learning.

Wellbeing at school can be achieved through a code of behaviour, counselling, and guidance, as well as through peer group support and supervision.

Code of Behaviour

Concern

It is observed that there is a lapse in the knowledge, attitude, and practices of maintaining the expected set of behaviours at the school level. Disciplinary practices should not spoil the child friendly environment that schools must maintain. Schools must learn and develop alternative

strategies and not adopt corporal punishment and verbal abuse or bullying as a means of maintaining discipline. According to international educational experts, students involved in appropriate educational activities have been found to not need corporal punishment for discipline to be maintained.

Objective

Achieving accepted standards of code of behaviour in schools.

Counselling and Guidance

Concern

Counsellor & Student

The current school level guidance and counselling services are not able to cater for the widespread nature and demand of psychosocial problems among the students and teachers. Unfortunately, the term 'counselling' has been wrongly conceptualised as offering help for mentally affected students and as a disciplinary method. Similarly, guidance for career development and other life skills is poorly delivered. Obviously these services should not be forced upon un-interested teachers.

Objective

Schools should provide a positive environment and facilities for the students to express their problems and issues and receive good quality counselling and guidance from competent personnel.

Peer Group Support and Supervision

Concern

Child Friendly Environments

It is a well-known and well accepted norm that a support system and supervisory mechanisms should exist in the education system. It is important that the term supervision should not be confused with the traditional meaning of 'bossing'; rather it should be understood as a means to provide support, education, feedback, and direction. Unfortunately, it is observed that there are many students, teachers, and principals who do not receive or do not know where to receive the necessary support.

Objective

The education system will provide opportunities for the students, teachers, principals, and administrators to have adequate facilities to receive support from their peers and supervision from qualified supervisors.

Recommendations

Code of behaviour

1. Ensure that the number of students in the classes is kept to the recommended size[1] to reduce pressure on teachers and improve the learning environment.

2. Provide the opportunity for teachers, parents, and stakeholders to write their own acceptable ethical code and behavioural guidelines within a broader framework[2].

3. Encourage teachers, students, and parents to draft a 'Code of Ethics' (of the school) accepted and signed by students and parents (on admission), as well as by the teachers and principal. The Code of Ethics should be put up in a visible area for all student, staff, and parents to see and review.

   Form a school ethics committee and empower it to implement and monitor the Code of Ethics.

4. Conduct biannual refresher training for teachers and principals on positive discipline skills and behaviour modification techniques.

5. Implement regular appraisal systems.

6. Ensure through a line management system that teachers and principals adhere to a basic standard of ethics, discipline, and code of conduct through a transparent mechanism.

7. Conduct awareness programs on Code of Ethics for students, teachers, and parents.

School Based Counselling

1. Ensure through training that the teachers and principals have the competences to initiate and maintain child friendly classrooms, create a learning environment that minimises behavioural problems, facilitate appropriate activities for students, and cope with minor psychosocial problems of students.

2. Provide an in-depth training[3] for those involved in counselling and guidance before the end of 2014 and twice a year thereafter for three years to maintain and update their capacity and skills.

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[1] Maximum Student: Teacher ratio (Primary Level classes 20:1- over 20 classes can have assistant teachers; Secondary Level classes 30:1)

[2] This code/guideline must of course keep within the National Education Policies and Circulars. For example: Corporal punishment should be totally removed from schools (zero tolerance). The Minister to re-issue the circular sent out by Ministry of Education (central) in 2005 regarding corporal punishment being banned from schools. The zero tolerance circular should be displayed visibly to students, staff, and visiting parents at the school.

3. Revise and print a new edition of the 'Child Mental Health' book and other resources with the support from the line Ministry of Education, before the end of 2014, and provide refresher courses to teachers and principals to update their knowledge on Child Mental Health.

4. Appoint one Teacher Counsellor for schools with over 300 students, in all 1AB, 1C, Type II and III schools including the schools in the 1000 School Project.

5. For schools with less than 300 students, only those teachers interested and willing to provide these services should be appointed.

6. Promote bi-annual meeting of Teacher Counsellors to report and share their observations and conclusions to improve achievement.

7. Teachers who have the training and dedication and are willing to provide counselling services to students may be appointed as counsellors.

8. Encourage and motivate schools to provide a positive environment for counselling and guidance services by allocating a room with adequate privacy but with an open door and comfort. Positive environment for counselling and guidance services needs to be defined by the Parents-Teacher-Principal-Master Counsellor committee more clearly so that there are no misinterpretations and the safety of students is ensured.

9. Allocate one Master Counsellor for each division and an ISA/ADE–Counselling for each Zone to supervise and organise the psychosocial well-being of students and teachers, and provide counselling and guidance services.

10. Empower the counselling teachers to deal with a wide variety of psychosocial issues that they might encounter from the students and teachers at the school and community levels.

11. Update and issue a fresh Terms of Reference (TOR) for newly assigned responsibilities and to appointed teachers.

12. Ensure that counselling and guidance teachers sign and abide by the 'Code of Ethics in Counselling' produced by the school and accepted, after ensuring it meets appropriate standards, by the Department of Education before the end of 2014.

13. Appropriate supervisory mechanisms need to be established and practiced. This includes weekly to monthly peer-group meetings among themselves at the zonal level, with supervision by Master Counsellors, ISA's and ADE's at the District/Province level.

14. Activate/create and utilise the Teacher Resource Centre in each zone for recommendation 13 (above) where updated, informative and skill development lectures, workshops, and seminars by visiting specialists should be arranged regularly.

15. Ensure that counselling and guidance teachers are familiar with and use referral pathways and networking facilities; referring more difficult and complex students/teachers to senior, Master Counsellors and/or mental health professionals. They will need to be competent to network with other government services and departments.

16. Provincial Department of Education should maintain a list of organisations and institutions that can provide assistance for their students, teachers, and principals. For such approval the

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[3] At least six months duration

Provincial Director designated senior official should ensure the credentials of the persons, organisations, and contents are competent and relevant.

17. Counselling and guidance teachers should have the option of taking regular classes in their special subject and other co- or extra-curricular activities in addition to counselling.

18. Encourage Senior Counsellors and Master Counsellors to provide their services to the teachers, principals and other admin staff within the department who are in need of their services.

Support and Supervision

1. Encourage and promote positive learning, and informative, collaborative processes and approaches.

2. Provide a supervisory mechanism for teachers and principals.

3. Encourage In-Service Advisors (ISA) to change their role from disciplining teachers to authentic advisors and supervisors.

Psychosocial Wellbeing – Students & Teachers Performance

Psychosocial Wellbeing

1. Provide continuous space, time, and guidance to the students for cooperative activities and peer group interactions by encouraging school level club activities, student government, cultural programmes, educational tours, inter-school activities and other opportunities for creative thinking and actions.

2. Schools should encourage healthy competitions at a collective level and minimise the unhealthy competitions at an individual level. Examples of both healthy and unhealthy competitions would be defined by the Provincial Department with the help of students, teachers, parents and the office-in-charge of counselling and included in the teacher training sessions.

3. Change current examination oriented, lecture notes for examination purposes to the 5 E's (Engagement, Exploration, Explanation, Elaboration, Evaluation,) teaching method. Change teacher/school evaluation and judgment based solely on national examinations to broader criteria such as promotion of student well-being and observation of basic child rights, as well as development of the student's overall capacity, potential, critical thinking, learning abilities, relationship, life and social skills, and citizenship values.

4. Reduce importance and prevalence of private tutory culture and promote Vocational Training (VT) opportunities.

5. Conduct regular forums and opportunities for teachers and principals to interact with their peers. Periodic school level staff meetings can create teacher friendly environments by changing their current focus of talking only of problems and finding faults with each other towards one that creates a more positive learning environment, results in informative and collaborative processes, and leads to approaches that are more encouraging and promoting of one another.

6. Strengthen the supervisory mechanism of its teachers and principals to provide feedback; such an evaluation system should be formative.

7. Encourage more interactions between parents, community and government structures, and the school including participation in joint activities and regular meetings.

Tharmapuram MV, Kilinochchi Zone, Northern Province

4: Teaching, Learning & Examinations

Preamble

Learning is an important common attribute built into all life forms. Fundamentally, we naturally learn from our experiences, every time we meet a person, or encounter a new environment. Humans, in order to direct and comprehend, created methods of teaching. These methods changed based on the need and the availability of materials and facilities.

The learning and teaching that took place at the beginning occurred through hearing and observation of nature and changed with the help of alphabets, words, and pictures. Later, with new inventions in printing, such as the Gutenberg press, learning became more easily accessible and available to a larger number people throughout the world. Changes in methods of teaching and learning also resulted from these new inventions. At the beginning, learning took place in small groups in the homes of specialists in a field of knowledge and skills by observing, listening, and apprenticing and progressed to learning, in for example the Tamil culture, from written inscriptions on dried palm leaves (*Eadu* in Tamil*)*, stone tablets, and on walls. The present availability of computers and the internet have introduced more diverse and flexible forms of learning and created new teaching environments.

The people of the Northern Province, who functioned as a society sheltered and cut off from the rest of the world due to 30 years of war, now have to cope with the introduction of new ideas and methods in all aspects of life. They must learn new personal and professional skills to survive and cope with their trauma from the war and while negotiating the post-war environment. While this is a challenge, it is also an opportunity

Education for ALL to maximize their potential

The 'evolution' of Teaching & Learning
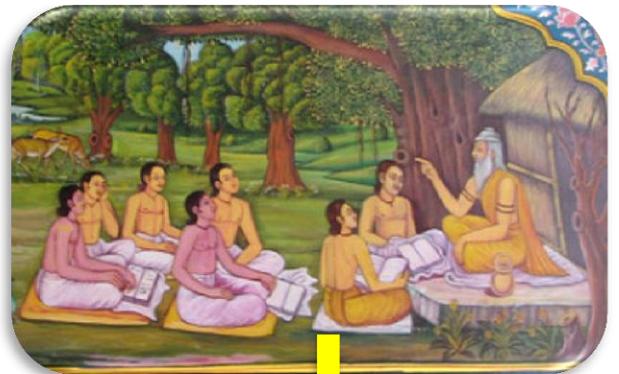
We need to examine how the current situation has impacted teaching and learning. Can we use the current situation as an opportunity to improve the quality of teaching and learning? Such changes need to be researched. Figure 4.1 shows that the Pupil Teacher Ratio in the war provinces, North and East, is higher than the other provinces.[1] It is important to note that 1990 is also the year that the first embargo was enforced on the two provinces. This ratio continued until the 2002 Ceasefire Agreement. The present ratio is 1:17 in the Northern Province. However it varies from school to school and between Zones. Schools located in areas that experienced displacement and/or were demarcated as High Security Zones for between 4 to 20 years have from 12 to 200 students due to the fact that many families that displaced have not returned for a variety of reasons.

Figure 4.1: Pupil Teacher Ratio at Primary level by Province, 1990 & 1998

Figure 4.1: Pupil Teacher Ratio at Primary Level By Province 1990 & 1998
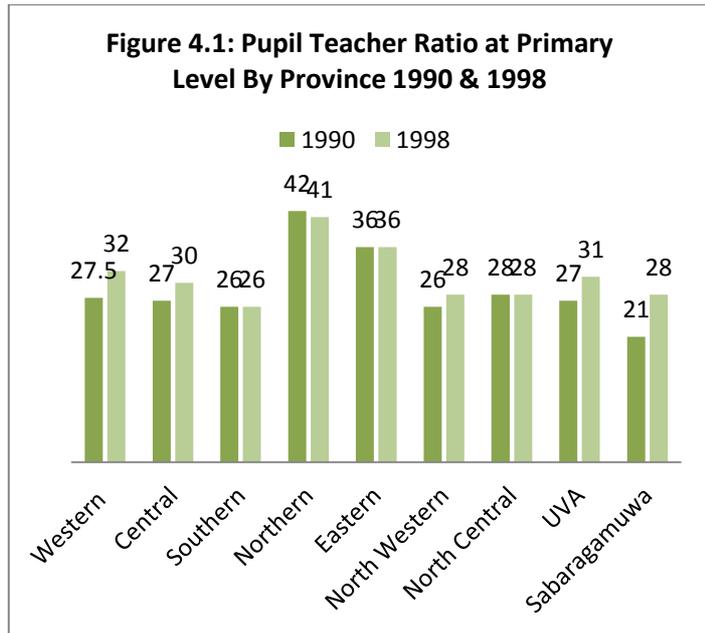
Source: UNESCO (2000). "Education for All: The Year 2000 Assessment Final Country Report of Sri Lanka. See footnote 1.

Figure 4.2: Percentage of Merit Students that Entered from the Jaffna District
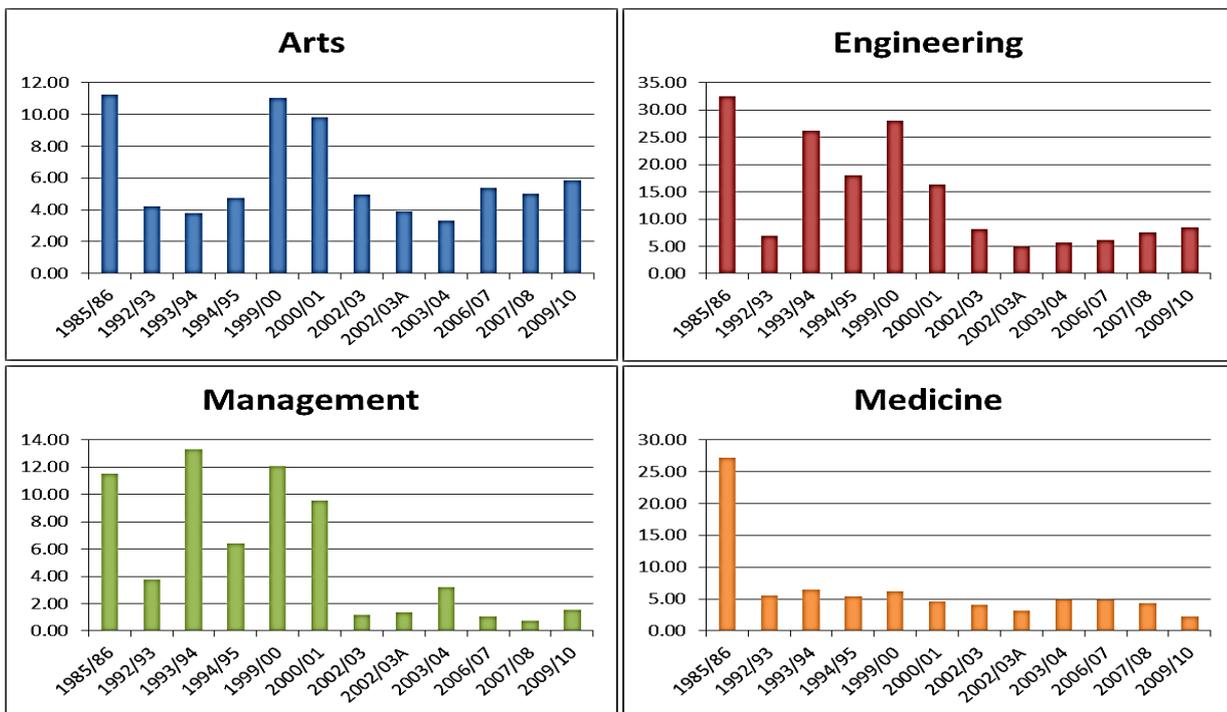
Source: Roshan Ragel and Arunan Sivananthan "The State of Higher Education in the North and the East of Sri Lanka" – Similar data is also available for the other Northern Districts in the same publication.

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[1] UNESCO (2000). "Education for All: The Year 2000 Assessment Final Country Report of Sri Lanka" (accessed 7 July 2014:
http://www.unesco.org/education/wef/countryreports/sri_lanka/rapport_3.html)

When compared with the results of the national examinations during the years of war, the results since the war ended have not showed any appreciable improvement. The graphs in Figure 4.2 present the percentage of students who entered University from the Jaffna District during the years of the embargo, the war, and the short period of the Ceasefire Agreement. Data for the other districts are also available from the report quoted in Figure 4.2.

In such a situation the Northern Education System Review (NESR) is an important milestone. In this chapter the problems that are faced in teaching, learning, teacher education, and National Examinations are categorized into six main sections and examined.

Multiple Intelligences

The illustration in Figure 4.3 pictorially presents the 9 Multiple Intelligences proposed by Howard Gardener of Harvard University. This concept has gained acceptance from cognitive psychologists and educators. The curricula from Primary to GCE O/L have recognised the value of teaching students via multiple subjects to enhance the nine intelligences rather than the traditional verbal or linguistic reasoning and numerical or mathematical reasoning intelligences. The inclusion of dance, music, sports, drama, religious studies, drawing, agriculture, fisheries, technical subjects, social studies has helped stimulate the multiple intelligences. However, some of the subjects are optional and students miss exposure to other subjects. This is because a course of study lasts a whole year. It is important for some of the optional courses to be made compulsory for a period of one or two terms only and not examinable for the O/L.

Figure 4.3: Multiple Intelligences

Source: http://sitemaker.umich.edu/356.martin/home
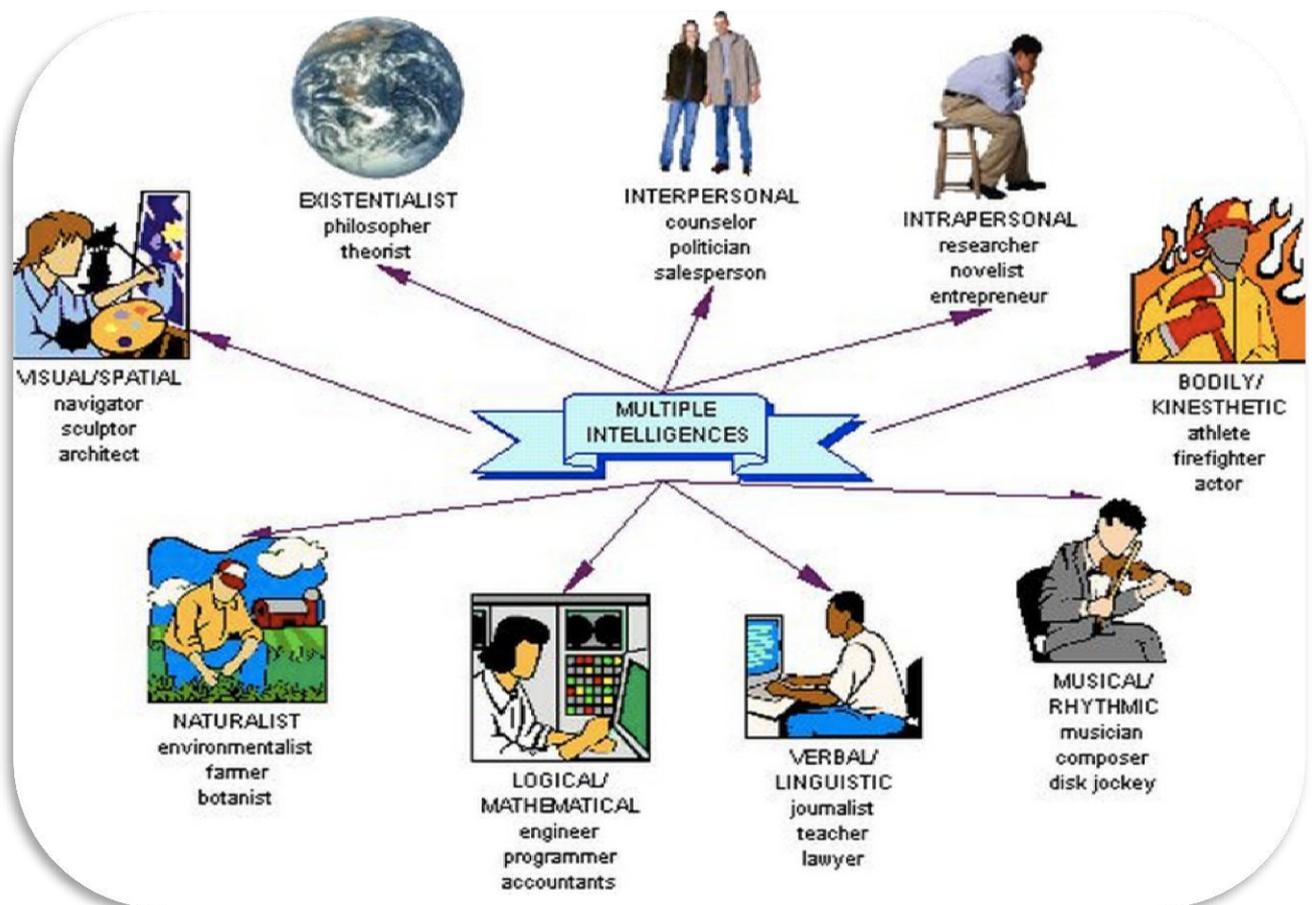
Review Area

Teaching and learning based on experience, with practical activity, are the prime purpose and the first priority of the education system. It is to implement and develop the learning experience for children that teacher education, infrastructure, schools, education administrative departments, teacher appointments, and the entire education system have been created and exist.

For this reason, in the Experiential Method of Teaching and Learning any small problem in the functioning of the system will positively affect the teaching and learning process. The learning and teaching section is woven and mixed with the other sections of this review and is therefore subjected to its effect on other sections functioning and in return affected by the other sections. Under such a situation the review of this section to mark its boundaries is not feasible. With such conditions the teaching and learning sections concerned are: primary, middle, secondary, vocational and technical skills education, teacher education, and national examinations.

Figure 4.4: Experiential Method of Teaching & Self Learning

Reflective Observation
Questions & Answers

Abstract conceptualization based on concrete experience.

Judgment
Hypothesis
Mental Simulations

Active Experimentation
Concrete Experience
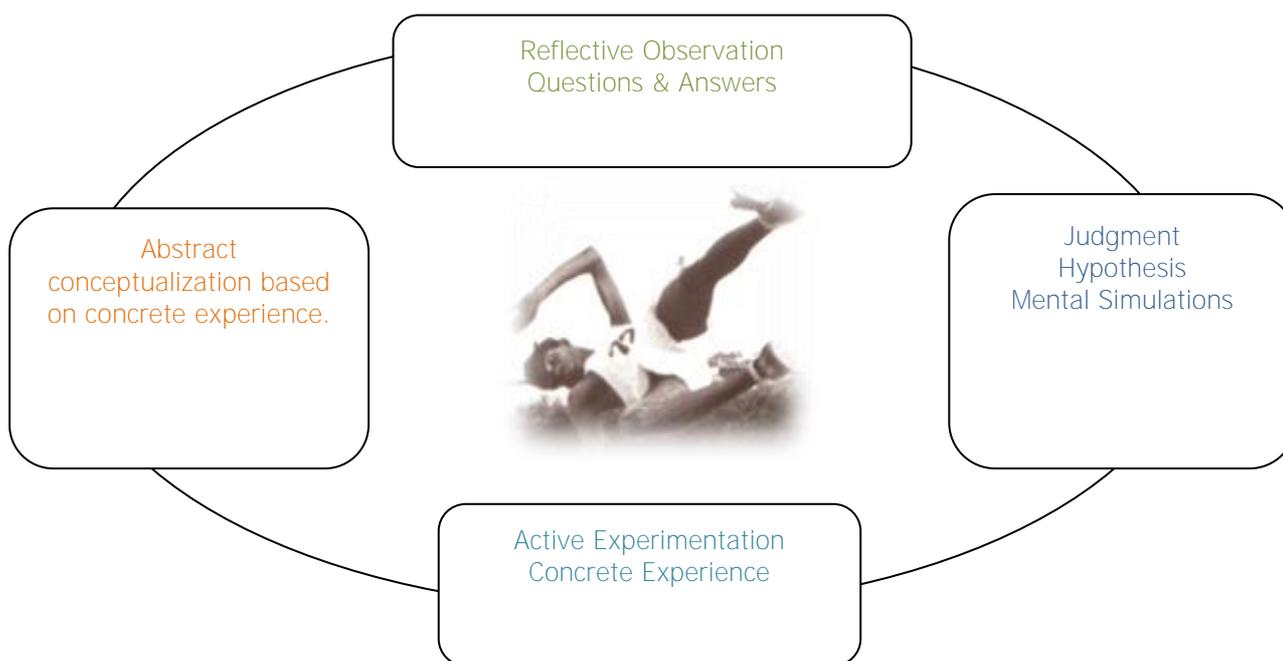
Review Objectives

Some teaching and learning methods of a subject focus on mastering the knowledge of that subject. In some circumstances such methods prepare the student for a specific vocation. However, if we take the current student population many leave school after taking the General Certificate of Education (GCE) - Ordinary Level (O/L) at the end of Year 11, which in the American system is Grade 10. Others who have passed the GCE - Advance Level (A/L) but have not done well enough to gain admission to a University leave the education system (See Table 4.1 to get some idea of the seriousness of the problem). The Northern Province, which was in the top one third in 2011, was in last place in 2012. In such circumstances the students, who's education has ended and who are now

entering society, should have employable skills and knowledge so that they are able to cope with the day-to-day demands of living in society. But the current system imparts no employable skills to 16-17 year old students who fail GCE O/L or do not qualify to study for their A/L.

Keeping in mind the needs it is imperative to focus on urgent education for knowledge, skills, and employable practical skills. The Teaching, Learning and Examination group of the NESR has investigated the problems and presents their observations and recommendations below.

Table 4.1: Sri Lanka O/L Results - 2011

	Province	No Sat for 5 or more subjects	Qualified for GCE(A/L)		Obtained 9 A's		Failed in all Subjects (Appeared in 6 and above)	
			No	%	No	%	No	%
1	Western	69614	46337	66.56	2001	2.87	2692	3.87
2	Central	35265	20309	57.59	462	1.31	1930	5.47
3	Southern	34908	21944	62.86	507	1.45	1891	5.42
4	Northern	18021	9778	54.26	103	0.57	646	3.58
5	Eastern	20848	11755	56.38	148	0.71	792	3.80
6	North Western	30689	19237	62.68	291	0.95	1104	3.60
7	North Central	16797	9422	56.09	84	0.50	1086	6.47
8	Uva	18637	10147	54.45	86	0.46	1329	7.13
9	Sabaragamuwa	25253	15262	60.44	226	0.89	1325	5.25
	Island	270032	164191	60.80	3908	1.45	12795	4.74

G.C.E (O/L) Examination – 2011
Performance of School Candidates (Freshers) by Province

Source: www.worldbank.org

Current Status of Teaching, Learning, Teacher Education & National Examinations

Observations on Classroom Learning and Teaching

Observations below are in addition to those in Appendix I, which summarises observations from past and present stakeholders.

In Years 6 to 8 the student is exposed to many teachers who each teach different subjects. The system is not paying enough attention to these three grades. This is negatively affecting the students' ability to learn.

Often in many schools that are performing poorly at the GCE O/L the teachers have a 2-year Teachers Certificate and aren't qualified to teach, Science, Mathematics or English at O/L. The decision to phase out the 2-year Training College Certificate program is a welcome decision.

Teachers

Observations

Teachers teach in Tutories to increase their income. In many cases teachers and even principals advise students to go to their favourite Tutories. Such practices should be stopped immediately. It is important to increase their feeling of pride in their teaching at the school. Such motivation needs to be, for the high performing teacher, in the form of extrinsic motivation through salary, long term assignment without transfers, as well as recognition by the school, the system and society, and, finally, appealing to the intrinsic benefits of belonging to a high performing school and the joy of observing the intellectual and personal growth of the children. Help and other incentives should be given to teachers whose homes are far away from their assigned school so that they are more willing to accept their assignments and continue to teach in the schools in difficult or remote areas.

Teaching resources in the classrooms are not adequate. Many of the necessary improvements to the classroom teaching and learning environments are also discussed in other sections of this report.

There is not much volunteer work performed in school premises and on the playgrounds. Except for St Johns Ambulance, scouts, and similar activities, community based volunteerism is minimal. Volunteerism needs to be encouraged to improve interpersonal and intrapersonal intelligences development.

No formal academic counselling is available to students during the critical secondary school years (Year 9-13). Similarly, there is no formal career counselling at Year 10- 13, when the students will be preparing to leave school and searching for work after (Year 11 if they do not continue to A/L or Year 13 if they do not qualify for University). There is some psychosocial counselling now available in a few areas of the North. Please see the Chapter 3 'Psychosocial Wellbeing of Students and Teachers' for a more in depth discussion on the issue and for specific recommendations.

Teachers during 'In-Service Training' - Malavi, 1998

Recommendations

Primary Education

1. Educate Primary teachers on Science, Mathematics, Tamil, and English concepts and education methods at the Primary level.

2. Increase the competence of the Year 1 to Year 5 teachers to teach in all subjects. Their current competence is limited to the Arts.

3. Assign competent teachers with a higher qualification to teach all subjects to Years 1 to 5 and more appoint 2 or 3 competent teachers in all of the subjects to teach at Years 6 before individual teachers teach their subjects to Year 7 onwards. Year 6 is therefore a transition from one teacher for all subjects to two or 3 teachers.

4. Implement and monitor the Child Friendly Approach to learning in each classroom. (UNICEF method)

5. Continue the World Food Programme feeding program through 2015. But ensure that fraud is eliminated to convince WFP to continue the program.

Teachers

1. Inculcate in teachers, through the formal education system, current teaching methods. Increase their knowledge and practical application of subject areas, general knowledge, and methods of motivating students so as to keep their continued interest and desire for learning to prepare them for the future demands of the society.

2. Offer teacher education courses, including methods of teaching, measurement of student achievement, and maintaining student discipline. Courses on how to maintain an optimum level of emotional excitement conductive to learning to the new and past graduates in the various subjects before and after they enter teaching would also be beneficial.

3. Conduct an evaluation of the equipment, furniture, personnel status and the operation of the Teacher Resource Centres (TRC) in each of the Zones and determine whether the responsibility of the TRC should be transferred from the Ministry of Education (MOE) to the Zonal Directorate to achieve the efficient operation originally intended.

4. Consult the teachers to determine what areas they require in-service education in and ensure that they are putting into practice what they have learned.

5. Encourage teachers to conduct Action Research on teaching and learning, and share the results with others teaching the same subjects. Encourage teachers to continue learning about teaching and introduce new technologies and methods of teaching.

6. Require In-Service Advisers (ISAs) to conduct model lessons to show how a particular type of lesson – information, classroom practical and field - should be taught to enhance learning.

7. Students in Year 10 to 13 should be required to select a teacher teaching at the Year 10 to 13 levels as the student's academic and career guidance advisor. They should meet twice a month and records of the advice sought and given should be kept. The student's right to privacy should also be strictly maintained.

8. The academic counsellor should try to get the student involved in school and community volunteer work. Students who are 16 years old and older should be encouraged to try to get after school paid jobs at minimum hourly wage.

9. School based assessment should consider assigning marks to students who engage in volunteer and/or paid work in or out of school.

Recommendations on Classroom Learning and Teaching

1. Encourage schools that have special facilities that are not available in the other nearby schools to share them with each other.

2. Ensure that each school has a well-stocked library and encourage each class to have a cupboard full of books of interest to students and teachers to check out and read at home.

3. Establish a Nature Centre in the forests in the Vanni for students and teachers from the provinces to reside at for four or five days in order to learn by experience the science, mathematics and the ecology of the forest environment. (See Appendix X for a concept paper.)

4. Use the *Thondaimanaru* Resource Centre for field trips by students to learn about its ecosystem and its use by the people.

5. Use the space available in schools from 3:00pm to 6:00pm and on weekends to teach vocational skills, 'soft skills', conflict management, value education, and other extracurricular activities for students who have sat for the GCE O/L and A/L Examinations but are not yet admitted to any class. Skill classes can be continued for students who were not successful in the two examinations. Such students are in the student roll and teacher carders are available, therefore the cost will be minimal.

    > Use school facilities after school & on weekends to teach vocational skills, conflict management skills & for workshops.

6. Make education compulsory up to Year 12 from January 2015. And compulsory till Year 13 starting in 2015. Britain has done this for 2013 and 2014. Students can follow a Vocational Technical stream or an Academic stream based on their performance in a newly designed National Examination that would include school based performance assessment in practical, experienced based learning, including social activities.

7. Implement eLearning, using e-lessons, in Science, Mathematics and English in two schools in each of the Zones that have less than 40% pass rates in the 2013 GCE O/L examinations. Some of the e-lessons have already been developed and the Provincial Directorate is engaged in developing additional ones for all Grades.

8. Assess each student's knowledge and skill levels at the beginning of each term for each class so as to be able to place them in the appropriate e-lessons to start with and compare the results with the performance at the end of the term.

9. Award a High School Diploma to students who will not be advancing to Year 12 on the basis of attendance and minimum achievements in employable skills in the key subjects.

> Focus on student centred learning

10. Increase the quality of teachers and teaching in key schools so that gifted children can be placed in them and receive higher quality teaching and a more challenging educational experience. These schools should be chosen Zonal-wise and evenly distributed with respect to travel time so that they are accessible to all gifted children.

11. Include classrooms for special needs children in Zonal-wise, evenly distributed schools, with respect to travel time,

12. Focus on Student centred learning.

13. Provide an electronic platform to students and ensure the core content is audited and supplement content identified.

14. Introduce in-school guided enrichment and self-paced eLearning of English, Science, Mathematics and other subjects

> Establish a residential Nature Centre in the Vanni for teachers & students

15. Small group discussion to promote cooperative learning skills and experience based learning via experiments, surveys and projects needs to be encouraged.

16. Implement eLearning as pilot project in 24 low performing schools where there is a shortage of qualified teachers.

17. Supplement eLearning lessons with activities that are related to the e-lessons so that students can test and experience what is learned via video lessons

SERVE e-Learning Institute students exhibiting e-lessons that were created by the institute. Consultancy Workshop 23rd April 2014

18. Utilize resources at school after school hours for skills education

19. Ensure that the teacher to student ratio does not exceed the recommended ratio of between 1:25 and 1:30.

20. Conduct periodic surveys of the problems that the students encounter at home, in the community, on the way to and from schools, and their mode of getting to school. This will enable administrators to better address and respond to problems, such as lack of motivation and absenteeism, which affect learning and achievement.

21. End the practice scheduling/holding non-academic activities for students or teachers during school hours. Extracurricular activities should take place after school and not impact the number of teaching hours the student receives.

22. Equate the subjects such as physical education, health, and academic subjects with new subjects that prepare students for the world of work, such as economics, trade, money and banking and vocational skills.

23. Motivate the students and teachers to get competence in their 'mother tongue', especially in grammar. Such competence will ensure that the students understand the questions on examinations that are in their 'mother tongue'.

24. Require a review of the current curricula that is being implemented in all subjects in all grades with the consultation and assistance from specialists in Tamil who are also specialists in each of the subjects.

25. Motivate the students and teachers to read more by requiring them to compare and contrast and resolve identified problems via researched publications relevant to their study.

26. Conduct group discussions during the end of term holidays to review the past term performance of teachers and to prepare the next term lessons. Discussions should also focus on teaching methods, resolve administrative issues, and introduce new methods and technology in teaching and learning. Such a review needs to involve the principal and the Assistant Directors of Education (ADE) specialized in the various subjects.

27. Require In-Service Advisers (ISA) to treat each school equally and conduct evaluation of teachers and schools regularly and recommend action plans.

> Scholarships based on need, not only school performance.

Observations and Recommendations on Examination

1. Conduct a formal longitudinal study to assess whether the Year Five "Scholarship" Examination is valid and reliable. Until such time minimize the importance given to the test.

2. Institute a system to award scholarships to students from families that are below, at, or just above the poverty line irrespective of their school performance.

3. Award a stipend for all school children who have one or no parents.

4. Admission to the schools that perform high at O/L and A/L should be based on the grades of the school they attend and a Zonal Examination that evaluates other aspects of the student's growth in addition to academics.

5. Strengthen Grade 9 provincial level examination: Test various skills of students (Not written examinations only)

6. Strengthen primary and secondary education by teaching skills required in the world of work and daily living to prepare students to face the future.

GCE A/L

Observation

GCE A/L is an examination designed primarily to select candidates to the universities, colleges of education, and higher business and technical institutions.

Students spend two years studying three subjects and on the average more than half of them fail to enter tertiary institutions and end up without any employable skills.

Students who do enter university do so without much of the knowledge or skills that are necessary to cope with university life or gain much from the university other than in their specialized area.

Both examinations and teaching to pass those examinations stunts the creative abilities of the learners and teachers.

Universities currently offer a 3 year degree program. They do this by letting the secondary school take the burden of teaching the first year curricula that should strictly speaking be taught at the university level where laboratory and library facilities are available and lecturers qualified to at least the

Mankulam MMV School, Thunukkai Zone. New building and computer lab built as part of the '1,000 Schools Programme', also known as the 'Mahindodaya scheme', that is equipping schools with Science, Language, Mathematics, and ICT laboratories

Master's degree level are available. Secondary schools can then spread the content of Year 11 and 12 to another year and offer students more practice and experienced based learning, and add on skills teaching to prepare the students to be a contributing member of the community.

In the additional year the university can give students time and opportunity to broaden their education instead of focusing on two or three subjects for the three year degree.

As Professor Joseph Novak, Prof Emeritus, Cornell University, New York, has observed in his commentary of the NESR Draft Report:

> *"…it is important to recognise that new learning is highly dependent on the concepts and propositions individuals have mastered and skills they have developed for engaging in meaningful learning, as contrasted to rote learning. Both understanding of knowledge and the understanding of meaningful learning can be enhanced with teachers and learners by the use of metacognitive tools, such as concept mapping… We need to turn out powerful learners who have learned how to learn."[2]*

GCE O/L

Observations

The examinations currently test knowledge and comprehension of material that can be memorized. There is a need to be tested at the higher levels of Blooms Taxonomy of Educational Objectives – Application, Analysis, Synthesis and Evaluation. In turn teacher education curricula will need to be revised and methods introduced to improve classroom teaching. Such a change will also require the In-Service Advisers to retool their teaching and teacher evaluation skills.

The current form and assessment of examinations will discourage teachers from using experiential learning methods of teaching. If higher order learning and application of skills are not tested, teachers, schools, and parents will not accept such methods of teaching. Such skills can only be tested in school at the time of teaching as a continuous evaluation. The current 'One Shot' final summative examination at the end of the year as done in all National Examinations is archaic. It selects those who can memorise and regurgitate and leaves out students who have a creative bent on learning and can apply what they learn. Such students are filtered out of the system. A weight should be given to in-school practical continuous assessment including self-study term projects. These are the skills that are needed in the work place at all levels. The current annual examinations test the capacity of the students to store knowledge and recall.

In Science, though the intent of the curricula and teaching guides is that science be taught as integrated science, in practice Biology, Chemistry, and Physics are treated as separate subjects and taught separately without much integration. Most teachers were not trained to teach integrated science. The examinations, except for a few questions also test the subjects as if they are separate subjects. The only integration that occurs is that the results are the addition of the separate science subject results to form composite results for Science.

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[2] Personal communication with Dr. Ethirveerasingam

Recommendation on Curricula

1. Prepare curricula concept based and on principles that apply across the traditiona l subjects. For example, the concept of light that can be taught through its effect on living things, chemical reactions in plants and animals, and the properties of light, its spectrum as a wave lengths.

2. Prepare questions in all subjects at the higher level of the hierarchy of educational objectives.

3. Require students to prepare small research projects that require that they go out and collect information from libraries, the school compound, from people and the environment, and write up a report of methods used, observations made, and conclusions. It should be graded each term. The continuous cumulative results should be given a percentage of the total grade that will count towards their GCE O/L grade.

4. Implement a Grade Point Average (GPA) System and Cumulative Average System (CGPA) of evaluation at the secondary school level. Simple software can be made by the IT teacher and GPA and CGPA can be calculated and stored for reference by all teachers and administrators.

5. Conduct workshop for all teachers and administrators at the secondary level on the GPA and CGPA system.

6. Establish a committee of specialists within the subject area from the professional and business world to examine and propose by end of November 2014:

    a. The reasons for poor performance in English. Study the curricula and teaching methods used and propose a new approach to teaching English for students to get proficiency first in speaking, then reading and then writing and not to spend time on grammar until they are in Grade 10 or 11.

    b. Prepare curricula that would integrate the sciences, schedule the content that would be taught in each of term from Year 9 to Year 11.

    c. Prepare mathematics curricula, or take the existing curricula, from Year 1 to Year 11 that would focus more on learning by application and exercises in using manipulative and experience based methods as opposed to paper and pencil or chalk and talk methods.

Observation of Current G.C.E. O/L & A/L Examination Schedules & Rationale for the Recommendation

In Sri Lanka, though 80% attendance at school is required to apply for and take the A/L examination, the requirement is only counted up to the time of applying for the A/L examination which is in December of Year 12. Students therefore need not attend classes from January to July of Year 13 in the lead up to the A/L examination in August. Some students do come to school and sign-in after which they leave school for Tutories. Attendance is not enforced by many schools in

Jaffna for A/L Year 13 students from January to July. Teachers and administrators explain away their inaction by saying that January to July is the student's "Study Leave!"

The current school year cycle starts in January and ends in December with three terms of classes per year (See Figure. 4.5). The school year is out of sync with the exam schedule and the University calendar year. Students who sit for the O/L and A/L examinations lose precious months of their lives in limbo, waiting for their results, waiting for the next term to begin or waiting for the University year to begin. Figure 4.5 shows the current calendar and schedule of exams and shows how much time the students 'lose' or spend in limbo – from taking the O/L exam until entering university approximately 18 months are spent waiting for results or for the next term to begin.

Those who fail can register to repeat the O/L exam the next December, which is a full year after they took the examination the first time. Some schools allow them to join and study with the next batch of students but other schools do not allow them to attend classes. The students are allowed to register through the school to take the examination a second time as a repeater. Those who can afford to do attend Tutories while they wait to re-take the exam. Many, though, just 'pushed out' or drop out of the system at 16 years of age as the system is no longer of use to them.

Those who pass wait until July, seven months after their examination, to start classes for Year 12 GCE A/L. (See Figure 4.5). They however do not start their A/L cycle of instruction until the beginning of the 3rd Term, early September, as July is the end of the second term. Figure 4.5 illustrates the present situation.

Description of Current System (Figure 4.5)

1. The cycle starts with the 2013 O/L Year 11 batch taking the O/L exam in December 2013 and receiving their results in April 2014. While they are waiting for their results the regular school year begins in January. They are admitted to schools to study for the A/L in July 2014. They begin the first of 6 terms of A/L study in September. These 6 terms take them up to the A/L exam in August 2016. The results come out in March 2017 and those who qualify must wait until September 2017 to enter university. That is over 12 months after they took the A/L examination. The current school year begins in January and ends in December. This school year is at odds with the University calendar, which begins in September and ends in July.

2. Note the two red boxes in the diagram that address the issue of students in the Jaffna Peninsula attending Tutories during school hours from January until July of their Year 13 to prepare for the exam in August 2016.

Figure 4.6 presents a new proposal to eliminate the delays from exam date to results release and from release date of exam results until the date to enter university or tertiary education.

The proposed new School-Year and O/L and A/L examinations schedule has the potential to cut out 18 months of idle, waiting time that the current students face. The new proposal would also require a revamping of the examinations themselves and the process by which they are marked.

Figure 4.5: Current Year, O/L & A/L Exams Schedule

CURRENT EXAMINATION & SCHOOL YEAR CALENDAR

December 2013: O/L Year 11 take EXAM

January 2014: School Year begins, but O/L students are still awaiting results & thus cannot attend classes.

Time 'lost' 3 months

April 2014: O/L Year 11 RESULTS

July 2014: O/L Yr 11 enter A/L & begin Year 12.

Time 'lost' 2 months

Time 'lost' 1 month

September 2014: A/L Year 12 TEACHING of syllabus begins

January 2016: A/L Year 13 Students stop attending classes in school in favour of Tutories

July 2016: A/L Year 13 Students have spent the past 6 months (2 terms) at Tutories rather than at school

August 2016: A/L Year 13 Students take A/L EXAM

March 2017: A/L Year 13 Students receive RESULTS

Time 'lost' 6 months

Time 'lost' 6 months

September 2017: A/L Year 13 Students enter University

CURRENT schedule: School year is January to December. It takes **45 months** to progress from the O/L Exam (December 2013) to entering University (September 2017).

18 months of 'sitting around' by the students waiting for results or for the term/school year to begin.

Figure: 4.6: Proposed School Year, O/L & A/L Exams Schedule

PROPOSED EXAMINATION & SCHOOL YEAR CALENDAR

June 2013: O/L Year 11 take EXAM

Time 'lost' 1 month, which would be their 'summer' holiday.

August 2013: O/L Year 11 RESULTS

September 2013: School Year begins - O/L Yr 11 enter A/L & begin Year 12. Teaching of Syllbus begins immediately.

Time 'lost' 0 months

September 2014: A/L Year 13 begins

Attending Tutories during school hours prohibited.

July 2015: A/L Year 13 Students take A/L EXAM

August 2015: A/L Year 13 Students receive RESULTS

Time 'lost' from A/L Exam until University entry: 1-2 months. 'Summer' holiday.

September/October 2015: A/L Year 13 Students enter University

PROPOSED schedule (this timeline): School year is changed to September to August. Time from O/L Exam (June 2013) until entering University (September/October 2015) is **27 months**.

CURRENT schedule: It takes **45 months** to progress from the O/L Exam (December 2013) to entering University (September 2017).

18 months of 'sitting around' by the students are cut out of the school calendar cycle.

Description of Proposed System (Figure 4.6)

For the purpose of illustration and comparison with the current system (Figure 4.5) the timeline in Figure 4.6also starts in 2013 with the O/L exam.

1. The current school cycle follows the calendar year from January to December. The new proposal is for the school cycle, or school calendar, to start in September and end in August. This is the same calendar that the universities follow.

2. The timeline in Figure 4.6 shows the school cycle starting in June 2013 with the O/L exam and those students who qualify entering university in September/October of 2015 – a full 18 months before they would have under the current system.

3. Note that the new proposal moves the O/L exam to June and the A/L exam to July of each year. The O/L and A/L first terms would then start in September of each year – the same time as all other classes (Year 1 – 9) and universities begin their school year.

4. The O/L Year 11 ends in June with the O/L exam and results are awaited during the regular 'summer' holiday that all schools and universities also take. Those who qualify will then start their A/L studies in September. They will spend 6 terms, Year 12 and 13, and take the A/L exam in July. The results will be out in August. and those who qualify will enter university at the end of September/beginning of October thus avoiding the full year of idle time that the current system has built in between the taking of the A/L and entering university (as shown in Figure 4.5).

Recommendation on G.C.E. O/L & A/L Examinations & New School Calendar

The main recommendations are to solve a national problem the National Education System unintentionally has created and continues to allow. Therefore the recommendations need to be considered by a National body consisting of all provincial education Ministries and Departments.

1. Start the school year in the first or second week of September of each year for all students including GCE O/L and A/L students starting in September 2015.

2. The O/L National examination should be held in **June** of each year starting in 2015.

3. The A/L National examination should be held in **July** of each year starting in 2016.

4. All sections of the MOE starting with the Department of Examinations and other departments at the National and Provincial levels, Zonal Directors, Principals and Teachers be advised to redesign, retool and use existing technologies in education especially in examination and marking technology to examine students, assess their achievement and report their results, and getting ready to switch to adopt in the transition process of the NEW SCHOOL YEAR. (This exercise is to stop the wastage of precious 8 to 12 months of lifetime of the young in their formative years that also give most students to go astray at a high cost to themselves and to the society. It is also to get into jobs those who qualify for higher education a year earlier. They will start earning a year early and thus spend the money to stimulate the economy through the multiplier effect of their spending.)

5. Establish a high level committee from the Provinces, MOE, NIE to reschedule the O/L and A/L examinations to bring in tune with the School Year.

6. Require a student attend 80% of classes up to two weeks before the examination in order to receive an Admission Card to take any national examination as a candidate from that school. Leaving school by students or teachers after attendance roll call should not be permitted except in emergencies.

7. A delegation consisting of the NP Minister of Education, the Secretary, Provincial Director, Zonal Directors from each of the 5 Districts, and 4 Principals selected from 1AB and 1C schools should meet with Central Minister of Education, Commissioner of Examination and other senior members of the MOE, as well as representatives from all Universities and Colleges of Education to discuss the proposal from the NESR to:

   a. Start the school year in September of each year for all students including GCE O/L and A/L students starting in September 2014.

8. Set up a committee with education specialists from the North, from other provinces, from the MOE, NIE, University of Colombo, University of Peredeniya, Southeastern University, Eastern University, and University of Jaffna to:

   a. Create an examination that would include,

      i. School-based continuous assessment on all aspects of a students learning and growth including practical performance assessment and project based learning in each subject in each term.

   b. Explore the possibility of transferring the teaching of Year 13 content of the Arts, Commerce, Mathematics, Science, and Technology subjects to the university level, which have better facilities and lecturers with Masters or Doctorate degrees. Extend the current curricula in Year 12 to give time for all subjects to be taught using experiential learning methodology.

9. Require subjects now being offered as optional or "Basket of Subjects" to stimulate each of the 9 Intelligences for at least one to two terms.

The recommendations above will not make the Tutories go away. They would however encourage Tutories to adopt their facilities and methods of teaching to meet basic requirements of a teaching institution.

The teachers in schools will need to be retrained to meet the same demands of the new National examinations objectives. Recommendations 1 and 2 can combine to ensure that the primary centre of learning is the school.

Recommendations on Schools

1. Limit the enrolment in schools to 1,500 students.

2. Study the student enrolment pattern in 1C schools and if needed establish more 1AB schools by converting IC schools to 1AB schools.

3. Facilitate all 1C schools to offer Commerce and ICT.

4. All Type II, 1C and 1AB schools should conduct vocational skills from 3 to 5 pm weekdays and all day Saturdays for O/L and A/L students who have sat for the exam and are awaiting results.

5. Commission a comprehensive study on the skills required for employment and survival in the Provincial and Sri Lankan economy. The study should come up with a 'Dictionary of Occupational Titles' and outline the requirements and skills necessary to perform each job. It should be in an electronic form that is updated in real time and made accessible to all schools and tertiary institutions.

6. At least three 1C and/or 1AB schools in a Zone should conduct classes for students who could not continue studies for whatever reason so that they can come back to school to learn employable skills when the school is not in regular session (afternoons, evenings, or weekends).

7. All schools shall be Government Schools under their Provincial Directorate and the National School system should be transferred to the Provincial Directorate.

8. Monitor and maintain standards/quality of education and training provided by private institutions, and government funded or aided institutions. There are wide variations in quality of instruction provided, as well in the standard/quality that the students attain. These need to be streamlined and made comparable, thus providing equal and equitable opportunities to employment seekers.

9. The Provincial Ministry of Education and the Provincial Directorate should be responsible for the education of children 18 years of age and younger irrespective of whether the children are attending, registered or unregistered private schools or Tutories. As such those institutions need to be monitored and regulated to ensure that their curricula, books, notes, performance, and buildings are as good as those in government schools.

10. A comprehensive study of the Tutories must be done to determine the mode of operation, schedule, and other significant factors that affect education of children and award them Certificates with class categories such as A, B, C, D.

Recommendations on In-Service Advisors (ISAs)

1. Strengthen the role of ISA and establish a performance appraisal system.

2. ISAs who have not taught full-time in a class continually for 3 years should go back to teaching for one term and then have their performance appraised.

3. ISAs should observe teachers in a school for a week and then confer with the teachers and principal and submit and discuss the teacher's performance report, based on the journal, to the Assistant Director of Education (ADE). Record of minutes of all meetings should be kept.

4. All teachers and ISA's should demonstrate computer literacy. If they pass a department exam they should be given a reward of Rs.5,000. Those who pass a typing test by typing 30+ WPM should also be given a reward of Rs.5,000.

Observation and Recommendations on Students & Sports

Observations on Students & Sports

In 1999 Physical Education became an examinable subject at the GCE O/L and included Health Science. It is an optional subject mostly taught as a classroom subject. Physical Educationist in schools and at divisional and Zonal level conduct sports competition events. Seldom do they take the students to the field for games and sports as part of the class. Most schools do not offer Physical Education as a subject to the GCE O/L examination. Though most students participate in the inter-house school competition for a couple of weeks, most students on most school days do not engage in sports. Some physical educationists in schools coach a sport after school hours. A requirement for all students to participate in some form of sports for recreation or competition is important to ensure healthy well rounded individuals and will have a positive effect on classroom learning and the creation of an amicable learning environment.

Recommendations: Students and Sports

1. Implement a sports skills activity twice a week in each term for all Year 1 to Year 13 students.

2. Rules and laws of the games are best learned and understood in practice rather than from notes and chalkboard.

3. Participation in sports and other extracurricular activities should be graded weekly and included in the end of term grade report. This in turn should be reflected in the GCE O/L examination scores.

4. Each student should take part in one indoor, one outdoor and one board game each term. Such sports activities when outdoor are best held at the end of the school day.

5. Team competitions within and between schools should be held ONLY on Friday afternoons and Saturdays, and after school hours.

6. Provincial School Cricket Associations should inform the National School Cricket Associations of the Provincial School Sports Calendar so that Provincial, Inter-Province and National competitions can be scheduled on the days specified above (Friday afternoons and Saturdays). This will ensure that the students' studies are given first priority.

7. Under-19 School competitions should not be aimed at selecting a pool for National Cricket squads at the expense of the studies of 80% of the student cricketers.

Recommendation: Scholar Sportsperson

Observations

Sports and artistic movements are part of Kinaesthetic Intelligence. It involves the nervous and muscular system in rhythmic movement. The science of such movements and strategies in sports coupled with its psychology will help in learning any subjects. Sportspersons' time and energy need to be channelled so they can perform well in sports and studies.

Sportspersons need to have implementable guidelines to channel their energies in learning in the classroom and allocation of time and effort in learning at home.

Such a practice exists and is regulated and implemented strictly at all schools and universities in the United States and other countries. The result is that all Olympic participants in all events, except for boxing which is banned in the US school and University system, more than 90% of medal winners are either university students or have attended universities.

Recommendations

1. Implement a standard of academic performance level that must be maintained for each student who wishes to represent the school team in competition. The standard followed in USA is that in each term students must attain a "C" average in all the subjects to be allowed to represent the school in any of the subsequent term's sports, artistic, or other competitions.

2. Encourage science and arts students by providing them with after school sports tuition free in the subjects they need such help.

Tutory

Ramanathan College, Jaffna founded by Sir Ponnambalam Ramanathan

Tutory

5: Tutories & Their Impact on the Education System of the Northern Province

Introduction

Private tuition institutions are currently a worldwide phenomenon. In Ceylon prior to the 1970's private tutors taught one to five students, who were usually from the same family, either in the tutor's or the student's home. It was also expensive and thus beyond the reach of most students. This still takes place but is not the norm. Tuition in that time was geared for the child who needed more time, needed to be taught in a different way, or needed the personal attention that a small group setting provides rather than the current version, which is solely focused on coaching the students to pass examinations, though that was also a part of the motivation. Though there were private Tutories in Colombo to prepare students for various public examinations and for university entrance examinations prior to the 1960's, they were mostly for those who had failed the examinations and left school. Since the Seventies private Tutories have proliferated and large numbers of children of all ages are tutored after school and on weekends.

Tutory in Jaffna

Jaffna Hindu College

The issue of Tutories and tutoring is not unique to Sri Lanka and is in fact widespread in many countries in a form similar to that which exists in the North and throughout Sri Lanka. Mark Bray and Ora Kwo in their monograph "Regulating Private Tutoring for Public Good: Policy Options for Supplementary Education in Asia" from

the Comparative Education Research Centre (CERC) at the University of Hong Kong examine the current extent of private tutoring and review the literature on tutoring and Tutories in various Asian countries.[1] Table 1, 'Cross-national Indicators of Private Supplementary Tutoring", in the report quotes a study by Asankha Pallegedara[2] and another by A.V. Suraweera[3] that show how pervasive private tuition is in Sri Lanka:

> "Pallegedara (2012: 380) examined 2006/07 survey data of 10,677 households with students aged 6 to 21. Among these households, 64.0% had spent money on private tutoring. This compared with just 23.3% in a comparable survey in 1995/96. Suraweera (2011: 20) reported, in Sri Lanka, that 92.4% of 2,578 students in a Grade 10 survey and 98.0% of 884 Grade 12 students were receiving tutoring."[4]

In Chapter 3, the authors call for regulations of Tutories. They state:

> "A further element calling for regulation concerns the vulnerability of the consumers. Small children are particularly vulnerable, and regulations may therefore be desirable for protection against child abuse in overt and more subtle forms. Parents may also need some protection, since the nature and impact of tutoring are often difficult to evaluate. As in other commercial domains, regulation may be needed in advertising and contracts for consumers. Likewise, regulations may be needed for contracts between tutoring providers and their employees."[5]

The authors also state that tutoring and Tutories may cause social inequalities:

> "It is obvious that families with greater incomes can more easily invest in greater amounts and better quality tutoring than families with lower incomes. This fact has been demonstrated empirically in multiple settings."[6]

This is the case in the North, as pointed out later in this chapter, as there are fewer Tutories in the rural and coastal areas and pockets of urban areas. These are where low income families live. In commenting on ethnic inequalities the authors report:

> "In Sri Lanka, 2006/07 survey data indicated that 59.4% of Tamil households spent money on tutoring compared with 64.8% of Sinhala households

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[1]Bray, TM & Kwo, OWY. 'Regulating Private Tutoring for Public Good: Policy Options for Supplementary Education in Asia'. Bangkok and Hong Kong: UNESCO and Comparative Education Research Centre, HKU. 2014 (accessed 19 June 2014: http://cerc.edu.hku.hk/new-book/regulating-private-tutoring-public-good-policy-options-supplementary-education-asia/)

[2] Pallegedara, Asankha (2012): 'Demand for Private Tutoring in a Free Education Country: The Case of Sri Lanka'. International Journal of Education Economics and Development, 3 (4): 375-393.

[3] Suraweera, A.V. (2011): 'Dr. Kannangara's Free Education Proposals in Relation to the Subsequent Expansion of the Tuition Industry'. Dr.C.W.W. Kannangara Memorial Lecture 22, Mahargama, Sri Lanka: Department of Research and Development, National Institute of Education.

[4] Bray, TM & Kwo, OWY. 'Regulating Private Tutoring for Public Good: Policy Options for Supplementary Education in Asia'. Bangkok and Hong Kong: UNESCO and Comparative Education Research Centre, HKU. 2014. p.16 (accessed 19 June 2014: http://cerc.edu.hku.hk/new-book/regulating-private-tutoring-public-good-policy-options-supplementary-education-asia/)

[5] Ibid., p.25

[6] Ibid., p.26

(Pallegedara 2012: 381). Again, governments cannot easily regulate on such matters, but do need to be aware of patterns."[7]

Due to the 30 year war and historic discrimination as well as a number of other factors, the Tamil community in the North, especially the Vanni, has less discretionary income available to use for tuition for their children. Educators and international donors should be vigilant of any disparity whether it is within or between communities.

More quotes from "Regulating Private Tutoring for Public Good" relevant to Sri Lanka give support to the observations made by the NESR in the Northern Province of Sri Lanka.

"Private tutoring may also undermine regular schooling. This may occur in several ways, among which the first cluster concerns the attitudes of teachers:

- *When teachers provide extra tutoring to their own students, they may be tempted to reduce the coverage of regular lessons in order to foster demand for private additional classes.*

- *Teachers who do not tutor their own students are less tempted deliberately to reduce the regular content in order to promote the private demand, but they may still put more effort into their private classes, in which revenue is directly linked to performance than into their regular work which has a standardized monthly salary.*

- *Even when teachers do not themselves work as supplementary tutors, they may assume that their students have access to tutors. The teachers may then put less effort into their teaching than they would in situations where tutoring is not widespread. When the teachers assume that the students have tutors, indeed the students find that they have to secure supplementary help.*

A second cluster of factors in which tutoring has a backwash on schooling arises from students' attitudes. Students may respect their tutors, to whom they or their families are directly paying money, more than their teachers who seem to come free of charge. On another dimension, students may be more distant from teachers of subjects in which they are weak and instead turn to tutors for help.

A third cluster of factors concerns time management. Gunasekara (2009: 84) indicated that senior secondary students in Sri Lanka were commonly spending 15 to 21 hours a week in extra classes… This leads a crowded schedule dominated by academic work and with little time for sports, socialisation and relaxation. A Vietnamese survey reported by Dang (2011: 26) pointed out not only that excessive tutoring can damage children's physical and mental health, but also that it can lead to inefficiencies in regular schooling since students are tired in the daytime."[8]

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[7] Bray, TM & Kwo, OWY. 'Regulating Private Tutoring for Public Good: Policy Options for Supplementary Education in Asia'. Bangkok and Hong Kong: UNESCO and Comparative Education Research Centre, HKU. 2014. p.29 (accessed 19 June 2014: http://cerc.edu.hku.hk/new-book/regulating-private-tutoring-public-good-policy-options-supplementary-education-asia/).
[8] Ibid., p.29-30

Further, the authors express caution on phenomena that will be examined later in this chapter stating that:

> "Situations in which teachers deliberately reduce the coverage of regular lessons in order to increase the demand for private classes are a form of corruption. Wider studies (e.g. Hallak & Poisson 2007; Sweeney et al. 2013) have highlighted multiple dimensions of corruption in the education sector including private supplementary tutoring. They have pointed out that the corruption is especially corrosive in education because it shapes the values of children and youth during formative periods of their lives."[9]

Comments in 2013 by the Public & Stakeholders in the North on Tutories:

It must be noted the comments below **do not apply to all teachers**.

1. Teachers that teach at Tutories are not interested in teaching at school.

2. Many teachers, especially graduate teachers go to Tutories as soon as the school closes.

3. Teachers want the students to go to Tutories and some of them want the students to go to the Tutories they teach.

4. The Tutories have sheds and cheap poor quality furniture and are 50 to 200 students in each class and they charge big fees. Still students spend 10 20 hours a week in Tutories after school and week-ends.

5. They want to go to Tutories as other students are going and they feel they are not going to pass.

6. About half the students in the Province who have no money don't go to Tutories.

7. After O/L and A/L we have nothing to do for 3 months. Tutories are too expensive.

8. What proportion of success in examinations are attributed to schools and Tutories is not known.

9. Policies to decrease the need for students to attend private Tutories and for teachers not to teach in Tutories in order to increase their income need to be made and implemented.[10]

Student's Bicycles outside an A/L Tutory

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[9] Ibid., p.30
[10] For these observations and others see Appendix I

Tutories and their impact on Students, Teachers, Schools & the Northern Province Education System

In urban areas the higher level of performance is also a reflection of the number and quality of Tutories present within commuting distance from the schools. Whether there is a significant contribution in the performance of students, especially in the Jaffna Peninsula, by Tutories, needs to be established by an empirical study. However, the expansion of Tutories in Jaffna over the last 5 to 10 years and the fact that Year 13 classes in schools do not function from January to July leading up to the August examination attest to the fact that Tutories must be thought of as significant contributors to the students' success at the GCE A/L. These students prefer to attend Tutories during school hours, with the knowledge and implicit consent of the parents, principals, teachers, and education administrators, rather because they feel it better prepares them for the examination.

Kokuvil Hindu College

The question arises as why schools, such as the ones pictured in this chapter, with essentially the same or equally qualified teachers as the Tutories, find it difficult to hold on to students and instead lose them to Tutories, such those also pictured here, that look like dilapidated poultry sheds rather than a classroom. It is hard to imagine that a student can sit for four hours at these 'tables' and 'bench' in sheds such as these that may accommodate 200 to 400 bodies. The question does arise whether any public health officials have examined such Tutories. While there are regulations on square foot per person for tea shops and *Thosai Kadais* (small restaurants) there are apparently no regulations about how many students you can pack into a room or shed that functions as a Tutory. Teachers, principals, and Zonal Directors complain about teacher-student ratios in a classroom that may have 35 students at individual desks but do not question the student-teacher ratios in Tutories. It is an irony that these same teachers and principals advise students to attend Tutories when they enrol in Grade 12.

Tutory in Jaffna District
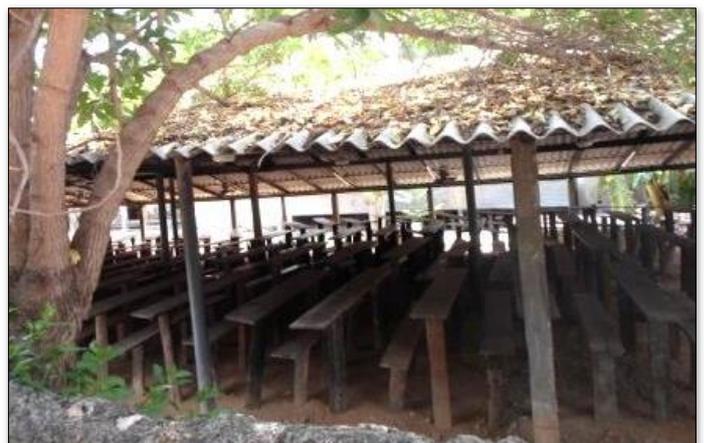
Tutory in Jaffna District

Tutories in 1998

It is appropriate to quote from the 1998 report, "An Appraisal of Education and Sports in the NorthEast Province of Sri Lanka", by N. Ethirveerasingam.[11] In a survey conducted with the assistance of Mr. Satkunarajah – Former Secretary of NE Province Education and later Consultant for the report, students and principals were given a list of reasons why students attend tuition classes and asked to "Agree", "Disagree", or state "Don't Know" for each of the reasons. They were also asked to write other reasons of their own. Principals in Kalmunai school division were also asked to respond to the same question. Table 1 (Table 9 of the 1998 report) shows the percentage of students at the GCE O and A Levels who agreed with each statement.

"Table 9. Reasons for Taking Tuition that 50% or more of the student respondent agreed and the corresponding percent agreement response by the Principals:

Table 5.1: Reasons for Taking Tuition - 1998

Reasons for Taking Tuition	Students % Agree	Principals % Agree
1. In tuition class you can understand things that you can't in schools.	98	72
2. Additional exercises are set in tuition classes.	93	44
3. Tuition teachers explain without getting annoyed.	87	44
4. Tuition teachers are competent and experienced.	80	56
5. Explanation in school classes inadequate.	72	16
6. To obtain high marks in examinations.	65	76
7. You can mix with the opposite sex in tuition classes.	59	84
8. In school, teachers do not complete the syllabus.	57	52
9. Tuition teachers add humour to their lessons.	46	60
10. Parental compulsion.	11	80
11. Because friends go for tuition.	2	84
12. No uniform necessary to go for tuition	0	76

Students said that almost all teachers in their schools, and in many instances in-service advisers and some divisional education officers, gave tuition for a fee in Tutories. Students mentioned that they do not go to Tutories where their own teachers are the tutors because they are not good teachers. The tutory administrators and some of their teachers are either retired teachers or those who have resigned from other jobs including teaching to teach full-time in Tutories. Many advertisements for Tutories were seen on billboards throughout the NEP.

From the perception of students interviewed effective teaching is not taking place in the classrooms. But it seems that the same teachers are performing well in the Tutories with students from other schools. Teaching in Tutories has become a second job for teachers to earn additional income. They also probably teach better, because their continued employment in Tutories depends on their performance as

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[11] Ethirveerasingam, Nagalingam. "An Appraisal of Education and Sports in the NorthEast Province of Sri Lanka", Report to the NorthEast Province Ministry of Education, Culture and Sports. 1998.

observed by the director of the Tutories and the examination results of the students they tutor, as opposed to school employment which is for life time with pension irrespective of performance. Paying higher salaries will not stop teachers from teaching in Tutories as long as there is a demand. Tuition and Tutories should be an important issue for teachers' unions to debate and come to a decision to maintain their professional integrity. In one assisted school in Jaffna, a teacher stopped teaching in a tutory when he faced termination by the school if he continued to teach at the tutory. It is however heartening to note that there are many committed and conscientious teachers in the school system. For them, teaching does not end with the bell at the end of the last period…"

"Many GCE O/A Level students said that they attend Tutories for 20 to 28 hours per week including Saturdays and Sundays. This is almost the same amount of hours the students spends in school. They are therefore in class for 40 to 50 hours per week. There is hardly any time for recreation. Children in early primary grades also attend classes during weekends. In Jaffna, children not old enough to ride a bicycle are taken by their parent or guardian to Tutories on bicycles or motorcycles during afternoons and weekends…"

"Tuition is the major cause of poor attendance in co-curricular activities by a vast majority of students in the NEP. They leave schools with less than the full education the co-curricular activities provide. The problems caused by the schools and the Tutories need to be resolved without losing any of the benefits of tuition…""[12]

Tutories in 2013/2014

In 2014, sixteen years later and five years after the civil war ended, Tutories have mushroomed in the Northern Province especially in the Jaffna peninsula. They have classes ranging from 200 to 500 students. This figure does not include single tutor Tutories in home compounds where student numbers are below 200. Students attending Tutories during school hours has become the norm in Jaffna, even in schools that claim to have 80 to 100 % success rates at the O/L and A/L. These claims come from schools whose students during school hours have attended at least Two Terms (6 months) out of the 6 Terms from Year 12 to Year 13. On top of this students in A/L attend Tutories 20 plus hours per week. It is recommended that such schools conduct Action Research before making such claims. Tutories, which function as "Shadow Schools" have now taken centre stage as premier institutions that prepare students for success at National Examinations. This fact has been accepted by parents, teachers and administrators.

Tutories claim that they employ the best of the experienced teachers from the schools and from the pool of retired graduate teachers. In contrast the school systems in rural areas have about 50% of teachers who are not qualified to teach at the O/L or A/L. At this rate, within 10 years the school system may only have students who cannot afford the tuition fees and are forced to attend classes. The students whose parents can afford high tuition fees will only choose a school to enrol in so that

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[12] Ethirveerasingam, Nagalingam. "An Appraisal of Education and Sports in the NorthEast Province of Sri Lanka", Report to the NorthEast Province Ministry of Education, Culture and Sports. 1998. p.

the child can register for the National Examinations as well as to have the prestige of being an alumnae of a popular school with attractive buildings, but the Tutories, unsupervised by the education system and unlicensed as schools, will be the place where the student does most of his or her preparation for the National Examinations.

Many of those who made submissions to the review as well as the general discourse in public highlighted the fact that students have lost respect for most of the teachers who tell them to attend Tutories that the teachers recommend. Such views are substantiated by students who now (June 2014) are enrolling in Year 12 after passing the A /L examinations. This fact raises the question of whether such practices, which are a conflict of interest, are considered corruption in the education system in the North and rest of Sri Lanka.

What is stopping a mass exodus from Year 10 and 11 students to Tutories is that student must be registered in a school to be able to sit for the National Examinations. The students must attend 80% of classes at school in the years before the exam. This requirement is met by students leaving school for Tutories after attendance is taken. Soon the Tutories and well to do parents may demand that their favourite Tutories be allowed to register students for the National Examinations.

GCE Examination Scheduling & School Year Start/End

Currently, the A/L examination is held each year in August and the O/L in December. The O/L results are not published until April of the next year and those who pass will only be admitted to Year 12 schools in June/July of that year. Teaching of the A/L syllabus does not begin in July though. Teaching only takes place in an ad hoc manner from July until the end of the August holidays. The actual teaching starts in September – which is the Third Term of the current school year, but for A/L students it is considered to be their First Term. Eight months of a student's life are wasted sitting around waiting for the O/L results and for their First Term to start in September.

Some students, who can afford it, attend Tutories during this time to get a "Head Start" over those who cannot afford extra tuition thus further reinforcing social in equalities. Such intended or unintended consequences of the current system are disrespectful of the student's time and end up helping Tutories to enrol more students, which in turn benefits the school teachers who teach at Tutories. The question that needs to be asked is whether such planning is a conflict of interest and/or corruption

Along with lax enforcement of attendance regulations the holding of the A/L examination in August also results in the Year 13 students not attending classes at their school from January to July. They instead sign in as being in attendance and then go to Tutories. The reason given for holding the A/L examination in August is that the students admitted to year 12 in July but who only start formal classes in September need six terms of instruction to complete the syllabus before they take the A/L examination in August of Year 13. However, the reasons given for giving the A/L examination in August is that each Year 13 batch will need six terms to complete the syllabus because they only started Year 12 in July/September. This is a classic example of circular reasoning by teachers, principals, and the education department, which may be compared to a dog chasing its own tail. No

one in the education system in Sri Lanka does anything about such a waste of student's precious years and waste of state funds.

Many school teachers and some Zonal education staff in the payroll of the government schools are teaching in Tutories and benefit from the current O/L and A/L examination cycle and the inordinate time it takes to release the results. The question that needs to be asked is, "Are such practices corrupt?" or "Are the O/L and A/L teachers who teach in Tutories and the Tutories taking advantage of the Examination Department's current schedule of examination and results release?

> Teachers who teach in some Tutories get a base salary and/or a percentage of fees those students in their classes

Other questions that will need study are how many teachers and education administrators are hired to correct the A/L and O/L examination at the centres in Colombo? What is the total cost for the two examinations? Part of the reason for the delays in marking and releasing the examinations results is due to the necessity to train the markers and the time it takes to mark them. These costs are borne by the MOE. It is important to seriously consider alternate examination and marking practices using the latest educational and assessment technologies to reduce the time taken for marking and release of results and reducing errors of markets.

> Teachers and principals when asked why the students are not in class during school hours from January to July, unashamedly say that Students are **"On Study Leave".**

The teachers who are invited to mark papers have an insider's knowledge of how papers are marked and scored. They are also in a better position to predict what questions are likely to come, from the pool of questions, in subsequent examinations. The study should look into see whether "Exam Markers" teach in Tutories and if so in what numbers.

Needing six terms to complete the syllabus seems fair, but the fact is that for two terms from January to July, the Year 13 students are not in class at school. Instead all students, except those students who cannot afford tuition, attend Tutories. The teachers and principals expect the Tutories to finish or revise what was taught at school, and in the Tutories, previously and prepare the students for the questions that may arise in the examination. Such an expectation is an admission, rightly or wrongly, that schools are not competent to teach students in Year 13. Considering that most students also attend Tutories for 15 to 20 hours a week in all previous school years before

Vembadi Girls High School

finally taking the A/L examination the question can be asked: "Are schools letting the Tutories do the job for which the teachers and principals are paid and given pensions?" Teachers and principals when asked why the students are not in class during school hours from January to July, unashamedly say that Students are "On Study Leave". There is no such thing as a study leave for students, and definitely not for 7 months.

It is time for the Sri Lanka Ministry of Education to resolve any administrative, technical or other issues that currently determine the timings for holding National examinations and releasing the results. Learning the content of the O/L curricula is covered in Year 10 for effectively 10 months – not counting holidays - and for Year 11 for 7 months- not counting holidays. In Year 11, currently, for the whole of October and November the O/L Year 11 students are being prepped for the provincial annual examination in first week of November and then for the O/L National examination that is held in December. It is from the August holidays to December that O/L Year 11 students who have the means attend Tutories most of the time and come to school for examinations and special prepping classes after school.

> "Act so as to treat people always as ends in themselves, never as mere means."

Such practices by teachers, schools, and administrators create an atmosphere in which students who are being prepared for national examinations are viewed as a resource to be exploited for income generation by tuition teachers and administrators. As Emmanuel Kant (1724 – 1804) said, *Act so as to treat people always as ends in themselves, never as mere means."[13]* Children are the centre of education. Children are an end in themselves and not a means to an end.

The advances in educational technology in measurement, marking, and evaluation are such that the Sri Lanka Ministry of Education should be able to change the format of examination papers from the manual marking that requires the migration of teachers to Colombo to do the marking manually. Alternatively create an entirely new system of assessing students for selection to enter tertiary and university education.

An O/L Tutory

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[13] Kant , I . 1785. Grounding for the Metaphysics of Morals, trs. J. Ellington. Indianapolis: Hackett , 1981 (Pressian Academy pagination).

A Nexus between Some Teachers, Principals & Tutories

There is enough anecdotal evidence that a nexus exists between many teachers and principals who may or may not teach in Tutories to encourage and divert students to Tutories. It is not much different from tourist guides or travel agents guiding tourists to hotels for a commission. It is common knowledge that Tutories pay their teachers a percentage of the revenue garnered from the students in their classes.

It is important to establish which of the teachers in the government schools and those graduates who are In-Service Advisors or Assistant Directors in a subject in the Department of Education are teaching in Tutories during school hours. Tutors for A/L students either during school hours or after school hours are mostly Graduate teachers in the service of the government, assisted or private schools. Some are retired teachers who have degrees or College of Education Diplomas in the subjects they teach and some are 'famous teachers' known as excellent teachers and others are university lecturers. Tutors for preparing O/L students are, in addition to the categories mentioned above, mostly College of Education Diploma holders. Year 1 to 9 Tutors are primarily those who have Teachers Certificate and College of Education Diploma.

No amount of salary increase to teachers, even the 26% increase based on GDP per capita proposed in Chapter 2 and later recommended in Chapter 7, can match the revenue that those teachers in the school system who teach in Tutories earn. As teachers and government servants do not pay taxes on their salaries, a question arises whether school teachers and retired teachers pay taxes on the income earned from teaching in Tutories.

The students from below, at, or near the poverty line are the losers and they comprise the 60 to 70 % who are "pushed out" of the school system after the O/L and A/L. In the end, it is society that will pay for such neglect with loss of lives and property and be put in a position to beg and, as Minister Bandula Gunawardena said in his speech at the Consultation Workshop, "…borrow from international donors such as WB, ADB, JICA, KOICA, AusAid, UNESCO, UNICEF, for reconstruction and rehabilitation." Or as the Chief Minister of NP said get aid or loans from countries where their citizens' hard working taxes contribute to the international donors and to international Non-Government Organizations to be spent in countries such as Sri Lanka. The children of these citizens work to earn so as to supplement their parent's and state support whereas Sri Lankan students, especially in universities, get a free ride.

Though these facts are known to all students who attend Tutories, their parents, teachers, principals, education administrators, the public and stakeholders none of the submissions received from the public and stakeholders condemned Tutories directly. Parents did complain about teachers who asked their children to attend the Tutories where they teach and those teachers who deliberately do not teach well in class or do not make at attempt to complete the syllabus so that students have to attend tuition. Research quoted at the beginning of this chapter substantiates what this review has observed and confirms some of the submissions from the public and stakeholders.

From information gathered thus far there is disrespect shown in the classroom by students towards their teachers and the teachers respond with corporal punishment or verbal abuse. The question is whether such disrespect stems from teachers lowering themselves to canvas on behalf of Tutories to increase their own earnings at Tutories. Though students do not challenge the teachers or principals

giving such unsolicited and unethical advice, they do take such recommendations by teachers to heart to either disrespect the teacher or to form their own value system where such practices are the norm of the society.

Though many studies have been done in the rest of the country by institutions such as NIE and the Colleges of Education, there is a paucity of rigorous research in this field from higher education institutions in the North. A study needs to be done immediately to find the causes of mushrooming Tutories and teacher disrespect, to determine which teachers resort to corporal punishment as a means to control classroom discipline and why they do so.

National Examinations and the Tutories that they gave birth to and give sustenance to hover like a puppeteer with his strings manipulating the form and substance of education decisions the students, teachers, principals, and parents make. (See Illustration Figure ES1 in the Executive Summary at the beginning of this Report.). It is questionable whether the education system now functions as a child centred system and/or is National Examination and Tutories centred system.

> National Examinations and the Tutories that they gave birth to and give sustenance to hover like a puppeteer with his strings manipulating the form and substance of education decisions the students, teachers, principals, and parents make

In the Northern Province and maybe in the rest of Sri Lanka, students' perception of the teacher whose values they silently question may lead them to disrespect the teacher, who in return resorts to corporal punishment in an attempt to keep student under control. Respect has to be earned and cannot be demanded.

Observation & Recommendations on Tutories/Tuition Centres from other Asian Countries

The study, "Regulating Private Tutoring for Public Good discusses regulations other countries in Asia have imposed on teachers who teach in Tutories while employed at a government school. They may be categorized into four groups. They are:

- *Prohibition. Teachers may be prohibited from providing private tutoring to:*
  - *their own students,*
  - *other students in their schools, and/or*
  - *students from other schools.*
- *Jurisdictions in this category include Bhutan, Japan, the Republic of Korea, parts of India (e.g. West Bengal), parts of China (e.g. Shandong, Tianjin, Jiangsu), and Taiwan.*

- *Discouragement. Practices may be governed by codes of ethics rather than by regulations, with strong signals that teachers should not undertake private tutoring (e.g. Cambodia, China, Georgia).*

- *Permission if approved. Permission may be granted at the school level or by the wider education authorities, on a range of conditions (e.g. Brunei Darussalam, Malaysia, Singapore, and Vietnam)*

- *Laissez Faire. The school and education authorities do not have policies on the matter, leaving decisions to the teachers themselves and to their clients (e.g. Hong Kong, Macao, Philippines, Thailand).*[14]

Recommendations

There are recommendations that the Northern Province Education system can implement immediately and in the short term.

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1. A committee composed of specialists in education in the North selected from a representative group but not more than 10 be formed to study what regulations, statutes need to be enacted to:

   a. Prevent students enrolled in schools from Pre-School to Year 13 to attend for profit Tutories outside the school during the school hours.

   b. Stop teachers to teach at any Private Tutories during school hours.

   c. Prevent teachers to teach students from their classes in any for profit Tutories at any time. This is to prevent teachers from not teaching what they should teach in their classes and encouraging the student to attend Tutories because there is a conflict of interest.

   d. Restrict any students from attending more than 15 hours of tuition, at any time, in a week, during school term including weekends but not including holidays.

The recommendations above will not make the Tutories go away. They would however encourage Tutories to adopt their facilities and methods of teaching to meet basic requirements of a teaching institution. It would also prevent students from attending Tutories during school hours. Recommendations 1 and 2 can combine to ensure that the primary centre of learning is the school.

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[14] Bray, TM & Kwo, OWY. 'Regulating Private Tutoring for Public Good: Policy Options for Supplementary Education in Asia'. Bangkok and Hong Kong: UNESCO and Comparative Education Research Centre, HKU. 2014. p.45. (accessed 19 June 2014: http://cerc.edu.hku.hk/new-book/regulating-private-tutoring-public-good-policy-options-supplementary-education-asia/)

Provincial Department of Education, Northern Province

Ministry of Education, Northern Province

6: Administration, Appointments, Promotions, Transfers & Teachers Issues

Introduction

The issues related to teachers, principals, and administrative staff was identified by the committee with inputs from past and present teachers, principals, and administrators. Their submissions are summarized in Appendix 1, especially under the sections "On Teachers", "On Principals", and "On Education Administration".

The recommendations explored here focus on eight general areas:

- Qualification
- Appointments
- Condition of Service
- Rationalizing Seniority Issues
- Transfers
- Competence and Promotions
- Reinstatement and Leave out of the Island
- Retirement of Service

Most of the recommendations given here can be implemented immediately or in the short term (within one year). Appropriate numbers of Line Ministry (Central Ministry) Circulars, service minutes and Gazette Notifications are annexed in Appendix IX for easy perusal.

Recommendations

Qualifications

1. Establish basic qualifications and incorporate into the scheme of recruitment for every recruitment category for the appointment of teachers.
2. Conduct recruitment exams for appointment of teachers.
3. Distribute copies of the scheme of recruitment to all the institutions concerned including schools.

Appointments

1. Appoint staff based on qualifications, the results of the recruitment examination, and well-structured interview.

2. Identify 'difficult areas' in the province and appoint teachers to these schools with conditions/incentives adjusted based on their period of service.

3. Prioritise appointment of teachers to those who graduated from Colleges of Education with a qualification in subjects in which schools have a shortage (i.e. Mathematics, Science, English and IT – both English and Tamil Medium).

4. Advise the Colleges of Education to give serious consideration to admit candidates who are qualified at the GCE A/L with Mathematics, Science or English (to teach in both English and Tamil Medium) as there is a shortage of teachers qualified to teach in these subjects at the GCE O/L.

5. Recommended to the Universities that the degree course in Sports Science include teaching methods, assessment, school sports psychology and counselling courses, including one to two terms of teaching practice and coaching practice as a requirement for Bachelor of Sports Science Education.

6. Appoint graduates who complete the Bachelor of Sports Science Education degree course as Graduate Teachers of Physical Education in schools.

Conditions of Service

1. Strictly adhere to conditional appointments that are made to difficult areas with a stipulated number of years of service required for appointments.

2. Condemn all political or administrative favouritism or pressure for a transfer and severe consequences be stipulated and enforced for those attempting to contravene the conditions.

3. Stop temporary attachments/variations of appointment of academic and non-academic staff outside the Zone of their current appointment on humanitarian grounds.

4. Empower the Zonal Director, to whom recommendations 2 and 3 will also apply, to allow temporary attachment on grounds of extreme circumstances that are substantiated by medical or other authorities.

5. When promotions/transfers are made to the posts in the Ministry of Education (NP)/Provincial Department of Education, the officer should be entrusted with the duties assigned to that post. The duties required of a post should not be changed depending on the officer appointed. The officer appointed to a post should not be allowed to decide the duties he should attend to in the post.

6. Appointment/promotion should be made only for the approved cadre to the post.

Incongruence of Seniority and Performance

1. When appointments/promotions are made, seniority in the post/service should strictly be taken into consideration. When the seniority is considered there should be criteria to objectively determine "Meritorious Seniority" as opposed to "One year repeated several times."

2. Appointments that have already been made outside the approved cadre should be adjusted to conform with the approved cadre, especially in Ministry of Education (NP)/Provincial Department of Education/Zonal Education Offices.

3. Appointments of performing principals and performing Deputy/Assistant Directors of Education should be avoided as far as possible, but on exigency of service should be made strictly in accordance with the seniority and quality of previous meritorious service.

Transfers

1. Prepare and approve a Provincial Teacher Transfer Scheme with consideration of those concerned and with consultation outside the system.

2. Prepare and approve a Provincial Principal Transfer Scheme with consideration of those concerned and with consultation outside the system.

3. Avoid temporary attachments for any reasons.

4. Transfer of academic and non-academic staff should generally be done through the Provincial Transfer Scheme. Only delegated authority should act on transfer of any staff, other than those done within the Provincial transfer scheme.

Competence and Promotion

1. Appointments/Promotions are should done in terms of the Gazette Notifications and the decisions of the cabinet of Ministers.

2. Apply instructions uniformly and with consistency when appointments are made.

3. Commission a detailed study on the following appointments and make suitable recommendations:

   a. Antedating of appointment to graduate teachers.

   b. Appointments made to Diploma holders with less than 4 years duration of service.

   c. Change of subjects other than for that for which a teacher was appointed to the service.

Reinstatement and 'Leave out of the Island'

1. The appointing authority for appointments to teaching positions is the Secretary to the Ministry of Education (NP).
2. Certain powers such as the following are at present not given to the Secretary.
   a) Power of reinstatement of teachers/non-academic staff in schools.
   b) Approval of 'Leave out of the Island'.

Retirement of Service

1. Ensure arrangements are made to pay the staff, at retirement, their pension immediately after retirement.

2. Forwarding of pension application should not be delayed for want of "no claim certificates from the principals". The payment of Commuted Gratuity/Pension could be made on receipt of no claim certificate.

Implementation and Monitoring of the Recommendations

1. Establish a unit, such as an Ombudsman Committee, under the Minister of Education (NP), to ensure that the recommendations are implemented and any violations reported for appropriate action. This unit should also receive submissions by retired and serving educators and ensure

such submissions are acknowledged by the appropriate department or unit and appropriate decisions are taken and communicated.

2. Many of the recommendations will improve the efficiency of the education system and can be implemented immediately after the Ministry of Education (NP) and the Northern Provincial Council approves the recommendation.

Recommendation for the Ministry (NP) Planning, and Research and Development Units

1. The Planning Unit and the Development Unit in the Ministry of Education (NP) need to be combined and re-established with new Terms of Reference (TOR) and Responsibilities for the short term (2 to 3 years) and the long term (4 to 5 years) with Directors who are academically qualified appointed to perform the new responsibilities.

2. The Planning Unit and the Research and Development Unit in the Provincial Department (NP) need to be combined and re-established with new Terms of Responsibilities of short term (2 to 3 years) and Long Term (4 to 5 years) with Directors who are qualified academically in research and development to be appointed to perform the new responsibilities.

3. The Development Unit is also planning ahead for the next one or two years. It could continue to do that with the present staff, but for short and long term planning the staffing needs to be at a higher qualification level.

Recommendation On Administration

1. Design and implement a Zonal Level devolved decision-making structure controlled by a Board composed of elected and appointed members.

2. Design new Zonal boundaries to incorporate divisions, increase the number of Zones based on the number of schools, school types, and distance/area of the Zones.

3. Shift the Provincial Directorate to a new building in Kilinochchi close to the A9 Road.

4. Appoint those who are given specific appointment on the day specified on the appointment letter. (Similar recommendation given by the Finance Group.)

5. Start the process 3 months in advance to fill the position of an Officer who is about to retire.

6. Provincial Ministry of Education should maintain *Upakovaikal* (Service Minutes/detail teacher records) for all teachers.

7. Spread the placement of teaching staff throughout the Zone based on the number of cadre allocated to that Zone.

8. Appoint a Management Assistant to 1AB and 1C schools that has a student enrolment exceeding 500.

9. Change of venue of Education Administration should consider proximity areas to the venue where the Provincial Administration would be located permanently.

10. Divide present Zones into two or more depending on need due to large number of schools in a Zone, large area of a Zone, or other factors that may necessitate such a division. For example Kilinochchi and Valikamam.

11. Establish an additional Divisional Education Office in Thenmaradchi to cope with the volume of responsibilities and to be efficient.

7: Finance, Staff Requirements, Expenditure & Teacher Salaries

Introduction

Expenditure and recurrent expenditure per student at Primary and Secondary level were presented in Chapter 2. From the observations thus far recommendations have been made to address the problems of administration, appointments, promotion, transfers and other teacher issues in Chapter 6. More data on finance is needed to determine the effectiveness of the current spending of government and donor funds on the various projects.

Disturbingly, during the public comment portion of this review there have been many submissions from the public (by parents and others) of mismanagement of funds by schools and reports of demands from school officials that students pay various fees at admission (See Appendix I). These funds are not accounted for by the schools or the Finance Departments. A spot check confirms that these allegations have a basis in fact. It is important for a team from the Provincial Ministry of Education to open a province-wide investigation of these allegations to see how widespread the problem is, after which appropriate actions must be taken to ensure that the practice ends immediately. It is heartening to know at the time of finalizing the report such a team is visiting every zone and holding discussions with principals and Zonal administrators.

> Low teacher salaries may be the reason that the education sector is unable to attract the top one-third of degree holders in Science, Mathematics, Management, Economics, English, & Computer Science.

There are also complaints that the World Food Program (WFP) funds are misappropriated by some school principals. This again needs to be monitored closely and actions be taken to remedy the situation so that WFP will continue funding the School Feeding Program in schools for 2015. There is also enough data to show that many schools keep in their student registry the names of students who took the GCE O/L and A/L examinations even though those students are not permitted to attend school until their examinations results are out. The students who fail are not allowed to attend school though they can register through the school to repeat the examinations one year later. As a result the teacher cadre is allocated based on a higher number of students than actually exist in the class. Such fictitious student numbers are also used to get WFP and uniform benefits that do not actually reach those students. Disciplinary action needs to be taken by the Ministry of Education and the Provincial Ministry of Education against errant principals and errant officers for such fraudulent practices. Students know of such practices and their respect for their teachers and administrators diminishes as a result. Such practices are then accepted by the children with a smile as the norm thus stunting their ethical growth.

> It is important for all persons in the education system to ensure that most students are GCE A/L qualified and attempt to ensure that as close to 100% are GCE O/L qualified so that they can become productive members of their communities.

Chapter 2 discussed staff requirements and students' needs. Practices, such as Year 13

students not attending GCE A/L classes from January to July of that year but instead attending Tutories, are widespread and must be ended. All school principals and A/L teachers are aware of this and in some cases the teachers themselves go to teach in Tutories during that class time so the students are left with no other option than to attend Tutories themselves. This malpractice, with the knowledge of all in the system, has financial implications and needs to be investigated. Chapter 5 on Tutories has more information on this malpractice.

This chapter will consider the financial factors involved in teacher, school administrator, and department administrator salaries and their relationship to performance at all levels. Figure 2.14 (in Chapter 2) showed the relationship between educational achievement and future income for the principle income earner of a household. It is important for all persons in the education system to ensure that most students are GCE A/L qualified and attempt to ensure that as close to 100% are GCE O/L qualified so that they can become productive members of their communities. Among all the variables that go into teaching and learning performance, the student and the teachers are the key factors. The research is clear, in order to increase the earning capacity of a future heads of household higher levels of educational qualification must be attained and employable skills must be taught. Finance sections of the Ministry and the Provincial Financial section need to ensure that there is no wastage such as when teachers are not in their seat or are in classes where only 1 to 5 students are enrolled.

Teacher Salaries

See Appendix VIII for current Teacher and Administrator Salary Scales.

The illustration in Figure 7.2 shows the approximate salaries teachers in universities and secondary school earn in public and private educational institutions in the United States of America.

The salaries are based on qualifications whether one teaches in primary, middle or secondary schools. A Bachelor's degree (BA) and a teaching credential are a requirement to teach at primary, middle, or secondary schools in the USA.

Figure 7.1: U.S. GDP per capita

UNITED STATES GDP PER CAPITA
GDP Per Capita in US Dollars at Constant Prices Since 2000

SOURCE: WWW.TRADINGECONOMICS.COM | WORLD BANK
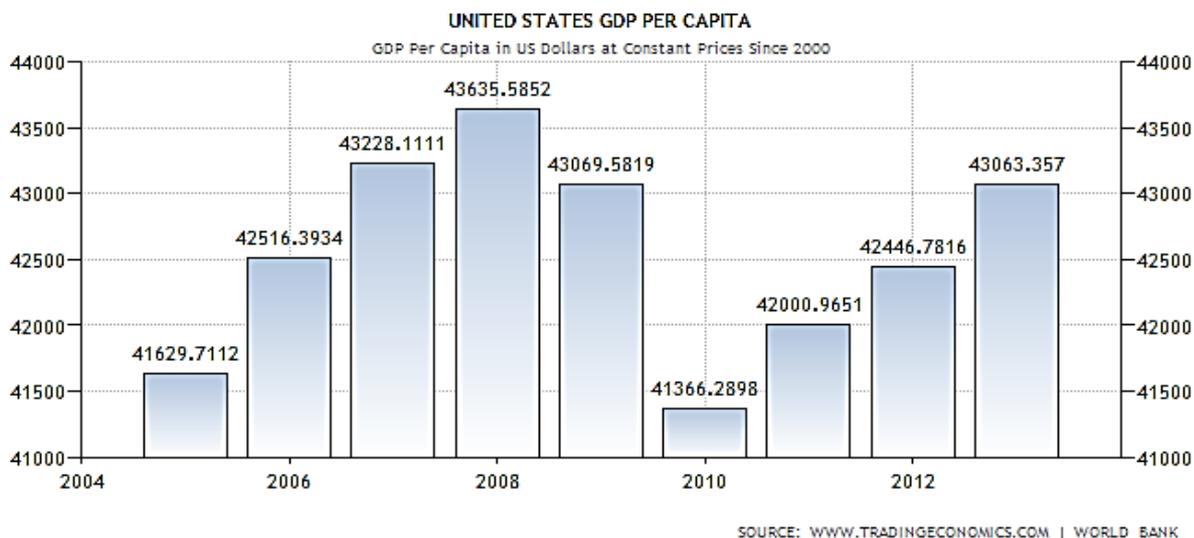
Figure 7.2: Teacher Salaries in the United States
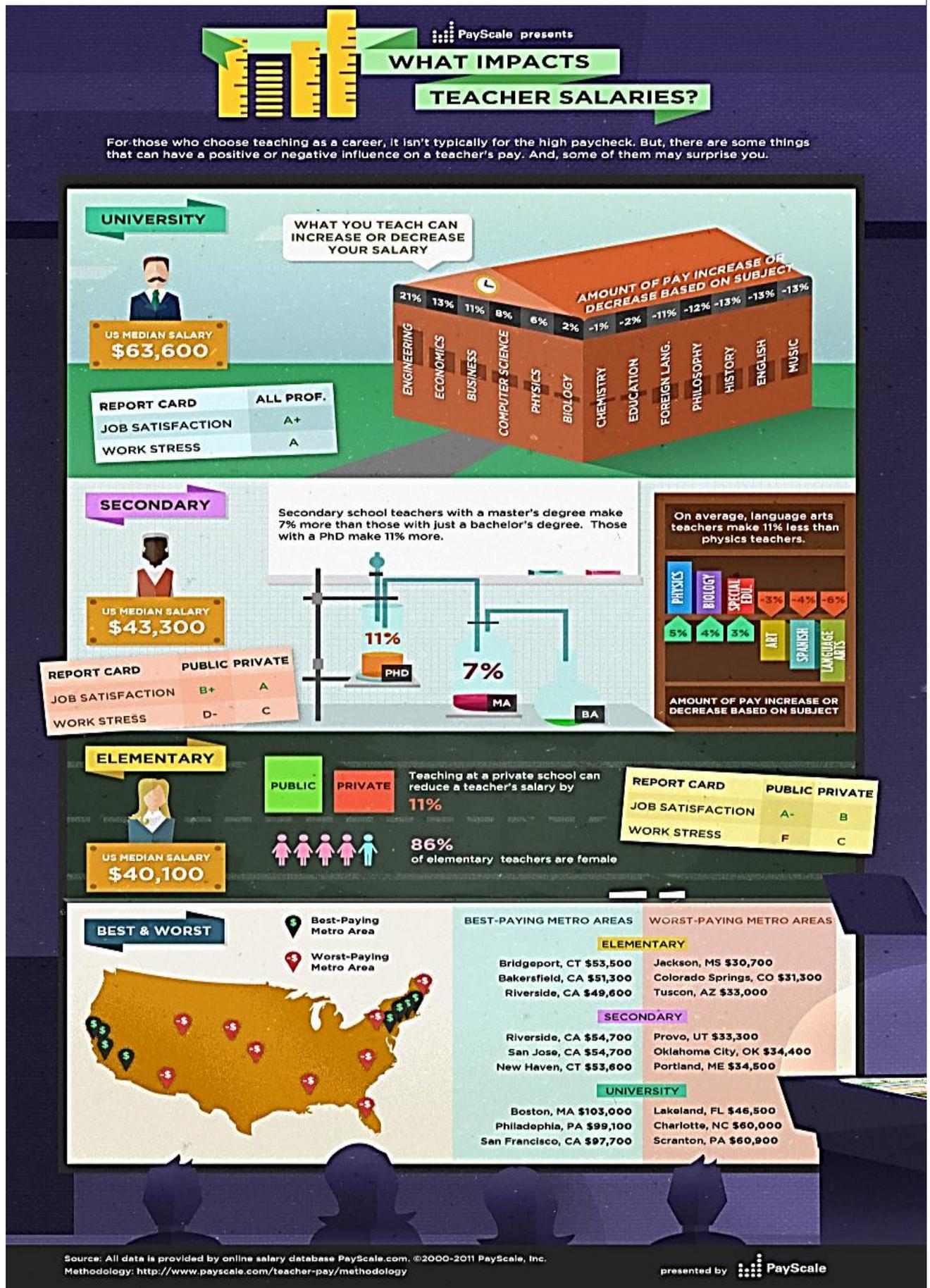
There is also a differential income depending on the subject offered for the degree and subjects taught. Such a system encourages teachers to keep teaching at all school levels and not move out of teaching in schools to tertiary institutions or into educational administration. Teachers therefore do not have to seek other employment in education or equivalent levels in other sectors to earn a higher income. Figure 7.2 shows that Science teachers earn 11% more than the Arts teachers. Figure 7.2 also shows that the median salary for a U.S. Secondary school teacher in 2010-2011 was $43,300 and for an Elementary (Primary) school teacher was $40,100, while at the same time the U.S. Gross Domestic Product (GDP) per capita ranged from $41,000 to $43,000. A beginning teacher in the USA with a degree and one-year post degree teaching credential earns approximately the same as the GDP per capita.

> …newly graduated teachers in Sri Lanka only earn 74% of the GDP per capita.

Comparatively, newly graduated teachers in Sri Lanka only earn 74% of the GDP per capita. See calculations in Table 7.1.[1]

Table 7.1: Sri Lankan Teacher earnings as a percentage of GDP	
Per Capita GDP Sri Lanka	373,001
Monthly Salary of a Graduate Teacher	**23,000**
Annual earnings of such a Teacher	23,000 x 12 = 276,000
Deviation	373,001 – 276,000 = 97,001
% Deviating	(97,001/ 373,001) x 100 = **26 %**
The actual Salary per month should be	373,001/12 = **31,083.42**
Source: Central Bank of Sri Lanka, Statistics Department, "ECONOMIC AND SOCIAL STATISTICS of SRI LANKA 2013"	

The report on, "Closing the talent gap: Attracting and retaining top-third graduates to careers in teaching," published by McKinsey & Company recommends that the salary scale of teachers with a degree and teaching credential should be equal or slightly above the GDP per capita of the country.[2] They have found that there is a positive relationship of education performance improvement and salaries at or slightly higher than the GDP per capita. When countries increased teacher's salaries, with conditions, to match the GDP per capita students' performance increased by 15%.

Low teacher salaries may be the reason that the education sector is unable to attract the top one-third of the degree holders in Science, Mathematics, Management, Economics, English, and Computer Science. It also is the reason why teachers teach after school and on Saturdays in the Tutories. The salary increase needs to be studied in depth by a committee using GDP per capita as a guideline. The committee should consist of accountants and macro-economist to determine the macro-economic effect of a salary increase being given to all teachers in government schools based on their qualifications and per capita GDP. Most importantly, the effect of such salary increases on the economy and economic development shoud be investigated and safeguards to prevent run-away inflation implemented.

[1] Central Bank of Sri Lanka, Statistics Department, "ECONOMIC AND SOCIAL STATISTICS of SRI LANKA 2013" Table 1.1, page 1. http://www.cbsl.gov.lk/pics_n_docs/10_pub/_docs/statistics/other/econ_&_ss_2013_e.pdf
[2] Auguste, B., Kihn, P., & Miller, M. (2010). *Closing the talent gap: Attracting and retaining top-third graduates to careers in teaching.* (http://mckinseyonsociety.com/downloads/reports/Education/Closing_the_talent_gap.pdf)

Chapter 2 presented the qualifications of teachers in Sri Lanka and in each of the Zones in the North as a percent of teachers with all qualifications in Table 2.2, 2.3 and Figures 2.2, 2.3. The qualifications range from GCE O/L to Graduate and Masters Degrees. Subsequent tables and graphs also show that that the Zones that have teachers with lower qualifications that are not actually competent to teach at the GCE O/L have the poorest results in National Examinations. It is important for the Finance Division to establish a section that will check and bring to the notice the inefficiency of spending funds on teachers who are not qualified subject wise or in methodology to teach. A higher salary based on the GDP per capita would attract graduate science teachers who are especially needed in the rural schools.

Recommendation on Teacher Salaries and Finance

1. Link teacher salaries to the country's GDP per capita for a university graduate teacher and proportionately for those with a Diploma or other post grad qualifications.

2. Teaching should be monitored for quality, and poor preparation for teaching must be noted.

3. There should be consequences for teachers who are consistently under prepared or tardy or out of school part of the school day.

4. Teacher's salaries should not have a cap lower than the lowest level of the principal salary scale. This would increase the chances of teachers continuing to teaching longer.

Conditions of such an increase need to be:

1. Teacher should stay at the school until 4:15pm working with students on curricular, co-curricular or extra-curricular activities, and using the time to prepare lessons and instructional materials.

2. No teaching in Tutories on school days and no students should attend Tutories during school hours.

3. Provide opportunities for teachers who are posted to a school in the "less preferred areas"/remote areas or are from another district to obtain long term, low interest loans, and land grants to build a place of residence closer to their assigned school. This should be on the condition that the teachers complete 10 years of service in the school they are posted to or the teacher forfeits the land and buildings on it.

4. Establish a Finance Division which will check and bring to the notice the inefficiency of spending funds on teachers who are not qualified subject wise or in methodology to teach and teachers not in seat or schools they were assigned.

5. Monitor, assess performance, and reward teachers.

Recommendations on Financial System and Control

1. Schools should be provided with a formula based/performance based funding system (school financial grant scheme) to meet the financial needs for operating the schools.

2. Make school based appointment of teachers with an incentive scheme for those who work in less preferred areas

3. Provide schools of Type 1AB and 1C with a cadre for an officer of graduate level to maintain inventory and to assist with financial management based on the number of students in the school.

4. Examine and systematize teacher recruitment, appointment, and promotion procedures so as to avoid the need in the future to pay salary arrears for past years due to delayed action.

5. Raise the limit of allocation limits for loans considering the large number of employees in the education sector.

6. Establish an internal audit unit under the Provincial Education authority with sub units at Zonal level to perform regular auditing at schools.

7. Provide training on financial management in addition to other management aspects. Therefore Provincial Ministry of Education should conduct regular training to enhance the financial management skills of Principals.

8. Increase the allocation for maintenance of school buildings and equipment to cope with the cost increase and the increase in the number of new structures.

9. Investigate and find methods to stop 'unofficial', illegal demand of funds/fees from prospective students and their families for admissions to schools in all years from Year 1 to Year 13.

10. Establish monitoring teams visiting and investigating fraud in the WFP School Lunch Program, including fictitious enrolment of repeaters.

11. Ensure equitable spending for all primary schools and special education programs.

12. Increase the expenditure per student as it relates to the teacher's salary (more Science, Mathematics, English and other subjects where there is a shortage of teaches) and more teachers with higher qualifications in rural schools, in low-income communities, and in 'depressed class' communities.

13. Increase the expenditure per student in the recurrent expenditure in terms of quality inputs.

14. All allocation and expenditure be uploaded to the database system (currently in the process of being developed) so the flow of funds and expenditure can be monitored. It will also help to study the relationship between expenditure and performance.

8: e-Planning, Database, Research & Publication

Introduction

The Department of Education, Northern Province has 983 schools (functional) with a student population of approximately 252,675. The Provincial Department of Education is administrated through 12 Zones with 34 Divisions. The 30-Year Civil war has taken its toll on the education system and teachers and administrators in the Northern Province of Sri Lanka.

In modern knowledge-based economies, where the demand for high level skills will continue to grow substantially, transformation of traditional models of schooling to models that prepare the students to meet the new challenges will require that teachers acquire new and more diverse competences and the ability to teach these to their students.

To meet such demand it will require the creation of a "Knowledge-Rich", evidence based education system in which school administrators and teachers act as a professional community. This professional community has the responsibility to act to collect and generate, in digestible form, the necessary information they require for decision-making and create effective support systems to assist them in implementing required changes.

Retaining and developing effective teachers is a priority in all school systems. How teachers' work is recognized, praised and rewarded, and the avenues provided for their professional development are important to encourage high quality candidates to enter the profession and to retain them. Such a process needs to be examined for effective planning.

The submissions from past and present stakeholders and the public (See Appendix I) indicate that decisions that need to be made require data that is not readily available to the decision-makers at the present time. Much of this data is actually available in schools, the Zonal Directorate, the Provincial Directorate, and the Ministry of Education (NP), but not in forms that allow for quick retrieval and analysis as and when needed to make critical decisions.

Need for Information

It is essential to find the relationship between the performance of students in examinations and each of the variables that may affect learning and teaching. Software needs to be acquired or developed that would help analyse the problems. An Education Management Information System (EMIS) should be in place to manage the education system. The Database section of the PD Planning division is on track to complete it before end of 2014. See Appendix XI for their Plan of Action and officer and department responsible for online entry in real time.

Some of the data needed are listed below:

- Student, teacher information, student enrolment, classroom, and national examination performance.
- Core competencies each student should have from Year 1 to Year 13.
- Distance travelled and mode of travel of each student and teacher to and from school.
- Nature of the student indiscipline in and out of each class in each school.
- Frequency of student and counsellor meetings, and teacher and parent meetings.
- Student and teacher attendance.
- Hours students from Year 1 to Year 13 attend Tutories during first, second and third term, the name of the Tutories, class size, and cost per subject per term.
- The causes that drive students after school to attend Tutories.
- The causes why students in Year 13 do not attend school but attend Tutories before their GCE A/L examinations and the teachers and principals condone such practices.
- Why students who have taken the GCE O/L and A/L examinations are not allowed to come to school but their names are in the school registry and staff are allocated to the school as if they are attending school.
- Socio-economic status of parents of each of the school (occupation details).
- Why schools in the rural areas have very poor National Examinations results when compared to their cohorts in urban schools.
- Number of recreation facilities within 3 km of the school.
- Number of tertiary education facilities within 5 km and within 10 km of the school.
- Number of individual, private enterprise, and public enterprise by trade job opportunities that are available 5 km from school or home.
- Total capital and recurrent expenditure of each school.
- Per student expenditure by teacher salaries, administrative salaries, sports and extracurricular expenditure.

The data and decision-making based on research will help the department to review and develop policies and an action plan that will create the conditions for effective teaching and learning, and create a system that treats all students equally. With this in view, the recommendation is made below for the establishment of a separate research unit for continuous empirical and Action Research and the dissemination of the research and the findings through a publication.

Research and Publication

It is important to encourage, students, teachers, and education administrators to do research in the form of Action Research, especially in classroom and school and surveys. Empirical surveys of immediate issues and concerns and long-term longitudinal studies must also be completed. For most of the education research needed there is already ample data in various fields that can be readily accessed or easily generated.

Existing Situation in Northern Province:

- Decision making not based on data
- Most of the decisions are made either by guessing, discussion or arbitrariness of an authority
- No situation analysis reports are available
- Factors for many problems are not identified based on research
- No feedback based on research papers.
- More on data and collecting data of problem areas are discussed in Chapter 2.

In Modern Knowledge-based Economies:

- The demand for high level skills will continue to grow substantially
- Transformation of traditional models of schooling into customized learning systems that intensify and develop the talents of all students has become necessary
- This will require the creation of "Knowledge–Rich" evidence based education system
- Retaining and developing effective teachers is a priority in all school systems.
- How teachers work is recognized and rewarded
- How well their professional development needs will be addressed effectively are to be examined for effective planning.

Development Requires Continuous Feedback on Areas of:

- Teaching and Learning
- Educational management
- Capacity development of teachers and management staff
- Resource allocation and maintenance
- Evaluating the efficiency of the teaching and learning process
- Student achievement/dropout and their socio-economic background
- Appointment, promotion, and transfer of teachers and management staff
- Creation of new schools, upgrading, and de-promoting & closing
- Student-Teacher performance and interaction
- Students and Teacher attendance in Tutories

There is a need to perform follow up studies on identified issues periodically to highlight how is the interventions are progressing. Identify the Factors that are responsible for failure, stagnation, or progress of the system in key subject areas of teaching and learning can be identified.

The Research and Development Unit at the Provincial level should be managed by experienced staff to ensure its output is of high quality. At each Zonal level one Research Coordinator and two Research Assistants will be appointed to coordinate the work at the Zonal level.

Conducting Research:

- Selection of topics based on the needs and the priority.

- Plan annual research programme well in advance with the time schedule.

- Each research activity should have the full details of the staff in charge, data collection, time schedule, etc.

- Carryout in collaboration with respective Divisional, Zonal and other relevant staff.

- Promoting Action Research at school level with the involvement of Postgraduate Students

- Work with the Faculty of Graduate Studies, University of Jaffna.

    - Submission of dissertation to complete their course of study.

    - In the past the dissertations submitted by these students are not shared with the public and/or those who such research could benefit positively.

    - Therefore it is proposed to utilize these postgraduate students (teachers) to carryout survey or research for their dissertation on topics already identified by the provincial research unit, in collaboration with Faculty of Graduate Studies.

    - The unit can also assist the teachers in conducting the research or survey in whatever way possible.

- Work with the Tamil Medium Colleges of Education on their research needs and student projects.

Publications

- The findings of the survey or research can be published bi-annually, via a peer review process and circulated to the relevant staff and administrators for their observation and necessary action.

- An annual peer reviewed review research journal can also be published via its own website.

- An annual research symposium will provide common platform.

1. Call for all those who have supervised or written a Master's Thesis on any topic in Education in the Northern Province since 2010 to send to the Research Department of the Provincial Directorate an abstract of their Thesis.

2. Appoint a committee from within the Department of Education and within the Ministry of Education (NP) to search and collect all M.Phil and Ph.D. thesis and articles in Refereed Journals in and outside the country on any topic related to education in the North.

3. Appoint a committee with members from the teaching and administration staff within the Ministry and Department of Education (NP) and from Universities and Colleges of Education to establish a Research and Development Unit with a Director and appropriate professional staff to cover the issues raised in the Research and Publication section above and prepare a staff development plan and initial and operating budget.

Education Management Information System (EMIS)

1. There is need for a Management Information System to manage the whole educational infrastructure of the Northern Province. The system should be developed in such a way that it can be updated and grow as necessary. It should:

   a. Establish different modules to satisfy the requirements of schools, divisions, Zonal education, Research and Development Unit, and Provincial Education. Administrators.

   b. Facilitate stakeholders of the system to convey their feedback to other stakeholders and to higher authorities.

   c. Provide information requirements at school, division, Zonal education, Research and Development Unit and Provincial Education.

At School Level:

1. Create a website to manage events, access job opportunities, and collate useful information from other sites.

2. Provide a learning management system to:

   a. Maintain inventory, permit anonymous feedback by stakeholders to decision makers, channel management responsibilities to students, teachers, principal and other staff.

   b. Principal to manage school information and academic information to update website, add and manage students, scheduling time and subject management, manage events, manage leave and inventory, manage human resource.

   c. Teacher to manage personal information and academic information, facilitate learning, calculate marks and grades perform personal activities such as training request, payment vouchers and leave management, interact with parents and teachers in the respective school and teachers in other schools.

   d. Students to view their academic progress, interact with peers, teachers and alumni, perform learning and assessments, and search for job opportunities.

   e. Parents to interact with school authorities, interact with teachers, view their children's progress, and interact with other parents.

At the Zonal Education Level

Create a system to facilitate Zonal Education Director to manage website, manage physical resources, manage human resources, such as define a different role and their responsibilities, monitor funds and projects, arrange training and schedules, schedule and manage competitions and events, administrate special education centre, generate reports, interact with other ZDs, teachers of the respective Zonal education and other staff at the office, observe the feedback on the teachers and principals in the respective zones, process vouchers and leaves, monitor the progress of schools and other activities.

At the Provincial Level

Provincial Education Director to manage website, human resources, such as define a different role and their manage responsibilities, generate reports, monitor funds and projects, interact with other ZDs, teachers of the respective Zonal education and other staff at the office, monitor the feedback on the teachers, principals and Zonal Education Directors, process vouchers and leaves, manage trainings and schedules, manage competitions and events, monitor the progress of schools and activities.

At the Research and Development Unit Level

Generate reports at any level and using any information, manage website, and manage physical and human resources.

General Recommendations

1. The EMIS should be open source and web based that has a module design so that it can be extended easily.

2. The key features of the system will be providing websites, physical resource management, human resource management, event management, fund management and feedback management. The feedback module should be implemented in such a way that it can be used to provide anonymous feedback to a particular person or people at any level. This will be a key feature of the system. The verified compliance should go straight to the personal file. Also, this should provide a social network along with the system so that parents, teachers, students and all other stakeholders can interact. This can reduce the distance and bring more understanding between teachers, parents, and students.

3. The initial system should be developed with the consultation of industry experts to ensure modularity, flexibility and security policies.

4. Even an existing solution can be analysed and acquired if possible. A hired, experienced team should develop this system. The two technical leads specified in the section below should also be part of this team. Everything should be clearly documented and developer manuals also should be developed.

5. Education Management and Information System (EMIS) can function under the planning unit of the provincial education.

6. Already existing ICT Division for teaching ICT is not strong enough to serve the needs to establish EMIS.

7. Separate unit in the name of ICT- service has to be established to cater the needs of EMIS and also to look into the following aspects which are neglected at present.

   a. Supplying and servicing IT equipment, monitoring the use of IT equipment at schools and informing the situation to planning unit

   b. Training of teachers in the use of IT skills to teach other subjects.

    c. Well qualified Technical staff to develop EMIS with appropriate qualification and experience has to be appointed to this division to establish and manage EMIS. If necessary further training can be given to the existing staff to manage the EMIS. This will cut down the cost of establishing EMIS.

8. Establish an Education Management Information System with a Ministry (NP) owned server housed in the Ministry of Education (NP) and accessible to all with different levels of access on a need to know basis and confidentiality. EMIS should function and used as described above.

9. Employ staff needed to enter data, update on a daily basis, maintain and improve, and expand the system as necessary.

10. Prepare a professional staff development plan to operate the system, maintain it and expand as the need grows.

11. Train all staff from students, teachers, principals, school staff, Zonal, Provincial and Ministry levels to use the EMIS and benefit from it.

12. Allocate initial capital, operating and maintenance funds.

Pre-School Children in the North

9: Early Childhood Development Education

Introduction

Early Childhood generally refers to the first 5 years of life. This is acknowledged as the most crucial period in a child's life, when the rate of development is very high and formations are laid for cumulative lifelong learning and human development. There is growing scientific evidence that the development of the brain in the early years affects physical and mental health, learning, and behaviour throughout life.

Early Childhood Development Education (ECDE) is an indispensable foundation for lifelong learning and development and has critical impacts on success at the primary stage of education. It is therefore imperative to accord priority attention to ECDE and invest adequately so as to provide the necessary resources. Education throughout life, beginning in early childhood, is based on four pillars, which are important ideals. They are 'learning to know', 'learning to do', 'learning to live together', and 'learning to be'.

Early Childhood Development Education (ECDE)

ECDE supports children's survival, growth, development, and learning. This includes health, nutrition, hygiene, and cognitive, social, physical, and emotional development from birth to entry into primary school in formal, informal, and non-formal settings.

ECDE ensures equal learning opportunities for all children 3-8 years of age as an important aspect of early childhood education at the national, provincial and local levels. The ECDE is now a unit in the Ministry of Education (NP). Its functions are:

- Collection of preschools data.

- Supervision of registered preschools.

- Training of preschool teachers.

- Registration of preschools.

- Guiding the preschool operators.

- Coordination with the local and international stakeholders.

- Educating the mothers of pre-schoolers on child rights and the importance of the nature of preschool education.

- Conducting sports meets for pre-schoolers at the district and provincial levels.

- Conducting cultural events among the pre-schoolers and teachers.

- Celebrating the Teachers' and Children's International Days.

War & Preschool Education

The Northern Province has been badly affected by the war over the past 30 years. The effects of the war Province on preschool education in the Northern Province are:
- Preschool organizations and authorities are disorganized.
- Most of the physical resources were destroyed or partly damaged.
- The protection of children, the promotion of healthy habits, nutrition, and mental development are not up to the necessary standard.
- Teachers are not properly trained.
- Teachers and parents are psychologically affected.
- Most of the present pre-schoolers were born during war time and brought up in camps.
- Frequent displacements.
- Trained preschool teachers left the system.

Table 9.1: Details of Preschools, Teachers & Children by Zone, NP – 2008								
No	Zone	No. of Pre Schools	No. of Teachers	No. of Children				
				3-4 Years		4-5 Years		Total
				Boys	Girls	Boys	Girls	B&G
1	Jaffna	193	386	863	861	1676	1568	4968
2	Valikamam	223	393	1436	1531	1390	1329	5686
3	Vadamaradchi	140	264	951	988	667	719	3325
4	Thenmaradchi	79	124	322	412	362	406	1502
5	Islands	81	124	521	501	641	571	2234
6	Kilinochchi	159	293	1885	1803	1477	1565	6730
7	Mullaitivu	105	186	812	822	646	760	3040
8	Thunukkai	81	104	508	404	468	452	1832
9	Mannar	107	168	689	725	683	701	2798
10	Madhu	60	75	147	177	368	393	1085
11	Vavuniya – South	149	230	1162	1184	1762	1906	6014
12	Vavuniya - North	54	62	245	270	206	248	969
	Total	1431	2409	8623	9678	10346	10618	40183
Source: Early Childhood Development Unit, Ministry Of Education, CA,YA,& Sports								

Table 9.2: Details of Preschools, Teachers & Children by Zone, NP – 2010				
No.	Zone	No. of Preschools	No. of Teachers	No. of Students
1	Jaffna	193	386	4968
2	Valikamam	223	393	5686
3	Island	81	124	2234
4	Thenmaradchy	79	124	1502
5	Vadamaradchy	140	264	3325
6	Vavuniya South	149	230	6014
7	Vavuniya North	45	45	670
8	Mannar	107	168	2798
9	Madhu	32	41	830
10	Mullaitivu	17	32	538
11	Killinochchi	74	158	2695
12	Thunukkai	80	137	2141
	Total	1220	2102	33401
Source: Early Childhood Development Unit, Ministry Of Education, CA, YA, & Sports				

Early Childhood Development
Education Group at the Consultancy
Workshop 24 April 2014

Recommendations

1. Create a Scheme to share the functions of the various Ministries that are closely related with the ECDE (NP).

2. Provide basic facilities essential and appropriate to individual school requirements.

3. Create avenues for current and prospective teachers to obtain necessary accredited academic qualifications.

4. Create a Resource Centre to provide in-service training.

5. Prepare an appropriate scheme for permanent appointment to accredited teachers.

6. Monthly payment commensurate with approved qualification and experience and anomalies of such payments need to be rectified.

7. The curricula, co-curricular, extra-curricular, and other methods need to be updated by a team of specialists in Early Childhood Development Education.

8. Conduct parent awareness campaigns to inform parents of the benefits of early childhood, education and health.

9. Establishing and monitoring of all preschools should be a function of the Provincial Department of Education (PDE).

10. Appointment and payment of ECDE teachers should be similar to other teachers in the education system unless they are TOTALY operated by private, civilian entrepreneurs.

11. Stop immediately, the non-education sectors of the state establishing preschools, recruiting preschools teachers, and paying them salaries.

12. Discourage parents of children enrolled in preschools under the jurisdiction of Provincial Department of Education from attending tuition classes outside their home.

13. Special needs children should not be denied admissions on the basis of their special needs.

14. Conduct research to determine the percentage of children of ages 3 to 5 attending schools.

15. Ensure that the medium of teaching in preschools is in the Mother tongue only.

16. Introduce other languages in Grade One.

17. Prepare and implement a common curriculum suitable for children to be grounded in their own culture and appreciate the culture of other children.

18. Admit all children ages 3 to 5 whose parents or guardian seek admission.

19. Introduce Preschool teachers' service minute.

20. Distribute technical and teaching learning materials and equipment equally among pre-schools ensuring that the special needs children's needs are also met.

21. Conduct awareness programs to preschool parents and special needs children's parents about the expectations and regulations of preschool.

Special Needs Education Group

10: Special Needs Education

Introduction

Table 10.1 shows data from the 2001 Sri Lanka Census on the extent of the population classified as 'disabled' or in current terminology, "Differentially Abled", by type of disability, gender and district. The eight (8) Districts in the North and East are not listed as no census was conducted in those districts during the war years. Considering the war casualties the percentage of the population who are 'disabled' can reasonably be assumed to be higher. It is essential for the two provinces to conduct a census of the differentially abled.

Table 10.1: Disabled persons by Type of Disability, Gender and Rate per 10,000 by District

Census of Population and Housing 2001 - Sri Lanka
Disabled persons by Type of Disability, Sex, Rate per 10000 population and District

District and sex	Type of disability, number and rate per 10,000 population													
	Total		Disability in Seeing		Disability in Hearing/Speaking		Disability in Hands		Disability in Legs		Other Physical disability		Mental Disability	
	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate	No.	Rate
Total (18 districts)														
Both sexes	274711	162.9	69096	41.0	73343	43.5	48131	28.5	90576	53.7	13275	7.9	69026	40.9
Male	158446	189.9	35419	42.5	40584	48.6	31070	37.2	56529	67.8	7344	8.8	37181	44.6
Female	116265	136.4	33677	39.5	32759	38.4	17061	20.0	34047	40.0	5931	7.0	31845	37.4
Colombo														
Both sexes	27430	122.8	5998	26.8	6414	28.7	4854	21.7	9168	41.0	1219	5.5	8730	39.1
Male	15355	135.4	2997	26.4	3507	30.9	3208	28.3	5655	49.9	698	6.2	4391	38.7
Female	12075	109.8	3001	27.3	2907	26.4	1646	15.0	3513	31.9	521	4.7	4339	39.4
Gampaha														
Both sexes	28683	138.8	7017	34.0	7860	38.0	5206	25.2	9984	48.3	1387	6.7	7313	35.4
Male	16591	165.2	3474	34.6	4284	42.6	3376	33.6	6249	62.2	743	7.4	4033	40.2
Female	12092	113.9	3543	33.4	3576	33.7	1830	17.2	3735	35.2	644	6.1	3280	30.9
Kalutara														
Both sexes	18431	173.7	4690	44.2	5043	47.5	3272	30.8	6209	58.5	808	7.6	4809	45.3
Male	10471	201.1	2303	44.2	2757	52.9	2096	40.3	3818	73.3	431	8.3	2605	50.0
Female	7960	147.4	2387	44.2	2286	42.3	1176	21.8	2391	44.3	377	7.0	2204	40.8
Kandy														
Both sexes	19357	152.1	4537	35.7	5395	42.4	3300	25.9	6292	49.4	840	6.6	5181	40.7
Male	11057	179.3	2250	36.5	3035	49.2	2070	33.6	3948	64.0	468	7.6	2817	45.7
Female	8300	126.6	2287	34.9	2360	36.0	1230	18.8	2344	35.7	372	5.7	2364	36.0
Matale														
Both sexes	7466	168.8	1920	43.4	2017	45.6	1335	30.2	2450	55.4	326	7.4	1727	39.0
Male	4378	199.1	1007	45.8	1155	52.5	859	39.1	1544	70.2	173	7.9	953	43.3
Female	3088	138.8	913	41.0	862	38.7	476	21.4	906	40.7	153	6.9	774	34.8
Nuwara Eliya														
Both sexes	10465	149.5	2857	40.8	2585	36.9	2006	28.7	3474	49.6	477	6.8	1919	27.4
Male	5998	173.9	1484	43.0	1472	42.7	1246	36.1	2172	63.0	249	7.2	1008	20.2
Female	4467	125.7	1373	38.6	1113	31.3	760	21.4	1302	36.7	228	6.4	911	25.6
Galle														
Both sexes	17873	180.4	4722	47.7	5051	51.0	3051	30.8	5762	58.2	666	6.7	4981	50.3
Male	9796	204.3	2235	46.6	2727	56.9	1888	39.4	3389	70.7	346	7.2	2585	53.9
Female	8077	158.0	2487	48.7	2324	45.5	1163	22.8	2373	46.4	320	6.3	2396	46.9
Matara														
Both sexes	15255	200.4	3773	49.6	4320	56.7	2535	33.3	4764	62.6	681	8.9	4379	57.5
Male	8486	231.0	1849	50.3	2373	64.6	1574	42.8	2772	75.4	336	9.1	2343	63.8
Female	6769	171.9	1924	48.9	1947	49.4	961	24.4	1992	50.6	345	8.8	2036	51.7
Hambanthota														
Both sexes	12736	242.4	3682	70.1	3287	62.6	2079	39.6	3745	71.3	628	12.0	3391	64.5
Male	7181	274.8	1852	70.9	1836	70.3	1272	48.7	2203	84.3	317	12.1	1882	72.0
Female	5555	210.3	1830	69.3	1451	54.9	807	30.6	1542	58.4	311	11.8	1509	57.1
Ampara														
Both sexes	8462	143.6	2339	39.7	2367	40.2	1289	21.9	2511	42.6	324	5.5	1670	28.3
Male	4973	168.4	1247	42.2	1298	44.0	839	28.4	1623	55.0	191	6.5	946	32.0
Female	3489	118.7	1092	37.1	1069	36.4	450	15.3	888	30.2	133	4.5	724	24.6

Table 10.2 shows the enrolment of students with Special Needs by Zone and needs in 2012. In any given population 5 to 7% of the children can be expected to be special needs/differently abled children. The percentage of Special Needs children to other students enrolled in schools in the zones is given in the column before the last one. It appears that, except for Madhu and the Islands, the percentage of special needs enrolment ranges from 0.4 to 3.7. It can be assumed that these figures are incorrect. Figure 10.1 illustrates the current situation. It is important for the education system in the North to identify the causes of low enrolment and institute a program to increase the enrolment of Special Needs children in Special Needs Education Units to twice the number of schools as at present by 2015.

Table 10.2: Enrolment of students with Special Needs by Zone and Needs in 2012

Special Education Students Details - Northern Province																						
Zone:	Visual impairment			Hearing impairment			Autism	Intellectual Impairment	Downs syndrome	Slow Learners	Hyper Active	Dyslexia	Learning Difficulties	Ephilepsy	speech Language Difficulties	Behaviour Problems	Phycically Disabled	Multiple Dissabled	Others	No of SpN Students	Total Students	% of SpN to Tot Students	No of special education Teachers
	Totally	Low Vision	Total	Totally deaf	partialy Deaf	Total																	
JAFFNA	3	111	114	10	38	48	6	96	16	*	10	8	246	32	50	1	72	22	25	746	41908	1.8	**11**
VALIKAMAM	31	332	363	18	48	66	8	26	16	*	51	3	135	200	149	0	67	6	0	1090	37615	2.9	**8**
THENMARCHCHI	1	2	3	0	2	2	0	0	0	*	0	0	0	0	0	0	0	29	0	34	13433	0.3	**4**
VADMARACHCHI	0	13	13	1	6	7	0	8	5		0	6	39	0	5	1	4	1	0	89	23072	0.4	**6**
ISLAND	1	166	167	10	24	34	30	112	9		7	11	52	11	5	4	15	8	1	466	9806	4.8	**2**
KILLINOCHI	3	98	101	10	68	78	4	12	9		13	40	64	20	75	30	211	10	175	842	31608	2.7	**12**
MANNAR	1	95	96	13	48	61	1	37	6		3	96	132	16	72	18	46	24	3	611	23337	2.6	**8**
MADHU	0	53	53	2	36	38	0	16	0		0	0	64	0	7	0	90	0	10	278	6258	4.4	**8**
THUNUKKAI	9	35	44	4	15	19	0	25	0		0		170	15	0	0	17	8	0	298	8526	3.5	**10**
MULLAITIVU	5	143	148	27	23	50	0	4	4		20	134	153	0	67	1	55	13	6	655	17945	3.7	**12**
VAVUNIYA NORTH	3	40	43	3	14	17	9	20					58	21	36					204	8401	2.4	**5**
VAVUNIYA SOUTH	4	85	89	9	16	25	0	23	0		0	0	82	14	47	0	12	1	95	388	29839	1.3	**6**
																				5701	251748	2.3	92

Source - Provincial Directorate of Education, Northern Province, SL

It is important that equitable opportunity be given to Special Needs children to maximize the potential they were born with.

Mothers of special needs children who were interviewed, or who made submissions by letter, indicate that they transport their children with disabilities, such as cerebral palsy or autism, 10 to 15 miles to schools by three-wheeled autos taking great care that their child does not jump out. They cannot travel by passenger busses.

Every School Division should have at least two Special Needs Education Units in strategically selected schools. Bus services for special needs children should also be provided. The other children who go to school and/or a parent can accompany the child to and from school. Private children's homes for special needs children and Private Schools for special needs do children exist in the North. "*Sivapoomi*" is one such organization that operates excellent schools. However, the State should encourage special needs children to be included in a school environment where all children can learn to care for each other and learn from one another.

Figure 10.1: Percentage of Special Needs Children relative to total enrolment of students
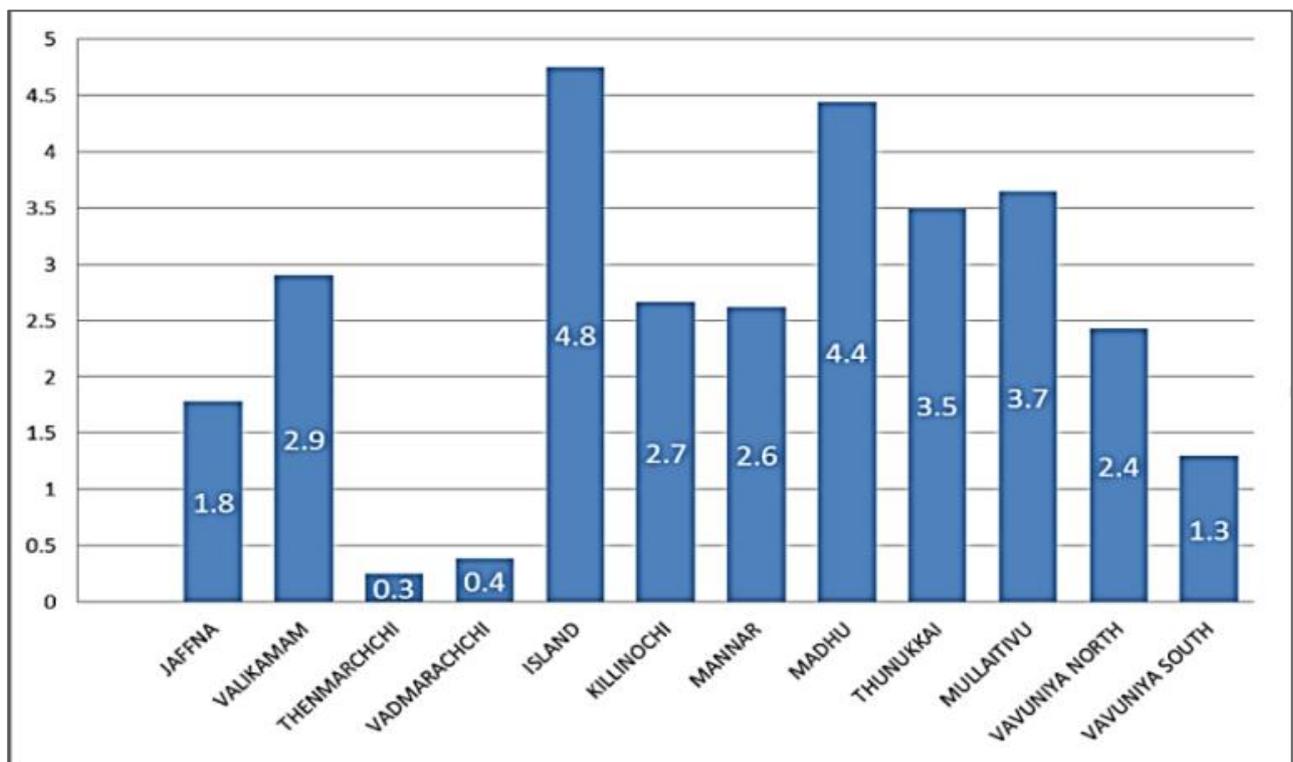
Provincial Directorate of Education, Northern Province

Special Needs/Differently-abled Children have various impairments. Some of them are:

- Physical
- Intellectual
- Hearing
- Visual
- Autism Spectrum
- Learning
- Multiple impairments
- others

Special Needs Education - Northern Province Student Numbers & Fund Allocation: 2013

Table 10.3: Special Needs Student, Staff & Facilities	
Number of students with special education needs	6,001
Number of Teachers	100
Number of Teacher Assistants/Aides	00
Number of In-service Advisors	11
Number of Special Needs Education Units	85
Number of Special Needs Education Resource Centres	04

Allocation

Allocation (CF & TSEP) for Provincial Department of Education (2013)	Rs. 1.25 million
Allocation (CF) for Zonal Departments of Education (2013)	Rs. 3.0 million

Distribution of Special Needs Children

Figure 10.2 shows the enrolment of children with special needs ranks the highest in Jaffna. It is important to determine the type of learning difficulties of students categorized as such. It is another area for Action Research for Post Graduate students in the Department of Education or Medical Faculty of the University of Jaffna.

Figure 10.2 Special Needs Children Details - Jaffna
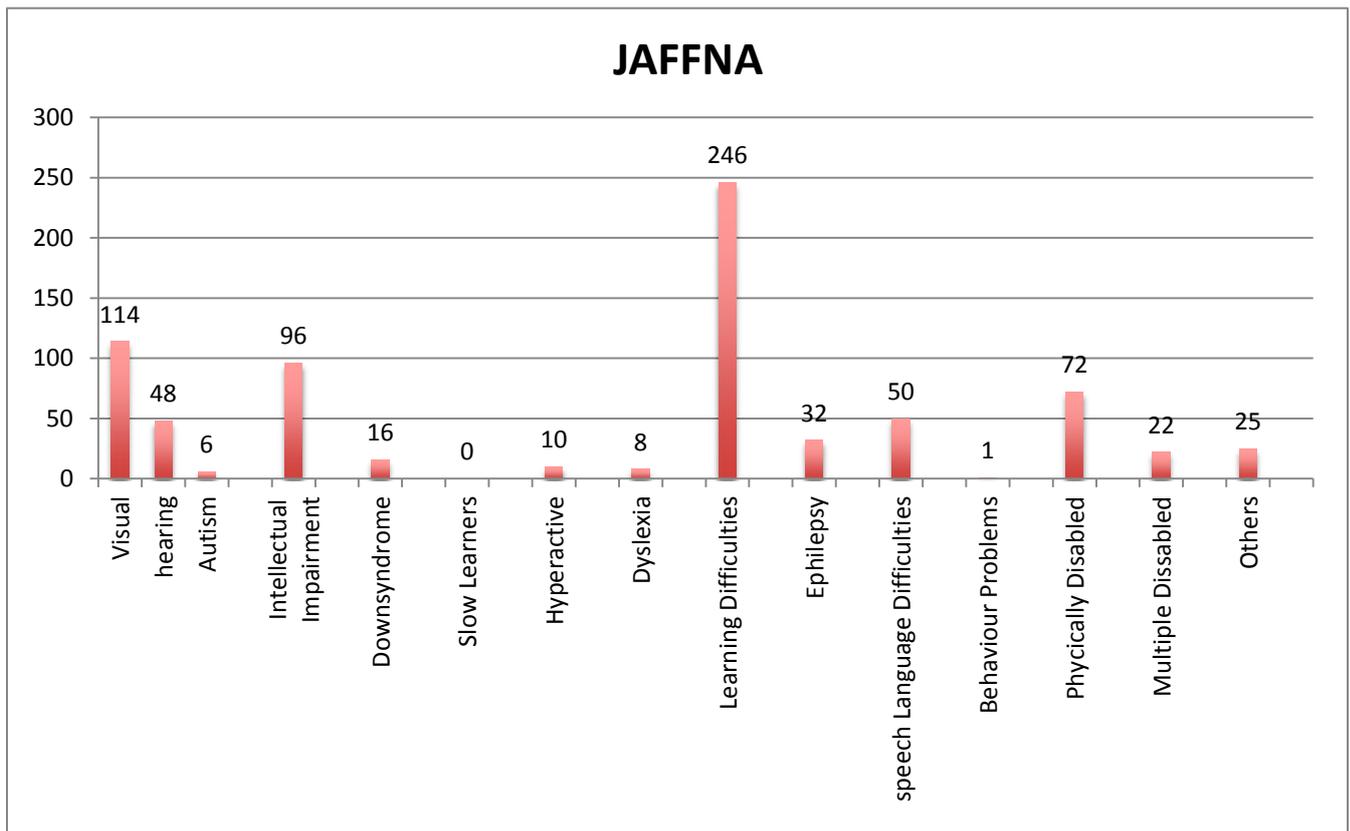
Source: Provincial Department of Education, NP, Sri Lanka

The Islands (Figure 10.3) have higher visual impairment enrolment. Need to determine the extent of such impairment whether there are teachers trained to teach them and whether they need Braille facilities.

Figure 10.3 Special Needs Children Details – Islands
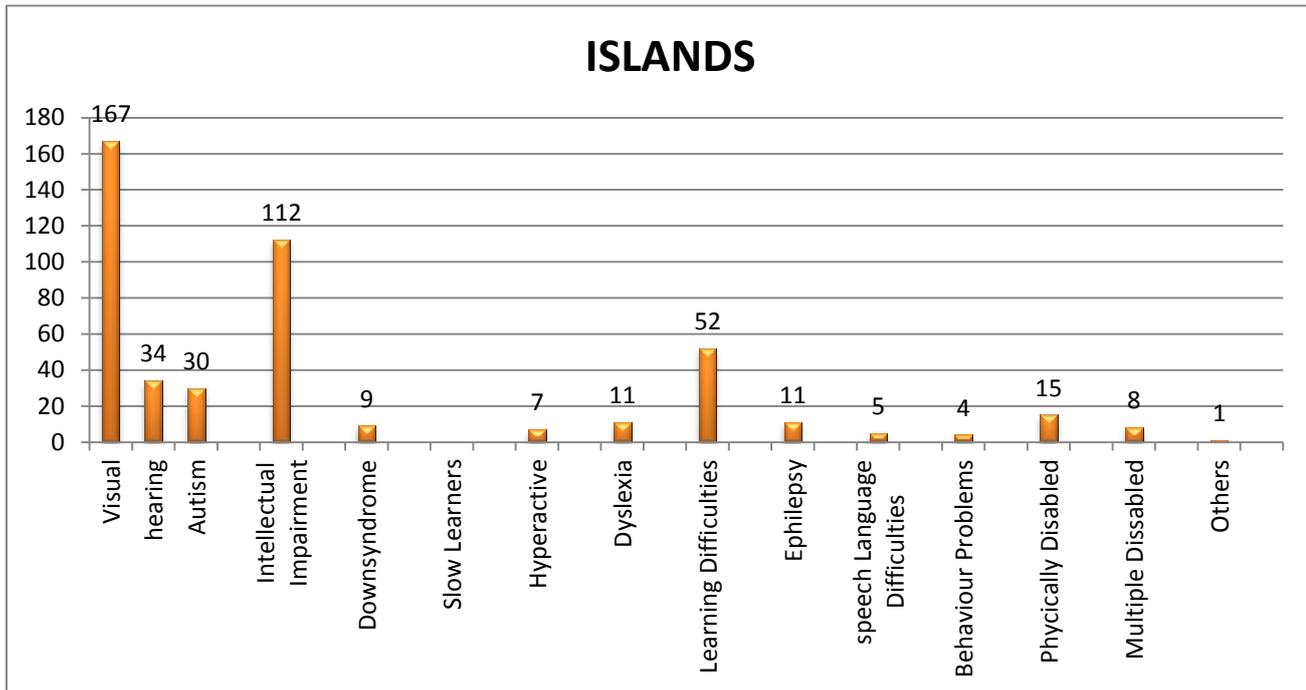
Source: Provincial Department of Education, NP, Sri Lanka

Kilinochchi has a high number of physically disabled persons compared to its low population as can be seen in Figure 10.4. War may have had its impact on physical disabilities.

Figure 10.4 Special Needs Children Details - Kilinochchi
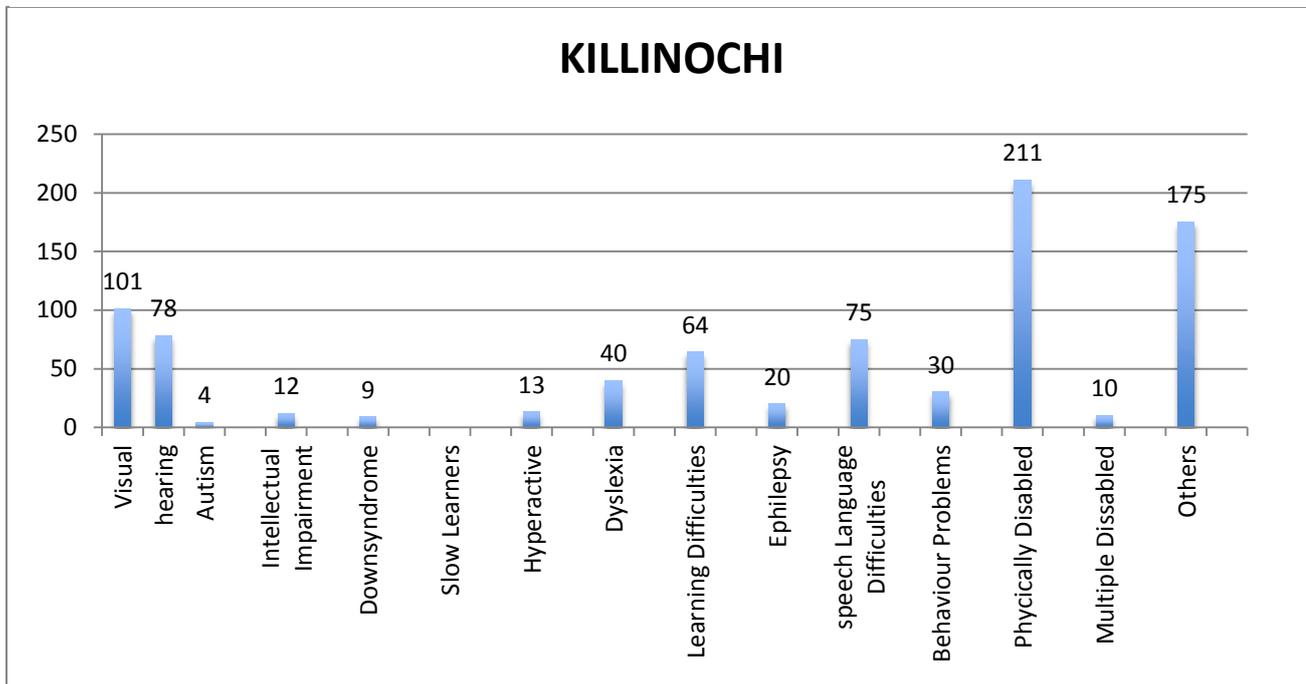
Source: Provincial Department of Education, NP, Sri Lanka

Madhu (Figure 10.5) has a high numbers of physically disabled, vision impairment, and learning difficulties.

Figure 10.5 Special Needs Children Details - Madhu

MADHU

Visual: 53
hearing: 38
Autism: 0
Intellectual Impairment: 16
Downsyndrome: 0
Slow Learners: 0
Hyperactive: 0
Dyslexia: 0
Learning Difficulties: 64
Ephilepsy: 0
speech Language Difficulties: 7
Behaviour Problems: 0
Phycically Disabled: 90
Multiple Dissabled: 0
Others: 10
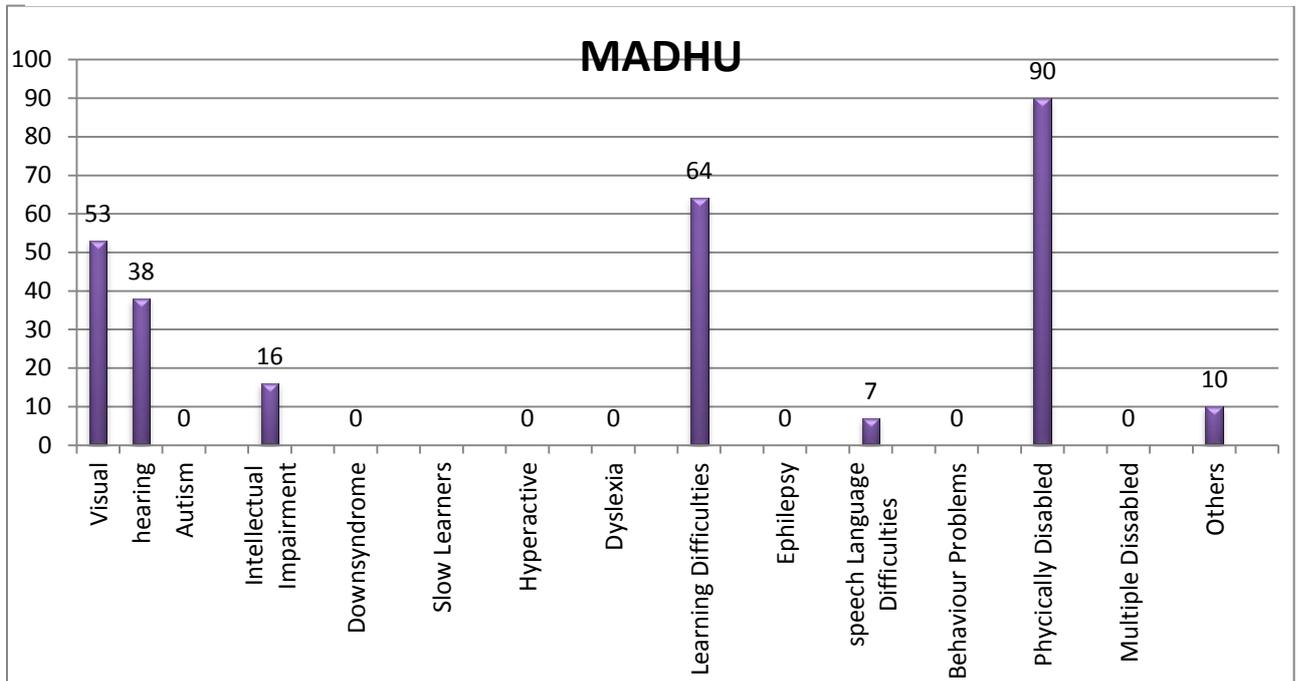
Source: Provincial Department of Education, NP, Sri Lanka

Mullaitivu (Figure 10.6) has a high number of visual impairment and learning difficulties. Need to check to see if there is a relationship in the Mullaitivu Zone between vision, impairment, learning difficulties and dyslexia. Reasonably accurate diagnostic tools are necessary to identify the nature and extent of impairments.

Figure 10.6 Special Needs Children Details - Mullaitivu

MULLAITIVU

Visual: 148
hearing: 50
Autism: 0
Intellectual Impairment: 4
Downsyndrome: 4
Slow Learners: 0
Hyperactive: 20
Dyslexia: 134
Learning Difficulties: 153
Ephilepsy: 0
speech Language Difficulties: 67
Behaviour Problems: 1
Phycically Disabled: 55
Multiple Dissabled: 13
Others: 6
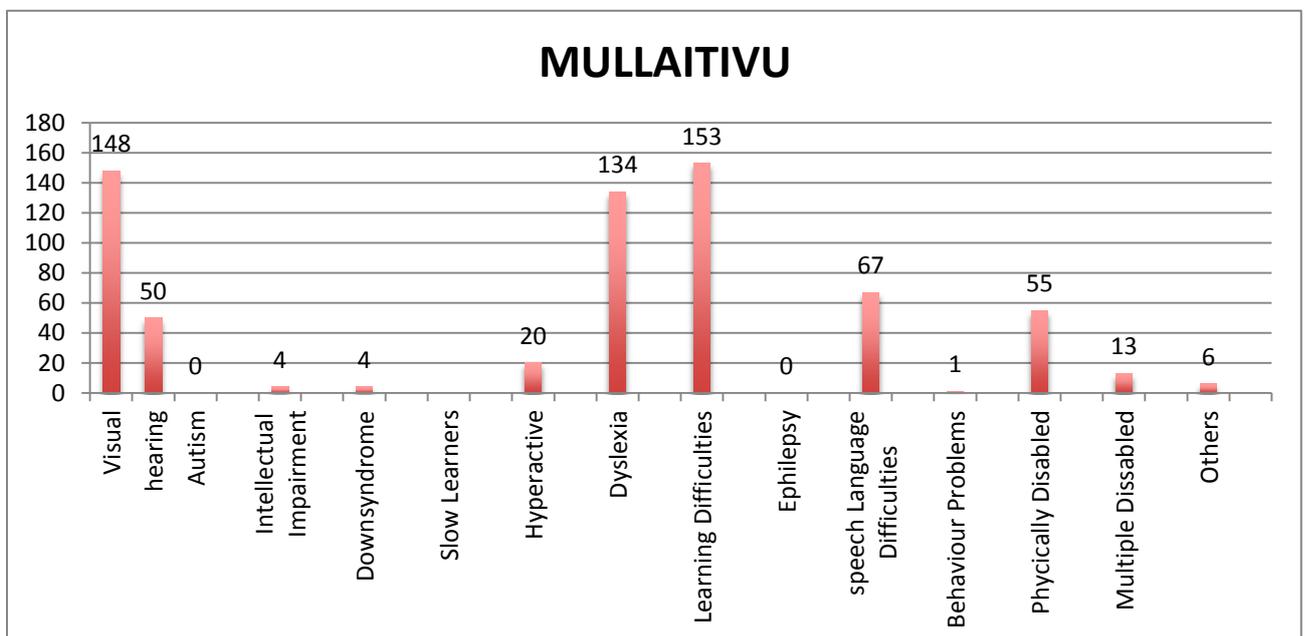
Source: Provincial Department of Education, NP, Sri Lanka

Special Needs Education Policy

All students should have equitable access to learning, opportunities for achievement, and the pursuit of excellence in all aspects of their educational programs.

In Sri Lanka education has been compulsory since a January 1998 law was passed by Parliament. This law also applies to children with disabilities. They have a right to an education and the education system must make provisions for them.

Countries cannot achieve 'Education for All' or the Millennium Development Goal of universal completion of primary education without ensuring access to education for children with disabilities.

Recommendations in Special Needs Education

1. Conduct training programs for teachers to enhance their skills to educate special needs children.

2. Conduct pedagogical skills on student activities at Zonal and provincial level.

3. Conduct a medical camp.

4. Provide special learning equipment to special needs education centres and selected schools.

5. Provide medical equipment to children such as hearing aids, artificial limbs etc. for those in need. Students with vision impairment where they will need Braille equipment should be provided with the equipment as well as reading materials in Braille.

6. Provide special support to children who have lost both parents.

7. Conduct exhibition/tour/Special Needs Day/Autism Month festivals to provide psychosocial intervention, recreation activities, and awareness building amongst the general population.

8. All sports and musical events and competitions in all schools should have events for the children with special needs.

9. Construct Special Needs Education units at selected schools based on the population of Special Needs Children in the surrounding areas.

10. Establish Special Needs Education Units

within the school compounds to facilitate inclusion where needed in each of the Divisions.

11. Pay the Teacher's Assistant a commensurate salary and provide training for them.

12. For every seven (7) students there should be one Teacher's Assistant.

13. In-Service Advisors (ISAs) who have not taught a Special Needs Education class for more than two years should return to teaching full-time in a Special Needs Education class for at least two full school years before they are evaluated and considered for the position of ISA again.

14. The Northern Province Special Needs Education Resource Unit should be located in the Kilinochchi or Mullaitivu Districts near the A9 Road.

15. Equip all Special Needs Education Units with equipment and materials for children to learn life skills with the aim of achieving self-reliance and independent or group living with assisted care.

16. Provide special transport and assistance with specially trained staff to accompany special needs children from schools to engage in assisted safe job training skills that are available in the community.

17. Advocate for monthly allowance for all special needs adults to meet their expenses for assisted group living.

18. Attach Information Communication Unit to maintain Information over websites for Health Services, Social Services and Development of Special Needs Education.

19. Provide additional trainings on Special Needs Education on Symbolic Language and Braille to teachers of children with such needs

20. Ensure that buildings and grounds are special needs children friendly.

21. Publish Braille Text books and other general books in Tamil.

22. Establish a Provincial Advisory Committee for Special Needs Education.

23. Arrange for short-term periodic training at Zonal Level.

24. Plan and implement a staff development plan for special needs education teachers, supervisory, and administrative staff in countries that have advanced special needs education programs.

25. Develop a keyboard to use Braille or purchase Braille equipment compatible with the Tamil Language.

26. Ensure that the teacher education institution in the Northern Province offer a 1-year Diploma to Special Needs Education Teacher's Aide and B.Ed. programs in Special Needs Education. As an interim arrangement send special needs education teachers to educational institutions in Tamil Nadu that offer Special Needs Education teacher credentials.

27. Create curricula for the various special needs children that will maximize their potential to learn to be an independent, contributing member of society coping with the challenges of persons who are differently abled.

11: Continuing Education

Introduction

Non-Formal Education in the Northern Province is not performing at an adequate level and faces numerous obstacles. Currently available Non-Formal Education does not fulfil the needs of the students or the employers. It is also not always available where potential students live. Another obstacle to Non-Formal Education is that it is dependent on school principals to give permission for the use of school facilities. Not many principals give this permission and where permission is given it is in limited subjects. Some NGOs do allow the use of their facilities and staff, but they are not able to meet the demand that exists or offer all the subject areas desired. Overall, the courses offered in the Non-Formal Education sector are ad hoc and the conduct of the courses and the system is informal. It is important for those who left the education system prematurely, for example those 'forced out' after their O/L or A/L, to be offered a chance to continue their education and learn employable skills in a more professionally organised, formal classroom and workshop learning environment.

Prof. Marie Perera, Faculty of Education, University of Colombo in her advice to the Consultancy Workshop of NESR, on the subject of providing opportunity for those who need to continue their education via a formal structure, said that:

> *"This is another important suggestion. I would suggest that this programme be linked with the Open School programme of the NIE. There is no doubt that employable skills need to be developed. However, simultaneously these, "Drop Outs" also need "Catch Up" education if they are to move up the social ladder. The NIE has already developed modules for this purpose. While developing or producing world citizens we should also preserve our indigenous occupations. Therefore, for the Northern Province agro based education and marine education should also be included."[1]*

The proposed Northern Province Continuing Education Schools (CES) should be dedicated to providing educational access and lifelong learning opportunities to all. The commitment must be to all students who need and want to continue their education without regard to their current

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[1] Personal communication to N. Ethirveerasingam, Facilitator

academic skill or life's challenges. Innovative, high quality instruction, and systematic student support services including psychosocial wellbeing, academic, and formal career guidance counselling should be offered. The people of the North have the capacity to change and historically have valued the role that education can play to positively transform individuals, enriching their lives and contributing to the economy and the community.

Concern

- Many young persons left school over the last 15 years for a variety of reasons, including war- related reasons, and would like to resume their education and continue on to higher studies where they can learn employable skills.

- Submissions from the public requested the NESR review to create opportunities for such persons to earn their GCE O/L and/or A/L or create other courses for them to continue their education.

- The current informal and ad hoc Non-Formal Education system is not structured enough to meet such requirements.

- Many students have missed their school education. Among the reasons are the following:

  o Displaced many times due to war.
  o Lost the bread winner of the family and forced to take up dead-end jobs.
  o Deserted by their fathers or family break up.
  o Failed exams and lost hope.
  o Being used by traders who promise work experience, weekly wages, and permanent employment that never becomes a reality..

o Simply did not enjoy education whilst at school.

o Elders without experience or education themselves were unable to encourage and advise.

Adult education may not be appropriate for some of these people, because they, as young adults, do not have work experience and knowledge that could contribute positively to their learning. Since they missed their schooling, and they are still young, it will be beneficial to continue their education with school-oriented curricula. Five GCE O Level subjects – Tamil Language, English Language, Mathematics, General Science, and Computer Studies – are sufficient for them to enter the Technical Colleges and then specialize in a chosen field. The GCE O Level courses may be offered on a one or two-year basis depending on the ability of the students. The teaching should be formal.

Areas of responsibility for the CES include:

- Psychosocial Counselling
- Career Guidance Counselling
- Education Counselling
- Career Technical Education
- Language Education
- Office Occupations
- Medical Occupations
- IT Technician
- Web/Graphic Design
- Entrepreneurship & Accounting
- Community Recreation Program – painting, music, dance, arts & crafts
- Food Preparation & Catering
- Farming, Marine and Building Technology
- Other areas of courses given, as and when there is a demand, are;
    o Training Programs for Skills Development Nursing Services for Children, Aged Adults and Patients, Aluminum/Fiber Fitting, production of leather goods. Palmyrah products
- All instruction will be practice-based.
- A teacher will be in charge of the sections with paid part-time teachers/specialists from the industry.
- The courses will be scheduled so that those who do have jobs can take the courses when they are not working.
- Based on demand the number of courses and times can be amended.

other than recreation courses, will be graded and should lead to a Diploma that is recognised by the industry.

• It is important to provide equipment to start their jobs for those who have successfully completed the Training.

• It is proposed that current Non-Formal education be phased out and its permanent staff be retrained for new responsibilities or laterally transferred within the Provincial Department of Education.

• Learning should never be a dead end. All citizens should have the right to continue their learning for their lifetime."

Recommendations on Continuous Education

1. Establish **Continuing Education Schools** (CES) (Adult Education Schools) in each Zone with the traditional permanent staff of a school but with a difference. The 'Orange Branch' in the illustration in Figure 11.1, which is from the Student Centred Education System at the beginning of this Review Report, shows the position of CES in relation to the Zonal School Directorate under which the CES will function.

2. Beneficiaries shall be all those over 17 years of age who wish to continue their education.

3. Phase out the current Non-Formal education system and its permanent staff be retrained for new responsibilities.

Figure 11.1: Student's Learning & Growth section of "Current NP Education System & Proposed Improvements" chart in Figure ES1
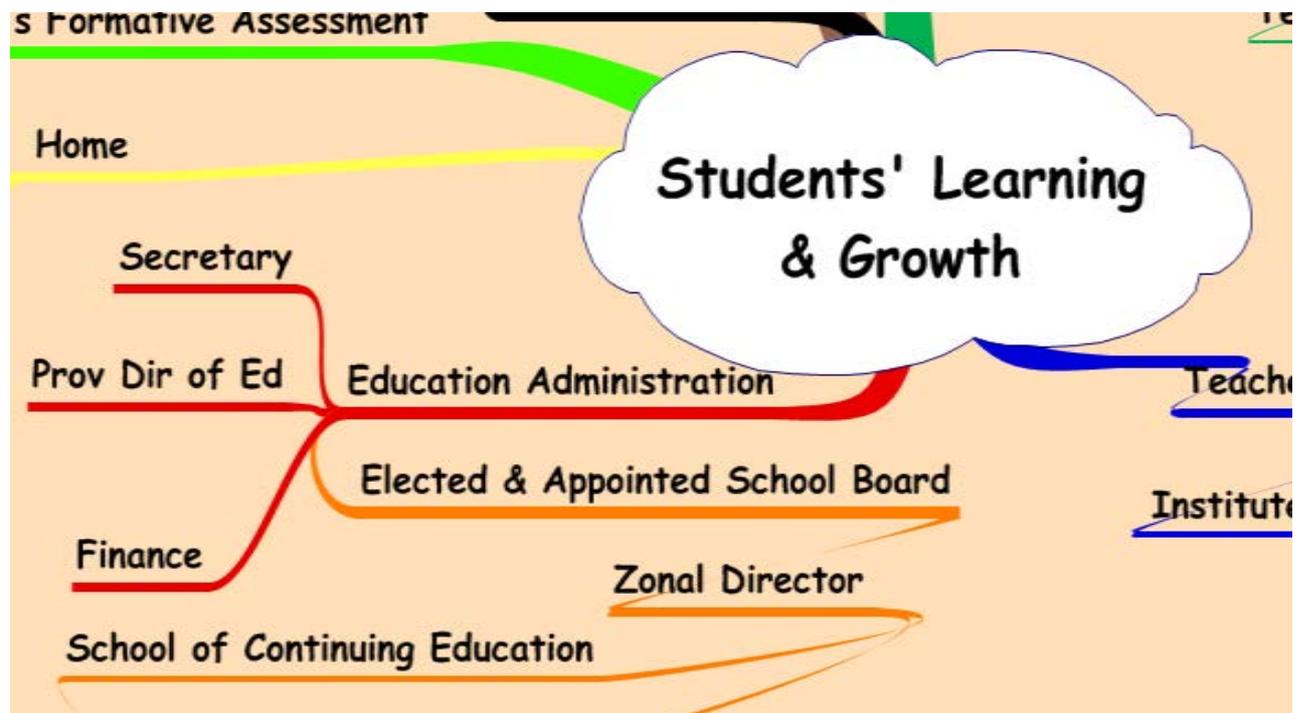
4. Counseling by a professional counselor for each student is imperative before they start the course and may be essential periodically during their course. Counseling, psychological and/or career, is needed for the following reasons:

   a. To deal with their memories of past unpleasant experiences.
   b. To deal with addiction to alcohol, tobacco, drugs substance abuse, aggressiveness.
   c. To adopt holistic approach to provide strength to each student to undertake their studies.
   d. To ensure that the student understands the path that they are embarking on and the steps necessary to achieve their career goals.

12: Institute of Tamil Medium Education

The Need

Since the inception of the National Institute of Education (NIE) in 1986, consequent to the National Institute Of Education Act (No. 28 of 1985), up until the present day the composition of the NIE staff has been 78% Sinhala, 20% Tamil and 2% Muslim.[1] The Tamil Medium teachers and educators have not had the opportunity to contribute to the creative and decision-making aspects of Tamil Medium education. The Tamil teachers and educators have become consumers of NIE output rather than creators and collaborators of innovation and producers of textbooks and teaching materials in their language, a language that is among the oldest languages in the world. There is nothing to be gained by laying the responsibility for this anomaly on any individual or institution politically or otherwise. But correcting it is vital.

There are 3,124 schools in Sri Lanka that teach in the Tamil medium (MOE and NP data 2012/2013). Currently, the resources allocated to support curricula, assessment, teaching material development, including eLessons development (for example translating US based Khan Academy lessons and South Korea based MATHCLOUD) are different for the Sinhala and Tamil mediums. These must be equal in number. The resources needed for translation of various curricula into Tamil or Sinhala are the same no matter how large, or small, the target population may be. Thus funding for these

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[1] See: www.nie.lk

services should be equitable. The fact that 68% of the schools in the country are Sinhala medium and 32% Tamil medium schools makes no difference.

The omissions of establishing an Institute of Tamil Medium Education at the time when NIE was established in 1985 can be corrected now. Such a decision will benefit both Tamil and Sinhala Medium education without the danger of one making decisions that would negatively affect the other. The two mediums could then cooperate as equals on common concerns to all educators: standards of curricula, teaching, and assessment and creating innovative programs. The NIE can focus on the Sinhala Medium schools with the 78% of staff whose mother tongue is Sinhala.

Prof. Marie Perera, Faculty of Education, University of Colombo, Sri Lanka in her comments on the draft report submitted to the Consultancy Workshop on April 23 and 24 stated that, "The rationale for the establishment of the Institute is sound. However, as rightly stated it should work in consultation with the NIE. If not the concept of education for all would be hampered as the curriculum and professional development through-out the country should be uniform."[2]

In a letter dated 19 May 2014 to the NP Minister of Education, soon after the Consultancy Workshop, Prof. Abeyarathna Bandara, Director General of NIE, wrote, "I sincerely think that we can work together to develop the education level and quality in the North. Therefor the National Institute of Education is prepared to support in all possible ways to develop education system and quality in the North."[3]

The National Institute of Education Act & Objectives

Section 4 (k) of the *National Institute of Education Act (No. 28 of 1985)*, describes the '**Powers of the Institute'** in:

> "…to enter into agreements for co-operation with educational or other institutions, whether in Sri Lanka or abroad, having objects wholly or partly similar to those of the Institute, for the exchange of personnel and students and generally for such purposes as may be conducive to their common objects…"[4]

Section 3 of the Act states the '**Objects of the Institute'** thus**:**

> "3. The objects of the Institute shall be to promote the development of education and in particular to:
>
> a) advise the Minister regarding plans, programmes and activities for the development of education in Sri Lanka;
>
> b) provide and promote post-graduate education in the several specialities of education;

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[2] Personal communication to N. Ethirveerasingam, Facilitator
[3] Personal communication to N. Ethirveerasingam, Facilitator
[4] http://www.commonlii.org/lk/legis/num_act/nioea28o1985375/s4.html

c) conduct and promote studies on the education system including its performance, goals, structures, content and methodology and on the social, economic and other aspects of education;

d) initiate and promote innovative practices in the education system including adaptation of technology for educational purposes;

e) provide for the development of professional and general competence of personnel in the education system;

f) make available to the Government and other approved organizations, specialist services in education;

g) carry out education development programmes approved by the Minister ; and

h) Co-ordinate with other institutions having similar objectives." [5]

The Objectives of the ITME shall complement the Objectives of the NIE

The Review Overview illustration in Figure 12.1 outlines the function of ITME in the 'Blue Branch' line. ITME can function independently, but it is best for it to function in concordance and cooperation with the National Institute of Education (NIE). Some of the areas that the ITME and NIE can cooperate on immediately are:

- Open school Program of the NIE.

- eLessons preparation.

- Psychosocial wellbeing and classroom management ideas for teachers.

- Preparing Tamil Teachers to teach Tamil in Sinhala Medium schools.

- Preparing Sinhala teachers to teach Sinhala in Tamil Medium schools.

- Conducting and sharing research.

- Production of textbooks or ebooks for all grades in all subjects including Year 12 and 13 where no textbooks are prescribed at present.

- Exploring switching to ebooks for all grades, loading them onto iPads or android tablets and distributing to all secondary students to start with. The cost of producing hardcopy textbooks, storing, distributing to every school, storing again, and eventually updating may not be any higher than the ebook approach. Besides the iPads can be used for teaching and learning.

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[5] http://www.commonlii.org/lk/legis/num_act/nioea28o1985375/s3.html

Proposed Outline of ITME

A Proposed outline of ITME is given in Figure 12.1. Figure 12.2 is a draft organization chart of the system.

Figure 12.1: Proposed outline of ITME
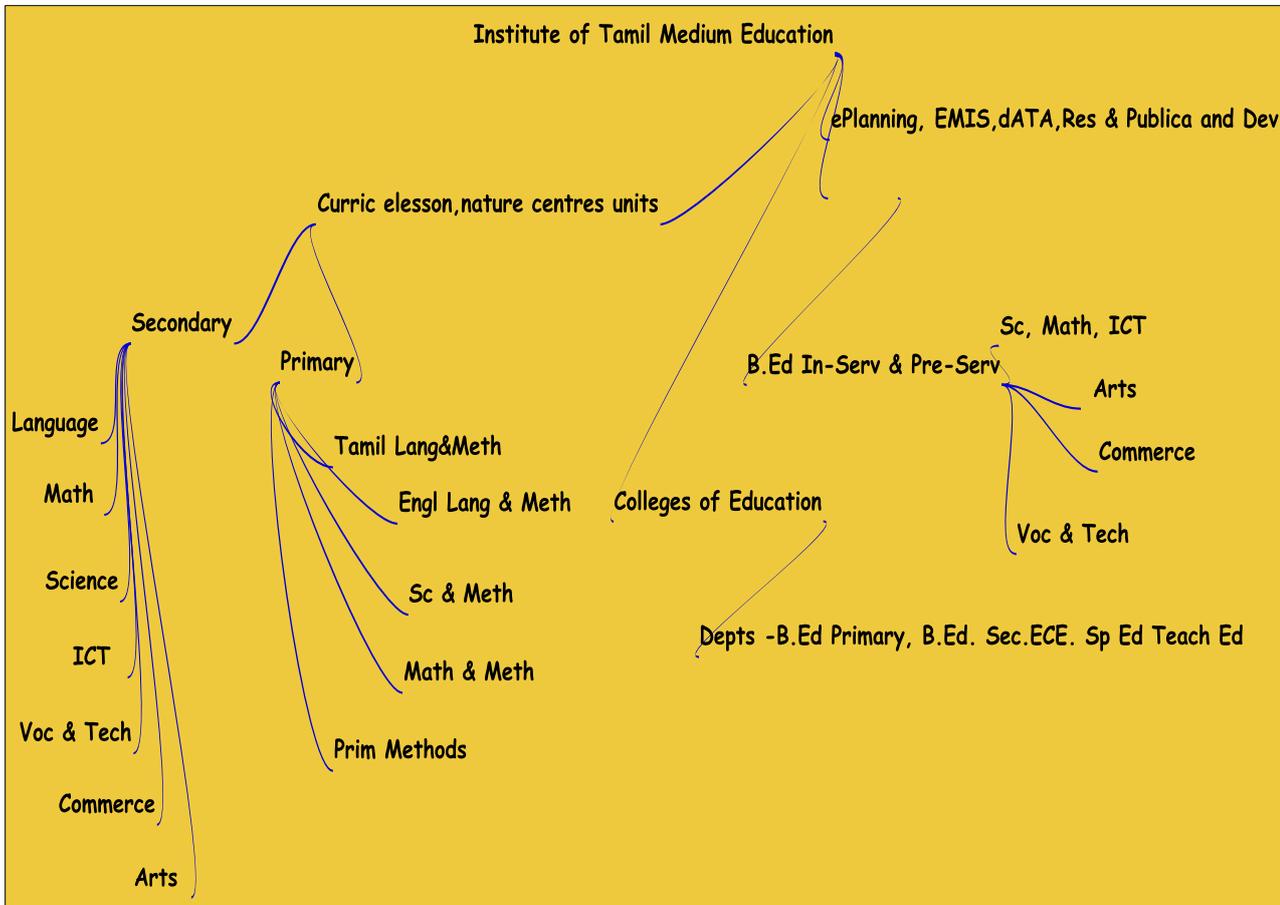
ITME will help develop staff in all academic areas of the institution and the school system. This will include staff in the Tamil Medium schools and other education sectors throughout the island. Such a team of Tamil Medium Education Staff will contribute directly to the development of curricula and methods of teaching as well as create instructional materials using new educational technology. They will also be able to prepare relevant experiential learning activities in the Tamil language.

ITME shall be the centre of Tamil Medium teacher education, curricula, teaching aids, eLearning video lesson development, science and mathematics education centres, and nature centres, which can be located in the Vanni, Thondamanaru, and/or other bird and elephant sanctuaries.

> ITME will help develop staff in all academic areas of the institution and the school system. This will include staff in the Tamil Medium schools and other education sectors throughout the Island.

It shall host the e-planning Database, Research and Publication Unit. The proposed e-Planning Database, Research and Publication Unit will be part of ITME and directly perform their functions in the Tamil and English Medium with the cooperation of the teachers and administrators on a daily basis in real time.

Figure 12.2: Organisation Chart of the ITME
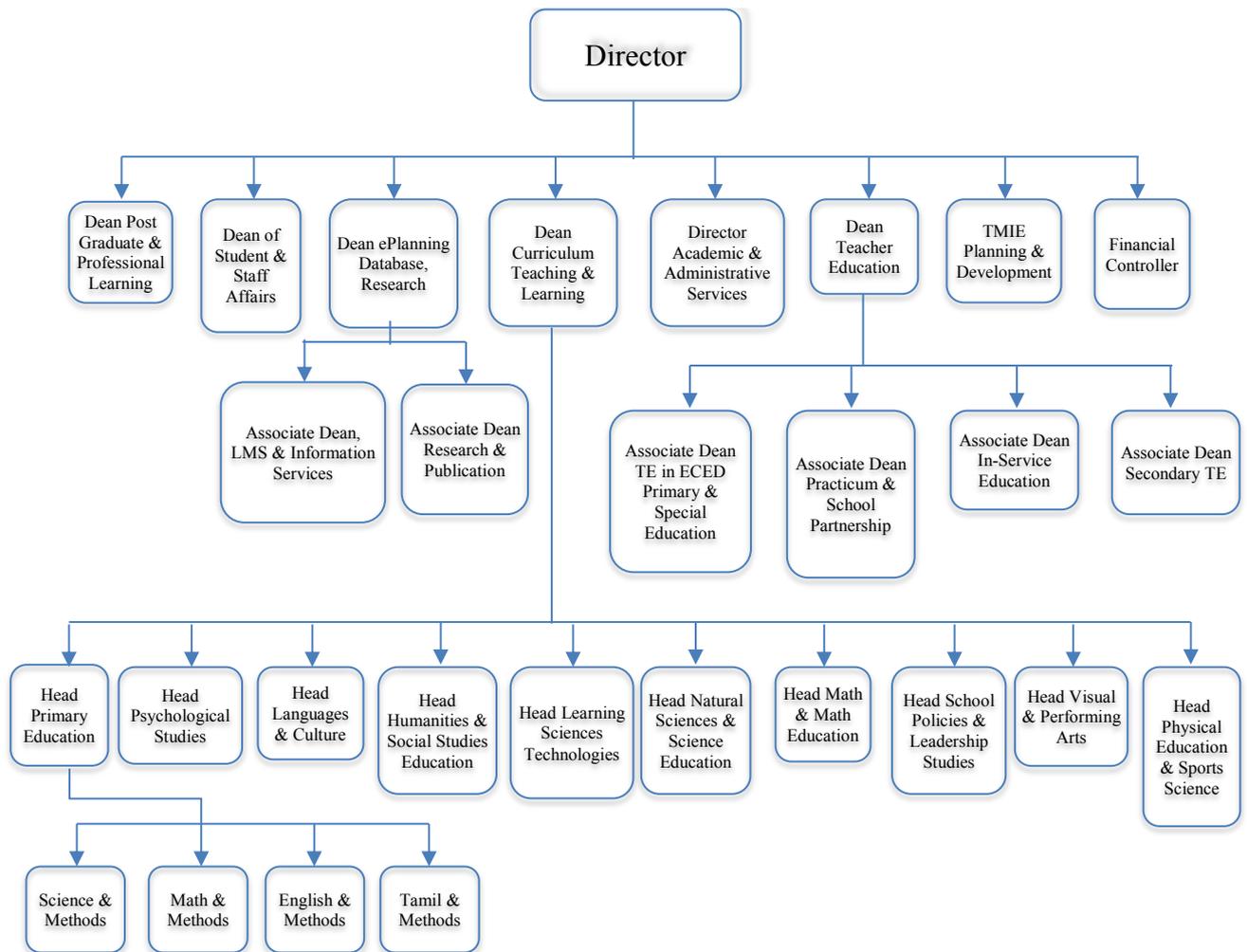
Organization Chart of Tamil Medium Institute of Education from Director to Deans,
Associate Deans and Head of Academic Departments

A Centre for eLesson production and a video and Life Lessons Broadcasting Unit in the Tamil Medium will be established within the ITME. ITME will also coordinate with the Teacher Resource Centres (TRC) in each of the Zones (in the North and East), the Central Government, as well as with other provinces, including the Tamil Medium Schools in the Hill Country, to provide in-service courses and workshops for the Tamil Medium teachers.

ITME can form the base to amalgamate the Tamil Medium Colleges of Education to form campuses of ITME. It can prepare students for the B.Ed. in Pre-School, Primary, Secondary, Physical Education, Special Education, and Counselling and Guidance. Teacher Training Colleges should be phased out or, where feasible and necessary for academic reasons, amalgamated within the Colleges of Education.

ITME can host a Science and Mathematics Education Centre that is urgently needed to prepare teaching and learning materials and be a resource centre for obtaining and distribution of laboratory materials and equipment and making and purchasing mathematics teaching aids.

The primary objective of ITME and its constituents is to provide an experience based learning opportunity approach to learning aimed at stimulating the creative faculties of children so that they are better prepared to solve the problems that will challenge them in the 21st Century.

Student Centred learning, assessment and growth is the primary objective of ITME. The major contributors to achieve the objects are the teachers, the principals, and schools with least restrictive environment that offer relevant curricula and extra-curricular activities. The 'Green Line' in the illustration above lists some of the parts of the system.

ITME will motivate and raise the competence levels of the teachers so that they too are able to meet the challenges they will face in the new classroom and rapidly modernising environment in the Northern Province

Recommendations

1. Form a Committee to establish, in cooperation and in concordance with the National Institute of Education (NIE), a Tamil Medium Institute of Education (ITME). The ITME Committee shall be composed of three representatives from the NESR, selected by the Minister of Education (NP), three representatives from the MOE, senior representatives from the Provincial Ministries of Education in the North and East, The four Colleges of Education in the North and East, the Eastern University, the University of Jaffna, the NIE, and the Tamil Medium schools outside the North and East.

2. The ITME Committee's Terms of Reference should be to consider the proposal above, including the draft organization chart, and present a project proposal before the end of December 2014 that establishes the ITME in 2015.

3. Until ITME is established, all units, that are currently functioning separately, shall continue as they have done and not change their plans and/or activities until ITME is approved to function.

Jaffna Central College - Founded 1816

13: A New Northern Province Schools Administration System

Rationale

The Department of Management Services at the Ministry of Finance and Planning in Colombo still has a large degree of control over the cadre of teachers and non-academic staff. Its approval is needed to recruit teachers or create new positions.

> Devolved decision-making for a participatory process in education

The proposed administrative system is designed to reduce or eliminate many problems in the education system that exist due to the centrally controlled but decentralised nature of the implementation of administrative responsibilities to the Provincial Ministry and the Directorate of Education. The intention of the proposals is not to usurp the powers of the central Ministry of Education, or that of the Provincial Ministry of Education, but to devolve the decision-making of matters that concern the education of children to a board of elected and appointed persons at the Zonal level, especially in the North, for reasons that were presented and discussed in previous chapters of this report.

The proposal is also designed to promote participation in decision-making by the stakeholders on the ground so as to make the system more efficient, create a sense of ownership by the stakeholders, and enable local monitoring of the education of the children. These are all geared towards the ultimate goal of raising the quality of the education offered in the Northern Province and the country. Closer monitoring and access to the decision-makers at the Zonal level will lead to a more efficient management and monitoring of the education administrative system in the Zones and at the Provincial level. At present the stakeholders in the North, and probably in the other

> Promote a democratic decision-making process in education.

provinces, have no say in key aspects of education of their children. The proposed organization for the Northern Province Education System can be adopted in other provinces if they are in the same predicament as the North.

The proposed system is an evolution of the previous administrative system that has been in place since the 1880s with only a few changes. The recommended changes are necessary to respond to the changes that have occurred in the North in the country and internationally in the field of education, especially in educational thought and technology. Figure 13.1, 'Proposed Organization of the Northern Province Schools Administration System' illustrates the system with notes in the appropriate boxes.

It is important for the residents of a province and its Zones to have a say in how it's Provincial and Zonal District Education system functions. The proposed Provincial and Zonal District Board will consist of representatives from students, teachers, principals, parents, and Old Girls and Old Boys Associations (Alumni Associations). If their representatives are given the opportunity to share in decision-making it will improve the learning and teaching performance of the schools within their Zones. The current practice of the Central Ministry and Provincial Education administrators

Northern Province Minister of Education Hon. Mr. Gurukularajah arrives with WFP officials

making decisions on their own, albeit at times with consultation from the appointed Zonal Directors and Principals, and trying to solve problems that the school community faces, has led to many of the problems that the stakeholders have observed and which are summarized in Appendix I.

The recommendation to change the decision making system, is a major change which will need a special committee, or as the Secretary of Education of the MOE has said, "Focus Groups", to consider the implications and work out the details of the modalities and the process of establishment and transition. But this consultation needs to start in 2014 if it is to be established in 2016.

Proposed Structure of the Provincial System of Education

Considering the issues in education presented in Appendix I and discussed in Chapter 2, the concerns that are raised in each of the group's reports and analysing the fundamental causes of the problems, the education system in the Northern Province is in need of a fundamental change in its decision-making, implementation, and monitoring processes. The recommendations below illustrate a proposed new system and notes on what changes and remedies are necessary in the immediate and short term to address the pressing problems. The overall view of the proposed change in the system is illustrated in Figure 13.1.

The proposed structure lays out modalities of a devolution of decision-making, except for national matters on broad curricula and examinations, from the MOE to the Provincial Ministry, the Provincial Directorate to the Zonal Directorate, to the Schools and then most importantly to the children, parents, and their communities. It shows the relationships between organization, authority, and responsibility. It also includes the composition of the Zonal Education Board which governs the Zonal Education Directorate.

Figure 13.1: Proposed Organization of the Northern Province Schools Administration System

Proposed NP Education Administrative System with devolved decision making at Zonal Level

Central Ministry of Education

NP Ministry of Education

NP Dir of Ed
NPDE need to be a position appointed on Merit by the NPBE. Responsibility include implementing NPBE. (See Text for more info.)

Proposed NPDE should have a Board. Responsibilities include curricula, instructional materials, examinations. (See text for more information on composition and responsibilities.)

NP Board of Educ.

NP Dir of Ed

Zonal Educ Office...
ZDE is an advertised position appointed on merit by the ZBE. There shall be a schoos Security division in each district for schools related protection. ZDE is Responsible for implementing ZBE decisions.

Zonal Board of Educatio...
Half the ZBE members are are elected by the voters in the Zones and the other half appointed by the NP Min of Ed from eminent educators, from medical and engineering profession and from Business entrepreneurs in the District and the NP, Principals' Rep. (See proposals for details.)

Zonal Board of Education (ZBE)

Zonal Dir of Ed ZDE

Zonal Educ Office (ZEO)

All schools in the Zone

ECDE

Sp Ed

Continuing Educ School. (CES)

All schools in the Zone
Principal, teachers, admin and other staff positions shall be advertised and appointed by ZBE based on Merit and Need. ZBE shall also have powers to Terminate for documented reasons and accept resignations. All staff shall carry their benefits from school to school and pensions shall be the responsibility of the NP Ministry of Education.

Continuing Educ School....
One CES in each ZD. A Director and full-time and Part-time staff from the world of work. See CEC proposal for details

Recommendation

Provincial Directorate of Education (NPDE)

1. The Proposed NP Directorate should have a Board of NP Province Education (BNPE) composed of the Secretary, Provincial Director, Zonal Directors of Education, a Principal's representative, a Teacher's representative, two Student representatives (17 or older, one of each gender elected by the students enrolled in schools in the Zone), one representative each from the Chamber of Commerce, the Legal Profession, the Banking sector, the Vocational and Technical Sector, the Deans of the University of Jaffna, the Colleges of Education, and one the Medical profession. None of the members should be an elected member of local government, Provincial Government, or Parliament.

> There should be a "citizen's hour" at each monthly Board meeting for the public to comment or ask questions.

2. Responsible for all matters related to curricula and teaching materials, national and provincial examinations, equality of schools and students, child-centred education, all student and teacher general common affairs, pensions of staff and teachers in the province, all publications produced by the Ministry of Education related to education. Preparing one, three, and five year plans, procuring funds for special projects, allocation of funds to ensure equitable allocation of funds to achieve equality and quality of teaching and learning in all schools, security of schools and all members during school hours, including school events. Provide a school transport system in cooperation with the CTB and the ZSBs.

3. The Provincial Director is a member of the Board of the NPE and shall implement decisions taken by the BNPE

4. The Provincial Director shall be appointed by the BNPE on a fixed year, renewable contract.

Zonal Board of Education (ZBE)

1. Half the ZBE members are elected by voters in the Zone and the other half are appointed by the NP Ministry of Education from eminent professionals (attorneys, educators, medical, engineering, accounting or other professions from the business community) in the Zones, representatives of Principals from Type I, II, III, 1C and 1AB schools, students', ECDE Principals, Special Education, Primary and Secondary Teachers, Principals of Continuing Education Centres, and parents will also be appointed. Gender balance should be maintained in electing and appointing membership of the ZBE.

2. The ZBE shall elect its Chair Person by secret ballot.

3. Zonal Director is a Member of the ZBE and shall be present at all ZBE meetings. Provincial Director (PD) is a Member of the ZBE also. A representative of the PD should be present at each of the ZBE meetings when there is an Agenda that relates to Inter-Zonal issues. The first hour of the meeting is a Forum for the citizens living in the Zones to be heard and have their questions answered in writing within a time limit set at the meeting or prior to the next meeting.

Zonal Director of Education (ZDE)

1. ZDE is an advertised position selected and appointed on merit by the ZBE on a fixed renewable contract.

2. The ZDE shall implement all decisions taken by the ZBE.

> **"Lifetime is a child at play, moving pieces in a game. Kingship belongs to the child."**
> - Heraclitus 450-500 BCE
>
> As quoted in The Art and Thought of Heraclitus (1979) translated by Charles H. Kahn

Principal, Teachers, Administration and other Staff Positions

1. All positions shall be advertised and appointed by ZBE based on Merit and Need.

2. ZBE shall also have powers to terminate for documented valid reasons and accept resignations.

3. All staff shall carry their benefits from school to school and pensions shall be the responsibility of the NP Ministry of Education.

4. Conditions of Service may differ from staff to staff based on criteria pre-approved before the announcement of vacancies.

1. Establish a Focus Committee to consider establishing a devolved decision-making education system in the North.

2. The Focus Committee should include 3 members from the NESR, 3 members from the MOE, 2 members each from University of Jaffna, University of Colombo, NIE, a member each from National Education Commission, NP Provincial Director, 5 NP Zonal Directors from the rural and coastal areas of the 5 districts, 3 Retired Eminent Principals from NP Districts, 5 Serving Principals from rural areas in the 5 NP Districts, 1 Chartered Accountant, 1 Engineer, 1 Rep from the NP Chamber of Commerce, 5 parents from rural communities in the NP Districts.

3. The Terms of Reference of the Committee shall include reviewing the proposal for the establishment of a new NP Education administration system and preparing a document to implement their decisions.

Continuing Education Group

Dignitaries at the Opening of the Consultancy Workshop

NESR Consultancy
Workshop – Day 1
Opening & Day 2
Working Groups:
23-24 April 2014

14: Implementation Process, Timeline & Responsibility

Introduction

The Final Meeting of the Steering Committee represented by the 10 Group Leaders, 12 Zonal Directors and their Planning staff, Planning and Research Staff, the accountants, the Director of Works from the Ministry of Education, the Provincial Director, and the Secretary of Education was held under the Chairmanship of the Northern Province Minister of Education the Hon. T. Gurukularajah on Monday 12th April 2014.

All the recommendations that were presented were accepted by the committee. The recommendations presented were a composite of the Draft Recommendations that was submitted to the Consultancy Workshop on 23 and 24 April by the Steering Committee and the edits the Consultancy Groups made. The observations on the history of Tamil education and the advice by the Chief Minister of the Northern Province Hon. C.V. Wigneswaran, the historical milestones of development of education in Ceylon and Sri Lanka the Minister of Education Hon. Bandula Gunawardena outlined, especially his criticism of the National Examinations and their consequences in the South in the seventies and eighties of a majority of students failing them (which would also apply to the North and East) were taken into consideration in the composite recommendations.

> **"All the Recommendations are made with the students in mind. If it is implemented for the present generation it will be good. If not, it should be implemented for the benefit of the next generation."**
>
> *–   T. Senthuran, Year 12 Yarlton College, Karainagar. (Quote from his address to the participants at the NESR Consultancy Workshop – April 24, 2014*

The Northern Province Minister of Education, Hon. T. Gurukularajah's advice was incorporated and note was made of the promise made by the Additional Secretary of MOE that the submissions by students, teachers, stakeholders and the public from all walks of life who have experienced the Northern education process should be kept in mind when composing the recommendations.

Figure 14.1: Implementation Timeline and Responsibility
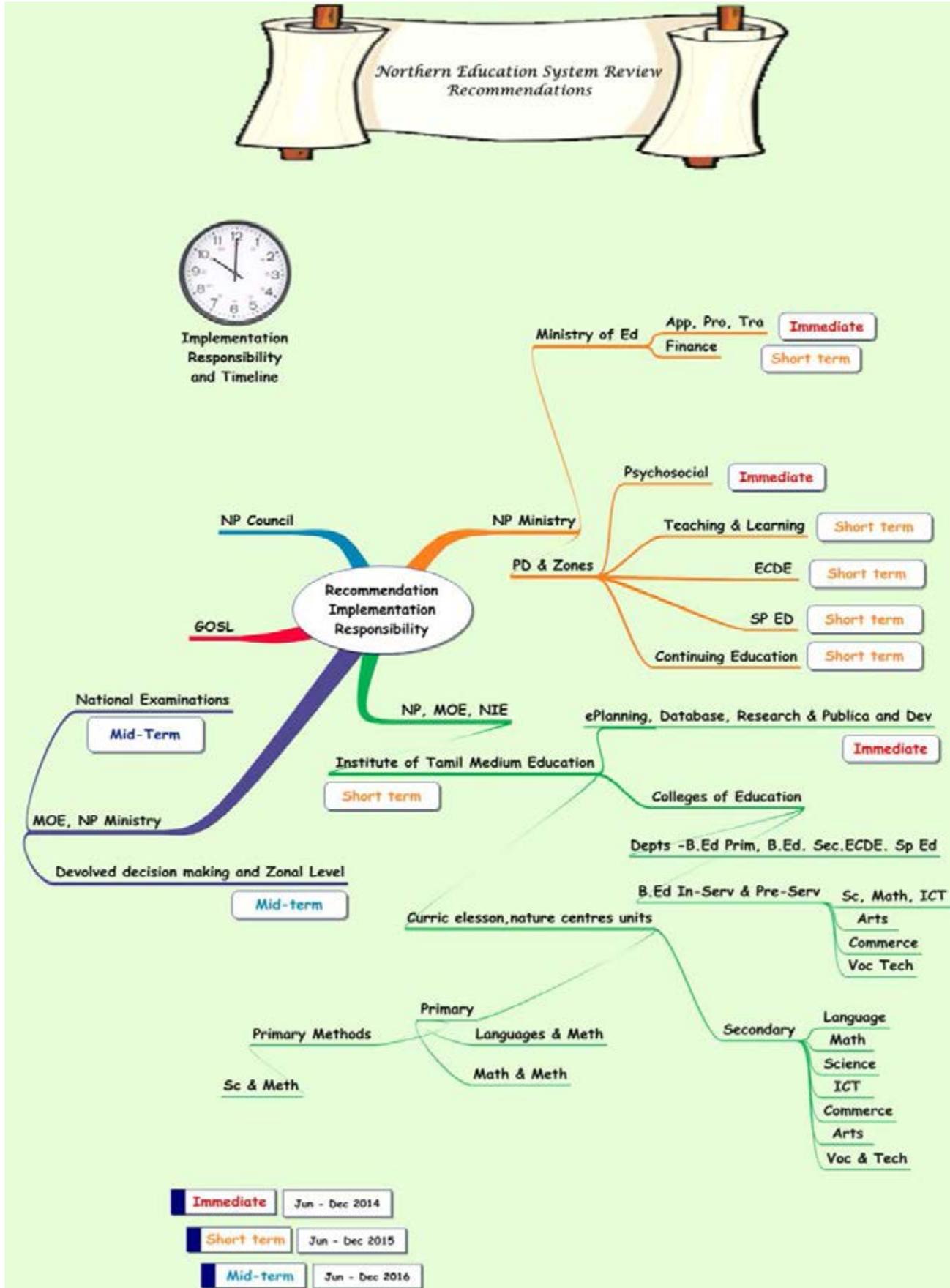
Source: Developed by N. Ethirveerasingam

Pilot Project

It was decided at the final meeting of the committee that:

1. The Ministry of Education and the Provincial Department of Education will implement all recommendations that are marked "Immediate" and start planning for implementation the recommendations that are marked "Short Term" and "Mid Term" and the sections that have the responsibility to implement recommendations for their sections. (See illustration in Figure 14.1)

2. The Zonal Directors were requested to submit a report by May 30 on how they, in co-operation and support from the Provincial Department, the Secretary and the Minister, will implement the recommendations in their respective Zones. **They were also requested to select one school in each of the four Types of schools – Type 1AB, IC, II and III, - in each of their Zones to implement the recommendations as a Pilot Project.** That is, 48 schools in the Northern Province where the recommendations will be implemented. Zonal Directors were also requested to implement the recommendation that does not need any input from the Secretary of Provincial Department.

3. **The need for a Recommendation Implementation and Monitoring Panel (RIMP):**

   a. **It is the view of a vast majority of the Steering Committee members and many of the stakeholders that the recommendations of the NESR will gather dust unless there is strict enforcement on implementation.**

   b. **Inefficiency and non-implementation or skirting around existing regulations is endemic in the NP Education system as evidenced by data presented in earlier chapters.**

   c. **It is therefore necessary that an independent monitoring and implementation of recommendations panel is established to improve the education system. Such a Panel should issue a monthly report on progress and difficulties faced to the Minister. The report would name the departments and officers responsible for implementation and actions that were being taken to assist implementation. Such a report should be a public document.**

   d. **The meeting recommended that the Minister appoint members to the RIMP from the following Focus Groups:**

      i. Psychosocial Wellbeing.

      ii. Education Management Information System and Research & Publication.

      iii. Administration, Appointments and Transfers.

      iv. Teaching, Learning and Teacher Education.

      v. Science, Mathematics, English and Tamil Language development.

      vi. Continuous Evaluation and National Examinations.

      vii. eTextbooks in student owned iPads/Androids for Year 6 to 13 students.

      viii. Institute of Tamil Medium Education.

      ix. New Education School System Organization.

        x.   Staff Development (See illustration in Figure: 14.2 for sections that would need a comprehensive staff development plan.)

       xi. An attorney.

4.   The Focus Groups are to include members from MOE, Education Institutions, students, Principals, Universities, the Colleges of Education and selected key Education Administration staffs. The Focus Groups are to:

    1.   Identify and prioritise recommendations made by the NESR Report.

    2.   Create an Implementation Group under the NP Minister of Education with adequate funding that would formulate projects and seek funding.

    3.   Monitor the implementation process.

    4.   Submit quarterly reports to the Minister.

Need for Staff Development for effective Implementation

To implement some of the key recommendations in Database, Education Management Information System, Research and publication, teaching, learning, examinations, teacher education at all levels, education finance, and School System administration, the current staff need a higher level of competency. It can be acquired by further training than the short in-service training done at present.

The young staff who are now performing in the system have the potential to perform at the required next higher level. During the 30 year war those who preceded the present set of staff and the current staff who had joined the system during that period did not have opportunity to continue their education or pursue higher educational qualifications for a variety of reasons, including the constant displacement and embargos. One of the main factors that impeded further education was the need to keep the education system going under unprecedented circumstances. As a result staff could not be spared to go for higher education within or outside Sri Lanka. Those who came after not only found themselves in the same predicament but also were not mentored adequately by those who were not able to take time off to upgrade their own administrative and education skills. Reconstructing and rehabilitating the education system took all their time.

Short-Term & Long Term Staff Development Process

Now, five years after the end of the war, the staff, especially those who are under fifty, are in a position to enhance their competency by pursuing higher education. Encouraging such staff development will be necessary to take the Northern education system to the next level and perform at the highest level in the country and at par with the rest of the world.

When the Staff Development Committee is in place it can develop a Ten-Year staff development programme. Professor C. Kariawasam, University of Colombo had advised the NESR Consultancy Workshop in an email to N. Ethirveerasingam said,

"Jean Piaget had only once come out of with the goal of education (viz). The Principal goal of education is to create men who are capable of doing new things, not simply repeating what other generations have done - men who are creative, inventive & discoverers. The second goal of

education is to form minds which can be critical, can verify and not accept everything they are offered. Currently Singapore education system is applying the first principle of Piaget. And not simply storing information to passively listening students. In the light of the above may I suggest you to send a few catalytic teachers to Singapore schools to get an understanding of the in learning and teaching for enhancing creativity and problem solving instead of present banking of dead and inert knowledge."

Such staff can be on an exchange program.

Figure 14.2: Areas and Level of Staff Development

Staff Development Illustration

Ph.D. Ed Plan
Ph.D. Educ measurement & Eval
M.Ed. Sc Ed./ Math Ed
M.Ed. TESL
M.Ed Curric
Ph.D. EMIS
M.Ed/Ph.D TESL
M.Ed Sec Tr Ed
Database etc
ITME
For Colleges of Ed
M.Ed Prim Tr Ed
B.Sc/BA 1 yr Teach Cred
Ph.D. Ed Psych
M.Sc/Ph.D. Sc Ed
Teachers
M.Ed Tech
CoE for 1yr Deg in Subject
School
ECDE
M.Sc/Ph.D Math Ed
1 yr M.Sc in Psychosocial counselling
Staff Development
Sp Ed
4 Pres. Ph.D. Ed Admin
Admin
Teachers
B.Ed. in ECDE
Ministry
Admin
Admin
6m Fin & school Admin
Teachers
M.Ed. in ECDE
Finance
1Yr Ed Fin control
M.Ed. Sp Ed
Admin
AO 1 yr Admin
B.Ed. Sp Ed
PD
Zonal Planning 1 yr Ed Plan
PDir 1yr Educ Admin
Zonal Dir 6m Ed Admin
1 Yr Ed Fin control
Finance
Cont Ed Principal & Head of Prog 6m
Bldg Plan educ space & maint
ISA 6m supervision, evaluation of teaching, Action research
1 yr Educ Bldg architect & design

A key element in staff development for the Northern Province in the fields mentioned in Figure 14.2 is for staff to attend universities in Colombo, Peredeniya, Singapore, Malaysia, New Zealand, Australia, India, UK, Canada and USA for their Masters and Doctoral degrees. Such a process will need interim replacement staff. Interim Replacement who can speak Tamil can be recruited from countries mentioned above for two and three-year contracts. That would infuse the system with the expertise necessary to implement the recommendations immediately and lead to other innovations that would result from implementing the recommendations.

Benefits of Interim Staff to Students & Colleagues

Teachers who do not have a Bachelor's degree in Science, Mathematics, English or a teaching credential need to attend degree level teacher education programs full-time. Graduate teachers from Tamil speaking India or other countries on contract basis for two years can substitute for the teachers pursuing degree programs in the Tamil medium in Sri Lanka or South India. Such a system will become a seamless system of staff development and replacement. At the same time the interaction effect between interim staff and national staff waiting their turn for higher education will benefit the entire system.

Such a staff development process, though it will take 10 years, will have the benefit of upgrading the system continuously so as to meet the changing soft and hard educational technology. The staff and students will become creators of knowledge and skills in teaching, learning, and assessment without the students or any others in the system loosing anything during the process.

15: Conclusion & Recommendations

Conclusion

General

The review considered all aspects of the Northern Education System that were of concern to the public, stakeholders and those who are part of the system at present. Keeping in mind that the learning and growth of students must be the centre of education, the twelve groups that the Steering Committee created analysed the present situation and expressed their findings without any restrictions imposed by any authorities within or outside the Northern Province (NP) education system. With the support of all concerned the groups did well to identify the causes and made recommendations to improve the system. The Steering Committee is thankful to the Hon. Minister of Education, Mr. Thambirajah Gurukularajah for initiating the review. We are also grateful for the full cooperation extended to the Steering Committee by the Secretary of Education Mr. S. Sathiyaseelan and the Director of the Provincial Department of Education Mr. S. Selvarasa and their staff who assisted in the Review process.

The groups, during their regular deliberations and presentation to the whole of the Steering Committee, performed professionally. This spirit continued into the Consultancy Workshop with expanded groups that included participation from a wider community of educators in the North and from the Sri Lanka Ministry of Education.

The final version of all recommendations were then analysed and an implementation plan was created and adopted by the main groups of the Steering Committee. Many of the 'Immediate' recommendations have already started being implemented and the Short-Term and Mid-Term ones have been scheduled for implementation on beginning in 2014 and ending in 2016.

The illustration presented with the Executive Summary at the beginning of this Report encapsulates the education system in the North at present and its key problems. Chapter 1 related the process of the review. Chapter 2 presented the current situation and identified the main issues. Subsequent chapters discussed other issues in each of the sections in the system and recommended solutions.

Observations made by Specialists on the Draft Presented to the Consultancy Workshop

Specialists in the subjects of the review from within the Northern Education System, in the and outside the country are presented below. Some educators who were invited to the Consultancy Workshop in April 2014 were not able to attend. Additionally, international invitees were not granted permission to attend the Consultancy Workshop. the draft report was able to be shared with them for their comments and feedback. Some of their key observations on the draft are presented in the relevant chapters. Some of the main issues that were identified are presented below.

The most important of these are the National Examinations. They determine the functioning of the whole education system, not just in the North, but throughout the country. They permeate to the administrators, teachers, students, parents, and the community. They determine the teaching methods in classrooms from Year 1 to 13. They have made the education system examination centred rather than child centred. Paper and pencil tests are the main mode of evaluation. There is no formative evaluation. It is all a 'One-Shot' examination covering Year 10 and 11 or Year 12 and 13. A student's capacity to memorise and regurgitate what has been memorised is by and large what the National Examination demands.

These examinations are the stimulus for the birth of the Tutories and some of the problems associated with it have spread into the classrooms and schools. Until teaching methods that include learning experience in the laboratories and out in the 'field', and project based learning are practiced and are continuously assessed, the problems associated with Tutories will continue. Those who have the financial resources will continue to have an advantage over others due to the fact that they can afford to attend Tutories for an equal or greater number of hours per week as they do their schools. With 50% to 60% failing national examinations each year, the social problems caused by these youth, whose futures are bleak, will be on the increase to the bursting point again. Chapter 5 'Tutories and their Impact on the Education System in the Northern Province', has examined this issue and has made recommendations.

The pressures of examinations, on students, teachers, parents, and administrators may be a major factor, among others, that has led to the rebirth of the corporal punishment that was almost eliminated in the forties to sixties. Corporal punishment is illegal in Sri Lanka and there is no excuse for its continued use in any school in the Northern Province. The rights of the child are being violated and the child protection authorities must act against such abuse. A tragedy is waiting to happen. It is imperative that corporal punishment is banished from the classrooms not only in the North but the entire country.

An administrative nightmare that currently exists is the problem of teacher appointments, promotion, and transfers, especially to remote, rural areas. The problem is that qualified graduate teachers in Science, Mathematics, English and other subjects are reluctant to go to remote areas where shortages exist as there is a lack of amenities and housing. The extra income opportunities from tutoring that are available to teachers in urban areas are another reason why some teachers fight transfers to rural/remote areas.

Another observation is that Tamil educators did not have the opportunity to go for higher education in a variety of fields due to the war and in doing so become creators of curricula, instructional materials, assessment, and other education fields in numbers large enough to occupy positions of responsibility in Tamil Medium Education even though there are 3,124 Tamil Medium schools throughout the island. Most of such work is created in a language other than Tamil and translated into Tamil. It is often a poor reproduction of the original. This omission by national educators and the Ministry of Education needs to be rectified as soon as possible.

The education administration in this country was centralised during the colonial rule of the British. Subsequently the administrative aspect of the education system was decentralised. But the key decisions are still controlled from the Centre. This is the case even after the introduction of the Northern Provincial Council. The North did not have an elected Provincial Council until in 2013. It

is now time for decentralisation of decision-making, especially those decisions that affect the learning and growth of children in the North and if relevant in other provinces.

The recommendations in all the chapters are aimed at improving the current situation. Chapter 12, 'Institute of Tamil Medium Education', and Chapter 13, 'A New Northern Province Schools Administration System', are aimed at improving the decentralisation of decision-making on issues directly related to the education and growth of children in the North and other Tamil Medium Schools throughout Sri Lanka as well as reforming the current administrative system,

…decentralisation of decision-making on issues directly related to the education & growth of children in the North & other Tamil Medium Schools throughout Sri Lanka…

It is hoped that the Ministry of Education (Central) will implement the recommendations made to them, 90% of which they informally agreed to at the end of the Consultancy Workshop. It is important for Focus Groups, as the MOE termed it, will meet in the recommendations and find ways and means to implement from now on to before the end of 2016.

National Examination Results 1992 to 1997 (during the war)

Results of O/L from 1992 to 1997 for all Districts in each of the 8 provinces are presented in the Table 15.1 from the study, "An Appraisal of Education and Sports in the NorthEast Province of Sri Lanka."[1]

Table 15.1 (Table 9 in original document): "Percent Qualified to continue to GCE A Level by Districts and Years 1992, 1994, 1996, 1997 and GCE A Level Percent Pass."							
	1992	**1994**	**1996**	**1997**			
DISTRICT	% Passing GCE O/L	% Passing GCE O/L	% Passing GCE O/L	% Passing GCE O/L	% Diff 92/94	% Diff 94/96	% Diff 96/97
Kandy	22	22	26	32			6
Matale	18	17	22	26			4
Nuwar Eliya	17	18	21	24			3
Nikaweratiya	-	-	-	27			-
CP	19%	19%	23%	27%	0	4	4
Amparai**	21	20	24	26			2
Kalmunai**	-	-	-	54			-
Batticaloa	23	22	30	36			6
Trincomalee	20	19	25	32			7
Vavuniya	19	22	32	41			9
Mannar	30	23	30	35			5
Kilinochchi	18	19	24	31			7
Mullaitivu	17	20	24	34			10
Jaffna	26	26	26	39			13
NEP	22%	22%	27%	36%	0	5	9
Sri Lanka	22	21	26	33		5	
Source: Based on MOE 1998							

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[1] Ethirveerasingam, Nagalingam. "An Appraisal of Education and Sports in the NorthEast Province of Sri Lanka", Report to the NorthEast Province Ministry of Education, Culture and Sports. 1998. Table 9.

"…However the results cannot be maintained by the people under distress if the embargo, restrictions on education materials, fuel, food and medicine continues. Education and examination results of children of poor parents will be doubly affected if the current government policies of deprivation of the basic necessities continue. "[2]

Note above that the 1997 NEP results were 3% higher than the national average of 33%. On May 13 1997 the Chandrika Bandaranaike Kumaratunga regime unleashed the Jeya Sikuru offensive in the North. It displaced the entire population including all schools east of the A9 in Vavuniya North up to Kilinochchi, which was displaced in August 1996 into the part of the Mullaitivu District that is west of A9. All schools east of the A9 were cramped into Puthukudirruppu and the surrounding area and those west of the A9 into the area from Akkarayan to Madhu West.. Temporary huts were erected and the teachers, principals, and administrators, all of whose families were also displaced, endured and taught the children. It was their finest days.

It is to the credit of the Ministry of Education in Colombo that, though they could not get the government to lift the embargo on teaching materials and other basic needs of the children, they did their best to ensure that the examinations were held and succeeded to complete them amidst the continuing war in the Vanni. Twelve more years of war tragically ended in 2009 with the loss of over 70,000 civilian lives and 290,000 adults and children, among them students, teachers, and administrators, to detention camps. The displaced teachers and administrators started schools in the detention camps and when they were released they continued to help with the education of the children still in the camps. They also arranged the students to attend school outside the camps and take examinations.

Since 2010 December many are back and rebuilding their homes and lives. But many are still displaced: lingering in their temporary shelters, with relatives, or shifted out of their original place of residence to unfamiliar places to make way for ever expanding military bases with an unprecedented number of armed forces. The results of long term displacement have decreased the number of students in schools that have functioned for over one hundred years in some instances. A serious issue not discussed in depth is that Tamil residents are being prevented or discouraged from returning to their original places by the military. They continue to live in tents while the government is creating new Sinhala settlements with new Sinhala Medium schools while the Tamil Medium schools are still functioning in huts.

> The military should keep out of schools and the life of school children, teachers and education administrators.

Schools still continue to experience intrusion of the military into their work. Administrators find themselves being commanded to come here and there for military functions. Teachers, administrators, and school children are coerced by the military to be present to celebrate the very victories from which the children suffered. They are in fear not to say no to the ceremonies that they do not wish to participate in. Such is the internal conflict that school

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[2] Ethirveerasingam, Nagalingam. "An Appraisal of Education and Sports in the NorthEast Province of Sri Lanka", Report to the NorthEast Province Ministry of Education, Culture and Sports. 1998.

administrators and school children face. They express their disgust and fears about such coercion to 'safe ears' but are afraid to speak out publically for fear of retribution. It therefore falls on the NESR Report to say it openly to convince the government through the good offices of the Hon. Minister of Education Mr. Bandula Gunawardena: **"Please keep the military out of the schools and the lives of the children"**.

To the military and the government the Review would urge them to follow Buddha's Dhammapada.

> **Jayam veram pasavati**
> **Dukkham seti parajito**
> **Upasanto sukham seti**
> **Hitva jaya parajam**
> - **Dhammapada, Sukha Vagga Verse 5**
>
> "**Victory breeds hatred;**
> **the defeated sleeps in sorrow;**
> **the peaceful sleeps happily, abandoning victory and defeat.**"

Recommendations Complied By Chapter

Chapter 3: Psychosocial Wellbeing of Students & Teachers

Recommendations

Code of behaviour

1. Ensure that the number of students in the classes is kept to the recommended size[3] to reduce pressure on teachers and improve the learning environment.

2. Provide the opportunity for teachers, parents, and stakeholders to write their own acceptable ethical code and behavioural guidelines within a broader framework[4].

3. Encourage teachers, students, and parents to draft a 'Code of Ethics' (of the school) accepted and signed by students and parents (on admission), as well as by the teachers and principal. The Code of Ethics should be put up in a visible area for all student, staff, and parents to see and review.

    Form a school ethics committee and empower it to implement and monitor the Code of Ethics.

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[3] Maximum Student: Teacher ratio (Primary Level classes 20:1- over 20 classes can have assistant teachers; Secondary Level classes 30:1)

[4] This code/guideline must of course keep within the National Education Policies and Circulars. For example: Corporal punishment should be totally removed from schools (zero tolerance). The Minister to re-issue the circular sent out by Ministry of Education (central) in 2005 regarding corporal punishment being banned from schools. The zero tolerance circular should be displayed visibly to students, staff, and visiting parents at the school.

4. Conduct biannual refresher training for teachers and principals on positive discipline skills and behaviour modification techniques.

5. Implement regular appraisal systems.

6. Ensure through a line management system that teachers and principals adhere to a basic standard of ethics, discipline, and code of conduct through a transparent mechanism.

7. Conduct awareness programs on Code of Ethics for students, teachers, and parents.

School Based Counselling

1. Ensure through training that the teachers and principals have the competences to initiate and maintain child friendly classrooms, create a learning environment that minimises behavioural problems, facilitate appropriate activities for students, and cope with minor psychosocial problems of students.

2. Provide an in-depth training[5] for those involved in counselling and guidance before the end of 2014 and twice a year thereafter for three years to maintain and update their capacity and skills.

3. Revise and print a new edition of the 'Child Mental Health' book and other resources with the support from the line Ministry of Education, before the end of 2014, and provide refresher courses to teachers and principals to update their knowledge on Child Mental Health.

4. Appoint one Teacher Counsellor for schools with over 300 students, in all 1AB, 1C, Type II and III schools including the schools in the 1000 School Project.

5. For schools with less than 300 students, only those teachers interested and willing to provide these services should be appointed.

6. Promote bi-annual meeting of Teacher Counsellors to report and share their observations and conclusions to improve achievement.

7. Teachers who have the training and dedication and are willing to provide counselling services to students may be appointed as counsellors.

8. Encourage and motivate schools to provide a positive environment for counselling and guidance services by allocating a room with adequate privacy but with an open door and comfort. Positive environment for counselling and guidance services needs to be defined by the Parents-Teacher-Principal-Master Counsellor committee more clearly so that there are no misinterpretations and the safety of students is ensured.

9. Allocate one Master Counsellor for each division and an ISA/ADE–Counselling for each Zone to supervise and organise the psychosocial well-being of students and teachers, and provide counselling and guidance services.

10. Empower the counselling teachers to deal with a wide variety of psychosocial issues that they might encounter from the students and teachers at the school and community levels.

11. Update and issue a fresh Terms of Reference (TOR) for newly assigned responsibilities and to appointed teachers.

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[5] At least six months duration

12. Ensure that counselling and guidance teachers sign and abide by the 'Code of Ethics in Counselling' produced by the school and accepted, after ensuring it meets appropriate standards, by the Department of Education before the end of 2014.

13. Appropriate supervisory mechanisms need to be established and practiced. This includes weekly to monthly peer-group meetings among themselves at the zonal level, with supervision by Master Counsellors, ISA's and ADE's at the District/Province level.

14. Activate/create and utilise the Teacher Resource Centre in each zone for recommendation 13 (above) where updated, informative and skill development lectures, workshops, and seminars by visiting specialists should be arranged regularly.

15. Ensure that counselling and guidance teachers are familiar with and use referral pathways and networking facilities; referring more difficult and complex students/teachers to senior, Master Counsellors and/or mental health professionals. They will need to be competent to network with other government services and departments.

16. Provincial Department of Education should maintain a list of organisations and institutions that can provide assistance for their students, teachers, and principals. For such approval the Provincial Director designated senior official should ensure the credentials of the persons, organisations, and contents are competent and relevant.

17. Counselling and guidance teachers should have the option of taking regular classes in their special subject and other co- or extra-curricular activities in addition to counselling.

18. Encourage Senior Counsellors and Master Counsellors to provide their services to the teachers, principals and other admin staff within the department who are in need of their services

Support and Supervision

1. Encourage and promote positive learning, and informative, collaborative processes and approaches.

2. Provide a supervisory mechanism for teachers and principals.

3. Encourage In-Service Advisors (ISA) to change their role from disciplining teachers to authentic advisors and supervisors.

Psychosocial Wellbeing

1. Provide continuous space, time, and guidance to the students for cooperative activities and peer group interactions by encouraging school level club activities, student government, cultural programmes, educational tours, inter-school activities and other opportunities for creative thinking and actions.

2. Schools should encourage healthy competitions at a collective level and minimise the unhealthy competitions at an individual level. Examples of both healthy and unhealthy competitions would be defined by the Provincial Department with the help of students, teachers, parents and the office-in-charge of counselling and included in the teacher training sessions.

3. Change current examination oriented, lecture notes for examination purposes to the 5 E's (Engagement, Exploration, Explanation, Elaboration, Evaluation,) teaching method. Change teacher/school evaluation and judgment based solely on national examinations to broader criteria such as promotion of student well-being and observation of basic child rights, as well as development of the student's overall capacity, potential, critical thinking, learning abilities, relationship, life and social skills, and citizenship values.

4. Reduce importance and prevalence of private tutory culture and promote Vocational Training (VT) opportunities.

5. Conduct regular forums and opportunities for teachers and principals to interact with their peers. Periodic school level staff meetings can create teacher friendly environments by changing their current focus of talking only of problems and finding faults with each other towards one that creates a more positive learning environment, results in informative and collaborative processes, and leads to approaches that are more encouraging and promoting of one another.

6. Strengthen the supervisory mechanism of its teachers and principals to provide feedback; such an evaluation system should be formative.

7. Encourage more interactions between parents, community and government structures, and the school including participation in joint activities and regular meetings.

Recommendations

Primary Education

1. Educate Primary teachers on Science, Mathematics, Tamil, and English concepts and education methods at the Primary level.

2. Increase the competence of the Year 1 to Year 5 teachers to teach in all subjects. Their current competence is limited to the Arts.

3. Assign competent teachers with a higher qualification to teach all subjects to Years 1 to 5 and more appoint 2 or 3 competent teachers in all of the subjects to teach at Years 6 before individual teachers teach their subjects to Year 7 onwards. Year 6 is therefore a transition from one teacher for all subjects to two or 3 teachers.

4. Implement and monitor the Child Friendly Approach to learning in each classroom. (UNICEF method)

5. Continue the World Food Programme feeding program through 2015. But ensure that fraud is eliminated to convince WFP to continue the program.

Teachers

1. Inculcate in teachers, through the formal education system, current teaching methods. Increase their knowledge and practical application of subject areas, general knowledge, and methods of motivating students so as to keep their continued interest and desire for learning to prepare them for the future demands of the society.

2. Offer teacher education courses, including methods of teaching, measurement of student achievement, and maintaining student discipline. Courses on how to maintain an optimum level of emotional excitement conductive to learning to the new and past graduates in the various subjects before and after they enter teaching would also be beneficial.

3. Conduct an evaluation of the equipment, furniture, personnel status and the operation of the Teacher Resource Centres (TRC) in each of the Zones and determine whether the responsibility of the TRC should be transferred from the Ministry of Education (MOE) to the Zonal Directorate to achieve the efficient operation originally intended.

4. Consult the teachers to determine what areas they require in-service education in and ensure that they are putting into practice what they have learned.

5. Encourage teachers to conduct Action Research on teaching and learning, and share the results with others teaching the same subjects. Encourage teachers to continue learning about teaching and introduce new technologies and methods of teaching.

6. Require In-Service Advisers (ISAs) to conduct model lessons to show how a particular type of lesson – information, classroom practical and field - should be taught to enhance learning.

7. Students in Year 10 to 13 should be required to select a teacher teaching at the Year 10 to 13 levels as the student's academic and career guidance advisor. They should meet twice a month and records of the advice sought and given should be kept. The student's right to privacy should also be strictly maintained.

8. The academic counsellor should try to get the student involved in school and community volunteer work. Students who are 16 years old and older should be encouraged to try to get after school paid jobs at minimum hourly wage.

9. School based assessment should consider assigning marks to students who engage in volunteer and/or paid work in or out of school.

Chapter 4: Teaching, Learning & Examinations

Recommendations on Classroom Learning and Teaching

1. Encourage schools that have special facilities that are not available in the other nearby schools to share them with each other.

2. Ensure that each school has a well-stocked library and encourage each class to have a cupboard full of books of interest to students and teachers to check out and read at home.

3. Establish a Nature Centre in the forests in the Vanni for students and teachers from the provinces to reside at for four or five days in order to learn by experience the science, mathematics and the ecology of the forest environment. (See Appendix X for a concept paper.)

4. Use the *Thondaimanaru* Resource Centre for field trips by students to learn about its ecosystem and its use by the people.

5. Use the space available in schools from 3:00pm to 6:00pm and on weekends to teach vocational skills, 'soft skills', conflict management, value education, and other extracurricular activities for students who have sat for the GCE O/L and A/L Examinations but are not yet admitted to any class. Skill classes can be continued for students who were not successful in the two examinations. Such students are in the student roll and teacher carders are available, therefore the cost will be minimal.

6. Make education compulsory up to Year 12 from January 2015. And compulsory till Year 13 starting in 2015. Britain has done this for 2013 and 2014. Students can follow a vocational Technical stream or an Academic stream based on their performance in a newly designed National Examination that would include school based performance assessment in practical, experienced based learning, including social activities.

7. Implement eLearning, using e-lessons, in Science, Mathematics and English in two schools in each of the Zones that have less than 40% pass rates in the 2013 GCE O/L examinations. Some of the e-lessons have already been developed and the Provincial Directorate is engaged in developing additional ones for all Grades.

8. Assess each student's knowledge and skill levels at the beginning of each term for each class so as to be able to place them in the appropriate e-lessons to start with and compare the results with the performance at the end of the term.

9. Award a High School Diploma to students who will not be advancing to Year 12 on the basis of attendance and minimum achievements in employable skills in the key subjects.

10. Increase the quality of teachers and teaching in key schools so that gifted children can be placed in them and receive higher quality teaching and a more challenging educational experience. These schools should be chosen Zonal-wise and evenly distributed with respect to travel time so that they are accessible to all gifted children.

11. Include classrooms for special needs children in Zonal-wise, evenly distributed schools, with respect to travel time,

12. Focus on Student centred learning.

13. Provide an electronic platform to students and ensure the core content is audited and supplement content identified.

14. Introduce in-school guided enrichment and self-paced eLearning of English, Science, Mathematics and other subjects

15. Small group discussion to promote cooperative learning skills and experience based learning via experiments, surveys and projects needs to be encouraged.

16. Implement eLearning as pilot project in 24 low performing schools where there is a shortage of qualified teachers.

17. Supplement eLearning lessons with activities that are related to the e-lessons so that students can test and experience what is learned via video lessons

18. Utilize resources at school after school hours for skills education

19. Ensure that the teacher to student ratio does not exceed the recommended ratio of between 1:25 and 1:30.

20. Conduct periodic surveys of the problems that the students encounter at home, in the community, on the way to and from schools, and their mode of getting to school. This

will enable administrators to better address and respond to problems, such as lack of motivation and absenteeism, which affect learning and achievement.

21. Regularize the time taken from class instruction to spend on extracurricular activities to the extent that more and more time is taken away from teaching. External institutions are conducting training that emphasizes their mandates. School competitions that, for those who are competing at subsequent levels, take their study time and the time that should be devoted to learning and teaching. Cricket competitions schedules that are scheduled nationally involving competitions by each school against each other need to be reconfigured considering the students' classroom time.

22. Equate the subjects such as physical education, health, and academic subjects with new subjects that prepare students for the world of work, such as economics, trade, money and banking and vocational skills.

23. Motivate the students and teachers to get competence in their 'mother tongue', especially in grammar. Such competence will ensure that the students understand the questions on examinations that are in their 'mother tongue'.

24. Require a review of the current curricula that is being implemented in all subjects in all grades with the consultation and assistance from specialists in Tamil who are also specialists in each of the subjects.

25. Motivate the students and teachers to read more by requiring them to compare and contrast and resolve identified problems via researched publications relevant to their study.

26. Conduct group discussions during the end of term holidays to review the past term performance of teachers and to prepare the next term lessons. Discussions should also focus on teaching methods, resolve administrative issues, and introduce new methods and technology in teaching and learning. Such a review needs to involve the principal and the Assistant Directors of Education (ADE) specialized in the various subjects.

27. Require In-Service Advisers (ISA) to treat each school equally and conduct evaluation of teachers and schools regularly and recommend action plans.

Observations and Recommendations on Examination

1. Conduct a formal longitudinal study to assess whether the Year Five "Scholarship" Examination is valid and reliable. Until such time minimize the importance given to the test.

2. Institute a system to award scholarships to students from families that are below, at, or just above the poverty line irrespective of their school performance.

3. Award a stipend for all school children who have one or no parents.

4. Admission to the schools that perform high at O/L and A/L should be based on the grades of the school they attend and a Zonal Examination that evaluates other aspects of the student's growth in addition to academics.

5. Strengthen Grade 9 provincial level examination: Test various skills of students (Not written examinations only)

6. Strengthen primary and secondary education by teaching skills required in the world of work and daily living to prepare students to face the future.

Recommendation on Curricula

1. Prepare curricula concept based and on principles that apply across the traditional subjects. For example, the concept of light that can be taught through its effect on living things, chemical reactions in plants and animals, and the properties of light, its spectrum as a wave lengths.

2. Prepare questions in all subjects at the higher level of the hierarchy of educational objectives.

3. Require students to prepare small research projects that require that they go out and collect information from libraries, the school compound, from people and the environment, and write up a report of methods used, observations made, and conclusions. It should be graded each term. The continuous cumulative results should be given a percentage of the total grade that will count towards their GCE O/L grade.

4. Implement a Grade Point Average (GPA) System and Cumulative Average System (CGPA) of evaluation at the secondary school level. Simple software can be made by the IT teacher and GPA and CGPA can be calculated and stored for reference by all teachers and administrators.

5. Conduct workshop for all teachers and administrators at the secondary level on the GPA and CGPA system.

6. Establish a committee of specialists within the subject area from the professional and business world to examine and propose by end of November 2014:

    a. The reasons for poor performance in English. Study the curricula and teaching methods used and propose a new approach to teaching English for students to get proficiency first in speaking, then reading and then writing and not to spend time on grammar until they are in Grade 10 or 11.

    b. Prepare curricula that would integrate the sciences, schedule the content that would be taught in each of term from Year 9 to Year 11.

    c. Prepare mathematics curricula, or take the existing curricula, from Year 1 to Year 11 that would focus more on learning by application and exercises in using manipulative and experience based methods as opposed to paper and pencil or chalk and talk methods.

Recommendation on G.C.E. O/L & A/L Examinations & New School Calendar

The main recommendations are to solve a national problem the National Education System unintentionally has created and continues to allow. Therefore the recommendations need to be considered by a National body consisting of all provincial education Ministries and Departments.

1. Start the school year in the first or second week of September of each year for all students including GCE O/L and A/L students starting in September 2015.

2. The O/L National examination should be held in **June** of each year starting in 2015.

3. The A/L National examination should be held in **July** of each year starting in 2016.

4. All sections of the MOE starting with the Department of Examinations and other departments at the National and Provincial levels, Zonal Directors, Principals and Teachers be advised to redesign, retool and use existing technologies in education especially in examination and marking technology to examine students, assess their achievement and report their results, and getting ready to switch to adopt in the transition process of the NEW SCHOOL YEAR. (This exercise is to stop the wastage of precious 8 to 12 months of lifetime of the young in their formative years that also give most students to go astray at a high cost to themselves and to the society. It is also to get into jobs those who qualify for higher education a year earlier. They will start earning a year early and thus spend the money to stimulate the economy through the multiplier effect of their spending.)

5. Establish a high level committee from the Provinces, MOE, NIE to reschedule the O/L and A/L examinations to bring in tune with the School Year.

6. Require a student attend 80% of classes up to two weeks before the examination in order to receive an Admission Card to take any national examination as a candidate from that school. Leaving school by students or teachers after attendance roll call should not be permitted except in emergencies.

7. A delegation consisting of the NP Minister of Education, the Secretary, Provincial Director, Zonal Directors from each of the 5 Districts, and 4 Principals selected from 1AB and 1C schools should meet with Central Minister of Education, Commissioner of Examination and other senior members of the MOE, as well as representatives from all Universities and Colleges of Education to discuss the proposal from the NESR to:

    a. Start the school year in September of each year for all students including GCE O/L and A/L students starting in September 2014.

8. Set up a committee with education specialists from the North, from other provinces, from the MOE, NIE, University of Colombo, University of Peredeniya, Southeastern University, Eastern University, and University of Jaffna to:

    a. Create an examination that would include,

        i. School-based continuous assessment on all aspects of a students learning and growth including practical performance assessment and project based learning in each subject in each term.

    b. Explore the possibility of transferring the teaching of Year 13 content of the Arts, Commerce, Mathematics, Science, and Technology subjects to the university level, which have better facilities and lecturers with Masters or Doctorate degrees. Extend the current curricula in Year 12 to give time for all subjects to be taught using experiential learning methodology.

9. Require subjects now being offered as optional or "Basket of Subjects" to stimulate each of the 9 Intelligences for at least one to two terms.

Recommendations on Schools

1. Limit the enrolment in schools to 1,500 students.

2. Study the student enrolment pattern in 1C schools and if needed establish more 1AB schools by converting IC schools to 1AB schools.

3. Facilitate all 1C schools to offer Commerce and ICT.

4. All Type II, 1C and 1AB schools should conduct vocational skills from 3 to 5 pm weekdays and all day Saturdays for O/L and A/L students who have sat for the exam and are awaiting results.

5. Commission a comprehensive study on the skills required for employment and survival in the Provincial and Sri Lankan economy. The study should come up with a 'Dictionary of Occupational Titles' and outline the requirements and skills necessary to perform each job. It should be in an electronic form that is updated in real time and made accessible to all schools and tertiary institutions.

6. At least three 1C and/or 1AB schools in a Zone should conduct classes for students who could not continue studies for whatever reason so that they can come back to school to learn employable skills when the school is not in regular session (afternoons, evenings, or weekends).

7. All schools shall be Government Schools under their Provincial Directorate and the National School system should be transferred to the Provincial Directorate.

8. Monitor and maintain standards/quality of education and training provided by private institutions, and government funded or aided institutions. There are wide variations in quality of instruction provided, as well in the standard/quality that the students attain. These need to be streamlined and made comparable, thus providing equal and equitable opportunities to employment seekers.

9. The Provincial Ministry of Education and the Provincial Directorate should be responsible for the education of children 18 years of age and younger irrespective of whether the children are attending, registered or unregistered private schools or Tutories. As such those institutions need to be monitored and regulated to ensure that their curricula, books, notes, performance, and buildings are as good as those in government schools.

10. A comprehensive study of the Tutories must be done to determine the mode of operation, schedule, and other significant factors that affect education of children and award them Certificates with class categories such as A, B, C, D.

Recommendations on In-Service Advisors (ISAs)

1. Strengthen the role of ISA and establish a performance appraisal system.

2. ISAs who have not taught full-time in a class continually for 3 years should go back to teaching for one term and then have their performance appraised.

3. ISAs should observe teachers in a school for a week and then confer with the teachers and principal and submit and discuss the teacher's performance report, based on the journal, to the Assistant Director of Education (ADE). Record of minutes of all meetings should be kept.

4. All teachers and ISA's should demonstrate computer literacy. If they pass a department exam they should be given a reward of Rs.5,000. Those who pass a typing test by typing 30+ WPM should also be given a reward of Rs.5,000.

Observation and Recommendations on Students & Sports

Recommendations: Students and Sports

1. Implement a sports skills activity twice a week in each term for all Year 1 to Year 13 students.

2. Rules and laws of the games are best learned and understood in practice rather than from notes and chalkboard.

3. Participation in sports and other extracurricular activities should be graded weekly and included in the end of term grade report. This in turn should be reflected in the GCE O/L examination scores.

4. Each student should take part in one indoor, one outdoor and one board game each term. Such sports activities when outdoor are best held at the end of the school day.

5. Team competitions within and between schools should be held ONLY on Friday afternoons and Saturdays, and after school hours.

6. Provincial School Cricket Associations should inform the National School Cricket Associations of the Provincial School Sports Calendar so that Provincial, Inter-Province and National competitions can be scheduled on the days specified above (Friday afternoons and Saturdays). This will ensure that the students' studies are given first priority.

7. Under-19 School competitions should not be aimed at selecting a pool for National Cricket squads at the expense of the studies of 80% of the student cricketers.

Recommendation: Scholar Sportsperson

1. Implement a standard of academic performance level that must be maintained for each student who wishes to represent the school team in competition. The standard followed in USA is that in each term students must attain a "C" average in all the subjects to be allowed to represent the school in any of the subsequent term's sports, artistic, or other competitions.

2. Encourage science and arts students by providing them with after school sports tuition free in the subjects they need such help.

Chapter 5: Tutories & Their Impact on the Education System of the Northern Province

Recommendations

There are recommendations that the Northern Province Education system can implement immediately and in the short term.

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10. A committee composed of specialists in education in the North selected from a representative group but not more than 10 be formed to study what regulations, statutes need to be enacted to:

   a. Prevent students enrolled in schools from Pre-School to Year 13 to attend for profit Tutories outside the school during the school hours.

   b. Stop teachers to teach at any Private Tutories during school hours.

   c. Prevent teachers to teach students from their classes in any for profit Tutories at any time. This is to prevent teachers from not teaching what they should teach in their classes and encouraging the student to attend Tutories because there is a conflict of interest.

   d. Restrict any students from attending more than 15 hours of tuition, at any time, in a week, during school term including weekends but not including holidays.

Chapter 6: Administration, Appointments, Promotions, Transfers & Teachers Issues

Recommendations

Qualifications

1. Establish basic qualifications and incorporate into the scheme of recruitment for every recruitment category for the appointment of teachers.

2. Conduct recruitment exams for appointment of teachers.

3. Distribute copies of the scheme of recruitment to all the institutions concerned including schools.

Appointments

1. Appoint staff based on qualifications, the results of the recruitment examination, and well-structured interview.

2. Identify 'difficult areas' in the province and appoint teachers to these schools with conditions/incentives adjusted based on their period of service.

3. Prioritise appointment of teachers to those who graduated from Colleges of Education with a qualification in subjects in which schools have a shortage (i.e. Mathematics, Science, English and IT – both English and Tamil Medium).

4. Advise the Colleges of Education to give serious consideration to admit candidates who are qualified at the GCE A/L with Mathematics, Science or English (to teach in both English and Tamil Medium) as there is a shortage of teachers qualified to teach in these subjects at the GCE O/L.

5. Recommended to the Universities that the degree course in Sports Science include teaching methods, assessment, school sports psychology and counselling courses, including one to two terms of teaching practice and coaching practice as a requirement for Bachelor of Sports Science Education.

6. Appoint graduates who complete the Bachelor of Sports Science Education degree course as Graduate Teachers of Physical Education in schools.

Conditions of Service

1. Strictly adhere to conditional appointments that are made to difficult areas with a stipulated number of years of service required for appointments.

2. Condemn all political or administrative favouritism or pressure for a transfer and severe consequences be stipulated and enforced for those attempting to contravene the conditions.

3. Stop temporary attachments/variations of appointment of academic and non-academic staff outside the Zone of their current appointment on humanitarian grounds.

4. Empower the Zonal Director, to whom recommendations 2 and 3 will also apply, to allow temporary attachment on grounds of extreme circumstances that are substantiated by medical or other authorities.

5. When promotions/transfers are made to the posts in the Ministry of Education (NP)/Provincial Department of Education, the officer should be entrusted with the duties assigned to that post. The duties required of a post should not be changed depending on the officer appointed. The officer appointed to a post should not be allowed to decide the duties he should attend to in the post.

6. Appointment/promotion should be made only for the approved cadre to the post.

Incongruence of Seniority and Performance

1. When appointments/promotions are made, seniority in the post/service should strictly be taken into consideration. When the seniority is considered there should be criteria to objectively determine "Meritorious Seniority" as opposed to "One year repeated several times."

2. Appointments that have already been made outside the approved cadre should be adjusted to conform with the approved cadre, especially in Ministry of Education (NP)/Provincial Department of Education/Zonal Education Offices.

3. Appointments of performing principals and performing Deputy/Assistant Directors of Education should be avoided as far as possible, but on exigency of service should be

made strictly in accordance with the seniority and quality of previous meritorious service.

Transfers

1. Prepare and approve a Provincial Teacher Transfer Scheme with consideration of those concerned and with consultation outside the system.

2. Prepare and approve a Provincial Principal Transfer Scheme with consideration of those concerned and with consultation outside the system.

3. Avoid temporary attachments for any reasons.

4. Transfer of academic and non-academic staff should generally be done through the Provincial Transfer Scheme. Only delegated authority should act on transfer of any staff, other than those done within the Provincial transfer scheme.

Competence and Promotion

1. Appointments/Promotions are should done in terms of the Gazette Notifications and the decisions of the cabinet of Ministers.

2. Apply instructions uniformly and with consistency when appointments are made.

3. Commission a detailed study on the following appointments and make suitable recommendations:

    a. Antedating of appointment to graduate teachers.

    b. Appointments made to Diploma holders with less than 4 years duration of service.

    c. Change of subjects other than for that for which a teacher was appointed to the service.

Reinstatement and 'Leave out of the Island'

1. The appointing authority for appointments to teaching positions is the Secretary to the Ministry of Education (NP).

2. Certain powers such as the following are at present not given to the Secretary.

    a) Power of reinstatement of teachers/non-academic staff in schools.

    b) Approval of 'Leave out of the Island'.

Retirement of Service

1. Ensure arrangements are made to pay the staff, at retirement, their pension immediately after retirement.

2. Forwarding of pension application should not be delayed for want of "no claim certificates from the principals". The payment of Commuted Gratuity/Pension could be made on receipt of no claim certificate.

Implementation and Monitoring of the Recommendations

1. Establish a unit, such as an Ombudsman Committee, under the Minister of Education (NP), to ensure that the recommendations are implemented and any violations reported for appropriate action. This unit should also receive submissions by retired and serving educators and ensure such submissions are acknowledged by the appropriate department or unit and appropriate decisions are taken and communicated.

2. Many of the recommendations will improve the efficiency of the education system and can be implemented immediately after the Ministry of Education (NP) and the Northern Provincial Council approves the recommendation.

Recommendation for the Ministry (NP) Planning, and Research and Development Units

1. The Planning Unit and the Development Unit in the Ministry of Education (NP) need to be combined and re-established with new Terms of Reference (TOR) and Responsibilities for the short term (2 to 3 years) and the long term (4 to 5 years) with Directors who are academically qualified appointed to perform the new responsibilities.

2. The Planning Unit and the Research and Development Unit in the Provincial Department (NP) need to be combined and re-established with new Terms of Responsibilities of short term (2 to 3 years) and Long Term (4 to 5 years) with Directors who are qualified academically in research and development to be appointed to perform the new responsibilities.

3. The Development Unit is also planning ahead for the next one or two years. It could continue to do that with the present staff, but for short and long term planning the staffing needs to be at a higher qualification level.

Recommendation On Administration

1. Design and implement a Zonal Level devolved decision-making structure controlled by a Board composed of elected and appointed members.

2. Design new Zonal boundaries to incorporate divisions, increase the number of Zones based on the number of schools, school types, and distance/area of the Zones.

3. Shift the Provincial Directorate to a new building in Kilinochchi close to the A9 Road.

4. Appoint those who are given specific appointment on the day specified on the appointment letter. (Similar recommendation given by the Finance Group.)

5. Start the process 3 months in advance to fill the position of an Officer who is about to retire.

6. Provincial Ministry of Education should maintain *Upakovaikal* (Service Minutes/detail teacher records) for all teachers.

7. Spread the placement of teaching staff throughout the Zone based on the number of cadre allocated to that Zone.

8. Appoint a Management Assistant to 1AB and 1C schools that has a student enrolment exceeding 500.

9. Change of venue of Education Administration should consider proximity areas to the venue where the Provincial Administration would be located permanently.

10. Divide present Zones into two or more depending on need due to large number of schools in a Zone, large area of a Zone, or other factors that may necessitate such a division. For example Kilinochchi and Valikamam.

11. Establish an additional Divisional Education Office in Thenmaradchi to cope with the volume of responsibilities and to be efficient.

Chapter 7: Finance, Staff Requirements, Expenditure & Teacher Salaries

Recommendation on Teacher Salaries and Finance

1. Link teacher salaries to the country's GDP per capita for a university graduate teacher and proportionately for those with a Diploma or other post grad qualifications.

2. Teaching should be monitored for quality, and poor preparation for teaching must be noted.

3. There should be consequences for teachers who are consistently under prepared or tardy or out of school part of the school day.

4. Teacher's salaries should not have a cap lower than the lowest level of the principal salary scale. This would increase the chances of teachers continuing to teaching longer.

Conditions of such an increase need to be:

1. Teacher should stay at the school until 4:15pm working with students on curricular, co-curricular or extra-curricular activities, and using the time to prepare lessons and instructional materials.

2. No teaching in Tutories on school days and no students should attend Tutories during school hours.

3. Provide opportunities for teachers who are posted to a school in the "less preferred areas"/remote areas or are from another district to obtain long term, low interest loans, and land grants to build a place of residence closer to their assigned school. This should be on the condition that the teachers complete 10 years of service in the school they are posted to or the teacher forfeits the land and buildings on it.

4. Establish a Finance Division which will check and bring to the notice the inefficiency of spending funds on teachers who are not qualified subject wise or in methodology to teach and teachers not in seat or schools they were assigned.

5. Monitor, assess performance, and reward teachers.

Recommendations on Financial System and Control

1. Schools should be provided with a formula based/performance based funding system (school financial grant scheme) to meet the financial needs for operating the schools.

2. Make school based appointment of teachers with an incentive scheme for those who work in less preferred areas

3. Provide schools of Type 1AB and 1C with a cadre for an officer of graduate level to maintain inventory and to assist with financial management based on the number of students in the school.

4. Examine and systematize teacher recruitment, appointment, and promotion procedures so as to avoid the need in the future to pay salary arrears for past years due to delayed action.

5. Raise the limit of allocation limits for loans considering the large number of employees in the education sector.

6. Establish an internal audit unit under the Provincial Education authority with sub units at Zonal level to perform regular auditing at schools.

7. Provide training on financial management in addition to other management aspects. Therefore Provincial Ministry of Education should conduct regular training to enhance the financial management skills of Principals.

8. Increase the allocation for maintenance of school buildings and equipment to cope with the cost increase and the increase in the number of new structures.

9. Investigate and find methods to stop 'unofficial', illegal demand of funds/fees from prospective students and their families for admissions to schools in all years from Year 1 to Year 13.

10. Establish monitoring teams visiting and investigating fraud in the WFP School Lunch Program, including fictitious enrolment of repeaters.

11. Ensure equitable spending for all primary schools and special education programs.

12. Increase the expenditure per student as it relates to the teacher's salary (more Science, Mathematics, English and other subjects where there is a shortage of teaches) and more teachers with higher qualifications in rural schools, in low-income communities, and in 'depressed class' communities.

13. Increase the expenditure per student in the recurrent expenditure in terms of quality inputs.

14. All allocation and expenditure be uploaded to the database system (currently in the process of being developed) so the flow of funds and expenditure can be monitored. It will also help to study the relationship between expenditure and performance.

Chapter 8: e-Planning, Database, Research & Publication

Recommendations

On Research and Publication

1. Call for all those who have supervised or written a Master's Thesis on any topic in Education in the Northern Province since 2010 to send to the Research Department of the Provincial Directorate an abstract of their Thesis.

2. Appoint a committee from within the Department of Education and within the Ministry of Education (NP) to search and collect all M.Phil and Ph.D. thesis and articles in Refereed Journals in and outside the country on any topic related to education in the North.

3. Appoint a committee with members from the teaching and administration staff within the Ministry and Department of Education (NP) and from Universities and Colleges of Education to establish a Research and Development Unit with a Director and appropriate professional staff to cover the issues raised in the Research and Publication section above and prepare a staff development plan and initial and operating budget.

On Education Management Information System (EMIS)

1. There is need for a Management Information System to manage the whole educational infrastructure of the Northern Province. The system should be developed in such a way that it can be updated and grow as necessary. It should:

    a. Establish different modules to satisfy the requirements of schools, divisions, Zonal education, Research and Development Unit, and Provincial Education. Administrators.

    b. Facilitate stakeholders of the system to convey their feedback to other stakeholders and to higher authorities.

    c. Provide information requirements at school, division, Zonal education, Research and Development Unit and Provincial Education.

At School Level:

1. Create a website to manage events, access job opportunities, and collate useful information from other sites.

2. Provide a learning management system to:

    a. Maintain inventory, permit anonymous feedback by stakeholders to decision makers, channel management responsibilities to students, teachers, principal and other staff.

b. Principal to manage school information and academic information to update website, add and manage students, scheduling time and subject management, manage events, manage leave and inventory, manage human resource.

c. Teacher to manage personal information and academic information, facilitate learning, calculate marks and grades perform personal activities such as training request, payment vouchers and leave management, interact with parents and teachers in the respective school and teachers in other schools.

d. Students to view their academic progress, interact with peers, teachers and alumni, perform learning and assessments, and search for job opportunities.

e. Parents to interact with school authorities, interact with teachers, view their children's progress, and interact with other parents.

At the Zonal Education Level

Create a system to facilitate Zonal Education Director to manage website, manage physical resources, manage human resources, such as define a different role and their responsibilities, monitor funds and projects, arrange training and schedules, schedule and manage competitions and events, administrate special education centre, generate reports, interact with other ZDs, teachers of the respective Zonal education and other staff at the office, observe the feedback on the teachers and principals in the respective zones, process vouchers and leaves, monitor the progress of schools and other activities.

At the Provincial Level

Provincial Education Director to manage website, human resources, such as define a different role and their manage responsibilities, generate reports, monitor funds and projects, interact with other ZDs, teachers of the respective Zonal education and other staff at the office, monitor the feedback on the teachers, principals and Zonal Education Directors, process vouchers and leaves, manage trainings and schedules, manage competitions and events, monitor the progress of schools and activities.

At the Research and Development Level

Generate reports at any level and using any information, manage website, and manage physical and human resources.

General Recommendations

1. The EMIS should be open source and web based that has a module design so that it can be extended easily.

2. The key features of the system will be providing websites, physical resource management, human resource management, event management, fund management and

feedback management. The feedback module should be implemented in such a way that it can be used to provide anonymous feedback to a particular person or people at any level. This will be a key feature of the system. The verified compliance should go straight to the personal file. Also, this should provide a social network along with the system so that parents, teachers, students and all other stakeholders can interact. This can reduce the distance and bring more understanding between teachers, parents, and students.

3. The initial system should be developed with the consultation of industry experts to ensure modularity, flexibility and security policies.

4. Even an existing solution can be analysed and acquired if possible. A hired, experienced team should develop this system. The two technical leads specified in the below section should also be part of this team. Everything should be clearly documented and developer manuals also should be developed.

5. Educational Management and Information System (EMIS) can function under the planning unit of the provincial education.

6. Already existing ICT Division for teaching ICT is not strong enough to serve the needs to establish EMIS.

7. Separate unit in the name of ICT- service has to be established to cater the needs of EMIS and also to look into the following aspects which are neglected at present.

    a. Supplying and servicing IT equipment, monitoring the use of IT equipment at schools and informing the situation to planning unit

    b. Training of teachers in the use of IT skills to teach other subjects.

    c. Well qualified Technical staff to develop EMIS with appropriate qualification and experience has to be appointed to this division to establish and manage EMIS. If necessary further training can be given to the existing staff to manage the EMIS. This will cut down the cost of establishing EMIS.

8. Establish an Education Management Information System with a Ministry (NP) owned server housed in the Ministry of Education (NP) and accessible to all with different levels of access on a need to know basis and confidentiality. EMIS should function and used as described above.

9. Employ staff needed to enter data, update on a daily basis, maintain and improve, and expand the system as necessary.

10. Prepare a professional staff development plan to operate the system, maintain it and expand as the need grows.

11. Train all staff from students, teachers, principals, school staff, Zonal, Provincial and Ministry levels to use the EMIS and benefit from it.

12. Allocate initial capital, operating and maintenance funds.

Chapter 9: Early Childhood Development Education

Recommendations

1. Create a Scheme to share the functions of the various Ministries that are closely related with the ECDE (NP).

2. Provide basic facilities essential and appropriate to individual school requirements.

3. Create avenues for current and prospective teachers to obtain necessary accredited academic qualifications.

4. Create a Resource Centre to provide in-service training.

5. Prepare an appropriate scheme for permanent appointment to accredited teachers.

6. Monthly payment commensurate with approved qualification and experience and anomalies of such payments need to be rectified.

7. The curricula, co-curricular, extra-curricular, and other methods need to be updated by a team of specialists in Early Childhood Development Education.

8. Conduct parent awareness campaigns to inform parents of the benefits of early childhood, education and health.

9. Establishing and monitoring of all preschools should be a function of the Provincial Department of Education (PDE).

10. Appointment and payment of ECDE teachers should be similar to other teachers in the education system unless they are TOTALY operated by private, civilian entrepreneurs.

11. Stop immediately, the non-education sectors of the state establishing preschools, recruiting preschools teachers, and paying them salaries.

12. Discourage parents of children enrolled in preschools under the jurisdiction of Provincial Department of Education from attending tuition classes outside their home.

13. Special needs children should not be denied admissions on the basis of their special needs.

14. Conduct research to determine the percentage of children of ages 3 to 5 attending schools.

15. Ensure that the medium of teaching in preschools is in the Mother tongue only.

16. Introduce other languages in Grade One.

17. Prepare and implement a common curriculum suitable for children to be grounded in their own culture and appreciate the culture of other children.

18. Admit all children ages 3 to 5 whose parents or guardian seek admission.

19. Introduce Preschool teachers' service minute.

20. Distribute technical and teaching learning materials and equipment equally among preschools ensuring that the special needs children's needs are also met.

21. Conduct awareness programs to preschool parents and special needs children's parents about the expectations and regulations of preschool.

Chapter 10: Special Needs Education

Recommendations in Special Needs Education

1. Conduct training programs for teachers to enhance their skills to educate special needs children.

2. Conduct pedagogical skills on student activities at Zonal and provincial level.

3. Conduct a medical camp.

4. Provide special learning equipment to special needs education centres and selected schools.

5. Provide medical equipment to children such as hearing aids, artificial limbs etc. for those in need. Students with vision impairment where they will need Braille equipment should be provided with the equipment as well as reading materials in Braille.

6. Provide special support to children who have lost both parents.

7. Conduct exhibition/tour/Special Needs Day/Autism Month festivals to provide psychosocial intervention, recreation activities, and awareness building amongst the general population.

8. All sports and musical events and competitions in all schools should have events for the children with special needs.

9. Construct Special Needs Education units at selected schools based on the population of Special Needs Children in the surrounding areas.

10. Establish Special Needs Education Units within the school compounds to facilitate inclusion where needed in each of the Divisions.

11. Pay the Teacher's Assistant a commensurate salary and provide training for them.

12. For every seven (7) students there should be one Teacher's Assistant.

13. In Service Advisors (ISAs) who have not taught a Special Needs Education class for more than two years should return to teaching full-time in a Special Needs Education class for at least two full school years before they are evaluated and considered for the position of ISA again.

14. The Northern Province Special Needs Education Resource Unit should be located in the Kilinochchi or Mullaitivu Districts near the A9 Road.

15. Equip all Special Needs Education Units with equipment and materials for children to learn life skills with the aim of achieving self-reliance and independent or group living with assisted care.

16. Provide special transport and assistance with specially trained staff to accompany special needs children from schools to engage in assisted safe job training skills that are available in the community.

17. Advocate for monthly allowance for all special needs adults to meet their expenses for assisted group living.

18. Attach Information Communication Unit to maintain Information over websites for Health Services, Social Services and Development of Special Needs Education.

19. Provide additional trainings on Special Needs Education on Symbolic Language and Braille to teachers of children with such needs

20. Ensure that buildings and grounds are special needs children friendly.

21. Publish Braille Text books and other general books in Tamil.

22. Establish a Provincial Advisory Committee for Special Needs Education.

23. Arrange for short-term periodic training at Zonal Level.

24. Plan and implement a staff development plan for special needs education teachers, supervisory, and administrative staff in countries that have advanced special needs education programs.

25. Develop a keyboard to use Braille or purchase Braille equipment compatible with the Tamil Language.

26. Ensure that the teacher education institution in the Northern Province offer a 1-year Diploma to Special Needs Education Teacher's Aide and B.Ed. programs in Special Needs Education. As an interim arrangement send special needs education teachers to educational institutions in Tamil Nadu that offer Special Needs Education teacher credentials.

27. Create curricula for the various special needs children that will maximize their potential to learn to be an independent, contributing member of society coping with the challenges of persons who are differentially abled.

Chapter 11: Continuing Education

Recommendations on Continuous Education

1. Establish **Continuing Education Schools** (CES) (Adult Education Schools) in each Zone with the traditional permanent staff of a school but with a difference. The 'Orange Branch' in the illustration in Figure 11.1, which is from the Student Centred Education System at the beginning of this Review Report, shows the position of CES in relation to the Zonal School Directorate under which the CES will function.

2. Beneficiaries shall be all those over 17 years of age who wish to continue their education.

3. Phase out the current Non-Formal education system and its permanent staff be retrained for new responsibilities.

Chapter 12: Institute of Tamil Medium Education

Recommendations

1. Form a Committee to establish, in cooperation and in concordance with the National Institute of Education (NIE), a Tamil Medium Institute of Education (ITME). The ITME Committee shall be composed of three representatives from the NESR, selected by the Minister of Education (NP), three representatives from the MOE, senior representatives from the Provincial Ministries of Education in the North and East, The four Colleges of Education in the North and East, the Eastern University, the University of Jaffna, the NIE, and the Tamil Medium schools outside the North and East.

Figure 15.1: ITME Structure
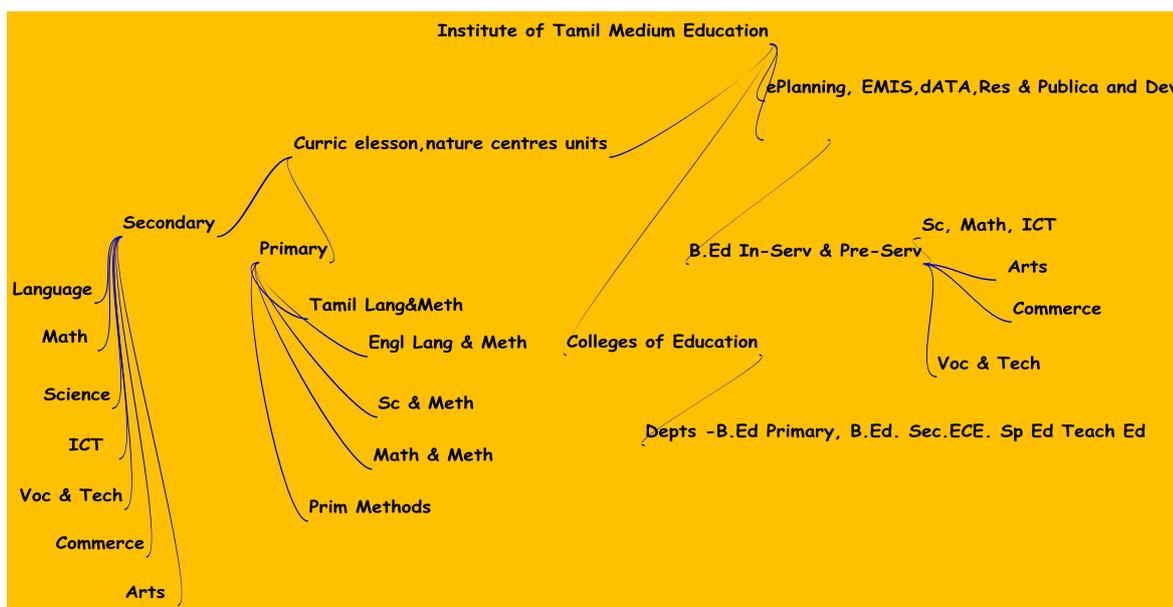
2. The ITME Committee's Terms of Reference should be to consider the proposal above, including the draft organization chart, and present a project proposal before the end of December 2014 that establishes the ITME in 2015.

3. Until ITME is established, all units, that are currently functioning separately, shall continue as they have done and not change their plans and/or activities until ITME is approved to function.

Chapter 13: A New Northern Province Schools Administration System

Recommendation

Provincial Directorate of Education (NPDE)

1. The Proposed NP Directorate should have a Board of NP Province Education (BNPE) composed of the Secretary, Provincial Director, Zonal Directors of Education, a

Principal's representative, a Teacher's representative, two Student representatives (17 or older, one of each gender elected by the students enrolled in schools in the Zone), one representative each from the Chamber of Commerce, the Legal Profession, the Banking sector, the Vocational and Technical Sector, the Deans of the University of Jaffna, the Colleges of Education, and one the Medical profession. None of the members should be an elected member of local government, Provincial Government, or Parliament.

2. Responsible for all matters related to curricula and teaching materials, national and provincial examinations, equality of schools and students, child-centred education, all student and teacher general common affairs, pensions of staff and teachers in the province, all publications produced by the Ministry of Education related to education. Preparing one, three, and five year plans, procuring funds for special projects, allocation of funds to ensure equitable allocation of funds to achieve equality and quality of teaching and learning in all schools, security of schools and all members during school hours, including school events. Provide a school transport system in cooperation with the CTB and the ZSBs.

3. The Provincial Director is a member of the Board of the NPE and shall implement decisions taken by the BNPE

4. The Provincial Director shall be appointed by the BNPE on a fixed year, renewable contract.

Zonal Board of Education (ZBE)

1. Half the ZBE members are elected by voters in the Zone and the other half are appointed by the NP Ministry of Education from eminent professionals (attorneys, educators, medical, engineering, accounting or other professions from the business community) in the Zones, representatives of Principals from Type I, II, III, 1C and 1AB schools, students', ECDE Principals, Special Education, Primary and Secondary Teachers, Principals of Continuing Education Centres, and parents will also be appointed. Gender balance should be maintained in electing and appointing membership of the ZBE.
2. The ZBE shall elect its Chair Person by secret ballot.
3. Zonal Director is a Member of the ZBE and shall be present at all ZBE meetings. Provincial Director (PD) is a Member of the ZBE also. A representative of the PD should be present at each of the ZBE meetings when there is an Agenda that relates to Inter-Zonal issues. The first hour of the meeting is a Forum for the citizens living in the Zones to be heard and have their questions answered in writing within a time limit set at the meeting or prior to the next meeting.

Zonal Director of Education (ZDE)

1. ZDE is an advertised position selected and appointed on merit by the ZBE on a fixed renewable contract.
2. The ZDE shall implement all decisions taken by the ZBE.

Principal, Teachers, Administration and other Staff Positions

1. All positions shall be advertised and appointed by ZBE based on Merit and Need.
2. ZBE shall also have powers to terminate for documented valid reasons and accept resignations.
3. All staff shall carry their benefits from school to school and pensions shall be the responsibility of the NP Ministry of Education.
4. Conditions of Service may differ from staff to staff based on criteria pre-approved before the announcement of vacancies.

1. Establish a Focus Committee to consider establishing a devolved decision-making education system in the North.

2. The Focus Committee should include 3 members from the NESR, 3 members from the MOE, 2 members each from University of Jaffna, University of Colombo, NIE, a member each from National Education Commission, NP Provincial Director, 5 NP Zonal Directors from the rural and coastal areas of the 5 districts, 3 Retired Eminent Principals from NP Districts, 5 Serving Principals from rural areas in the 5 NP Districts, 1 Chartered Accountant, 1 Engineer, 1 Rep from the NP Chamber of Commerce, 5 parents from rural communities in the NP Districts.

3. The Terms of Reference of the Committee shall include reviewing the proposal for the establishment of a A New Northern Province Schools Administration System and preparing a document to implement their decisions.
Figure 13.1: Proposed Organization of the Northern Province Schools Administration

Chapter 14: Implementation Process, Timeline & Responsibility

It was decided at the final meeting of the committee that:

1. The Ministry of Education and the Provincial Department of Education will implement all recommendations that are marked "Immediate" and start planning for implementation the recommendations that are marked "Short Term" and "Mid Term" and the sections that have the responsibility to implement recommendations for their sections. (See illustration in Figure 14.1 – in Chapter 14)

2. The Zonal Directors are to submit a report by June 30 on how they, in co-operation and support from the Provincial Department, the Secretary and the Minister, will implement the recommendations in their respective Zones. **They were also requested to select one school in each of the four Types of schools – Type 1AB, IC, II and III, - in each of their Zones to implement the recommendations as a Pilot Project.** That is, 48 schools in the Northern Province where the recommendations will be implemented. Zonal Directors

were also requested to implement the recommendation that does not need any input from the Secretary of Provincial Department.

3. The need for a Recommendation Implementation and Monitoring Panel (RIMP):

   a. It is the view of a vast majority of the Steering Committee members and many of the stakeholders that the recommendations of the NESR will gather dust unless there is strict enforcement on implementation.

   b. Inefficiency and non-implementation or skirting around existing regulations is endemic in the NP Education system as evidenced by data presented in earlier chapters.

   c. It is therefore necessary that an independent monitoring and implementation of recommendations panel is established to improve the education system. Such a Panel should issue a monthly report on progress and difficulties faced to the Minister. The report would name the departments and officers responsible for implementation and actions that were being taken to assist implementation. Such a report should be a public document.

   d. The meeting recommended that the Minister appoint members to the RIMP from the following Focus Groups:

   i. Psychosocial Wellbeing.

   ii. Education Management Information System and Research & Publication.

   iii. Administration, Appointments and Transfers.

   iv. Teaching, Learning and Teacher Education.

   v. Science, Mathematics, English and Tamil Language development.

   vi. Continuous Evaluation and National Examinations.

   vii. eTextbooks in student owned iPads/Androids for Year 6 to 13 students.

   viii. Institute of Tamil Medium Education.

   ix. New Education School System Organization.

   x. Staff Development (See illustration in Figure: 14.2 for sections that would need a comprehensive staff development plan.)

   xi. An attorney.

4. The meeting recommended that the Minister form a "Minister's Advisory Panel on Recommendation, Implementation and Monitoring (MAPRIM)" and appoint members from for the following Focus Groups:

   a. Psychosocial Wellbeing.

   b. Education Management Information System and Research & Publication.

   c. Administration, Appointments and Transfers.

   d. Teaching, Learning and Teacher Education.

   e. Science, Mathematics, English and Tamil Language development.

   f. Continuous Evaluation and National Examinations.

g. eTextbooks in student owned iPads/Androids for Year 6 to 13students.

h. Institute of Tamil Medium Education.

i. New Education School System Organization.

j. Staff Development (See illustration in Figure: 14.2 for sections that would need a comprehensive staff development plan.)

5. The Focus Groups are to include members from MOE, Education Institutions, students, Principals, Universities, the Colleges of Education and selected key Education Administration staffs. The Focus Groups are to:

1. Identify and prioritise recommendations made by the NESR Report.

2. Create an Implementation Group under the NP Minister of Education with adequate funding that would formulate projects and seek funding.

3. Monitor the implementation process.

4. Submit quarterly reports to the Minister.

6. Implement staff development for the Northern Province in the fields mentioned in Figure 14. 2 for staff to attend universities in Colombo, Peredeniya, Singapore, Malaysia, New Zealand, Australia, India, UK, Canada and USA for their Masters and Doctoral degrees. Such a process will need interim replacement staff. Interim Replacement who can speak Tamil can be recruited from countries mentioned above for two and three-year contracts. That would infuse the system with the expertise necessary to implement the recommendations immediately and lead to other innovations that would result from implementing the recommendations.

7. Send teachers who do not have a Bachelor's degree in Science, Mathematics, English or a teaching credential to attend degree level teacher education programs full-time. Graduate teachers from Tamil speaking India or other countries on contract basis for two years can substitute for the teachers pursuing degree programs in the Tamil medium in Sri Lanka or South India. Such a system will become a seamless system of staff development and replacement. At the same time the interaction effect between interim staff and national staff waiting their turn for higher education will benefit the entire system.

IT DOESN'T MATTER HOW MANY RESOURCES YOU HAVE. IF YOU DON'T KNOW HOW TO USE THEM, THEY WILL NEVER BE ENOUGH.

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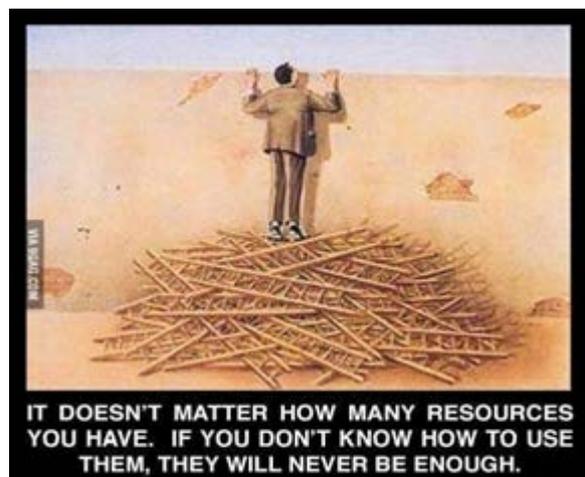
Figure 15.2: (Figure 13.1 in Chapter 13) Proposed Organization of the Northern Province Schools Administration System

Proposed NP Education Administrative System with devolved decision making at Zonal Level

Central Ministry of Education

NP Ministry of Education

NP Dir of Ed

NP Board of Educ.

Zonal Board of Education (ZBE)

Zonal Dir of Ed ZDE

Zonal Educ Office (ZEO)

All schools in the Zone

ECDE

Sp Ed

Continuing Educ School. (CES)

NP Dir of Ed
NPDE need to be a position appointed on Merit by the NPBE. Responsibility include implementing NPBE. (See Text for more info.)

Proposed NPDE should have a Board. Responsibilities include curricula, instructional materials, examinations. (See text for more information on composition and responsibilities.)

Zonal Educ Office...
ZDE is an advertised position appointed on merit by the ZBE. There shall be a schoos Security division in each district for schools related protection. ZDE is Responsible for implementing ZBE decisions.

Zonal Board of Educatio...
Half the ZBE members are are elected by the voters in the Zones and the other half appointed by the NP Min of Ed from eminent educators, from medical and engineering profession and from Business entrepreneurs in the District and the NP, Principals' Rep. (See proposals for details.)

All schools in the Zone
Principal, teachers, admin and other staff positions shall be advertised and appointed by ZBE based on Merit and Need. ZBE shall also have powers to Terminate for documented reasons and accept resignations. All staff shall carry their benefits from school to school and pensions shall be the responsibility of the NP Ministry of Education.

Continuing Educ School....
One CES in each ZD. A Director and full-time and Part-time staff from the world of work. See CEC proposal for details

NESR Consultancy
Workshop - Day 2
Working Groups:
24 April 2014

Event Director, Media

Teaching, Learning & Examination Group

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APPENDICIES

Appendix I: Summary of Submission by Stakeholders and Public

The process of Compilation of the Submissions

Interviews were held separately with students, teachers and parents selected from each of the 12 Zones. Students also made written submissions in confidence. Public who have attended or worked in the education system in the North including those who are no longer living in the North and Stakeholders now in the education system were invited to submit their observations and recommendations via email, Google forms and by post to the Facilitator Dr. N. Ethirveerasingam. Submissions were received until November 20, 2013. Secretaries, Provincial Directors, Dep Directors, Zonal Directors, Teachers' Union and other department staff also expressed their views of improving the education system.

All submissions were acknowledged and submitted to the respective Coordinators of the Group and in most instances to all Coordinators for consideration when formulating their reports. All the submissions are on file with the NERS Steering Committee.   The summary did not identifying the source of the submission by name and positions. Within some of the categories there may be contradictory statements. Some of similar problems and recommendations may be found in related categories. This is because the submissions had divergent views and they may have to be dealt with more than one group. The Facilitator read all of the submission and has identified 8 categories that all comments would subsume. They are:

- **On School and Principals**
- **On Teachers**
- **On Students**
- **On Curricula and Examinations**
- **On use of Computers and Teaching aids**
- **On Parents and Home environment**
- **On Community and School Environment**
- **On Department of Education**
- **On Classroom Teaching and Learning**
- **On Teacher Education**
- **On Teachers, Parents Students' Relationships**

1.1. On School and Principals
1.1.1.   No space or materials for sports.
1.1.2.   No labs and lab equipment and materials for science.
1.1.3.   No science/Math teachers.
1.1.4.   Science/Math teachers not qualified.
1.1.5.   Lack of teachers.
1.1.6.   Principal not interested in school.
1.1.7.   Classrooms leaks.
1.1.8.   Too many extracurricular activities.

1.1.9. Many government and non-government agencies impose to form student groups and take their time away and also impose on teachers' activities that would not help students. Such interference should be limited.

1.1.10. Only some students are selected for speech, singing, dancing all the time.

1.1.11. Others who like to be part in competition are not selected for interesting activities they like to be part of.

1.1.12. Never visited a Counselor. Counselors don't have a private room.

1.1.13. No one wants to see the counselor for fear that other students will tease.

1.1.14. Some students don't like to be in different stream of different level of ability.

1.1.15. Multimedia don't work in some schools

1.1.16. Teachers are asked to do other work.

1.1.17. ICT teachers should be fully engaged in teaching ICT and helping other teachers use computers to teach their subjects. They should not be used for other administrative or data entry or typing work. A separate IT person should be hired for that work.

1.1.18. Salaries not enough to raise a family with only wife working.

1.1.19. Too many extra curricular activity hours.

1.1.20. Science and mathematics teaching should be inquiry-based and experiential method based as opposed to the current practice of rote learning and past examination review based teaching.

1.1.21. Some Principals are corrupt and some teachers are favoured by the principal for recommendation to higher position.

1.1.22. The school is being used, after school, especially at night, by irresponsible adults in the community for illegal and immoral activities. No one to question them.

1.1.23. Some Principals are corrupt and favour teachers who support him is such practices.

1.1.24. Classrooms leaks.

1.1.25. Not enough classrooms or laboratories.

1.1.26. Too many extra curricular activities.

1.1.27. Introduce career guidance in Year 10, 11, 12 and 13.

1.1.28. Schools are focusing on the scholarship exam for false pride.

1.1.29. Need improvement in language and mathematics teaching and learning.

1.1.30. Early Childhood Education should follow the modern approach to teaching them and not just Rote learning.

1.1.31. Primary school admission process should be improved and be fair to all.

1.1.32. Many schools want money to admit their children even if they have passed the scholarship exam.

1.1.33. One National school want Rs.25,000. From a child from one poor parent home from the Islands who passed the scholarship exam. This is common in all National schools and many govt. schools.

1.1.34. Children from disadvantaged Zones should be compensated and additional students should be selected after the scholarship exam.

1.1.35. Prevent parents using the scholarship money for their own use.

1.1.36. For such students from deprived districts hostel accommodation should be given.

1.1.37. Many schools in the Islands are neglected and need basic facilities. Such schools should be identified and its short-coming corrected.

1.1.38. In Neduntheevu, Analaitheevu, Eluvaitheevu, NainaTheevu, Oorkavalthurai, Pungudutheevu, Velanai adequate space and sports facilities should be built. And Teachers have additional training.

1.1.39. Make the National schools as Provincial schools under the Provincial administration.

1.1.40. Build quality school or upgrade schools in each of Zones to become 1AB Schools so all Zones have the same number of different type of schools based on the student population living in that Zones.

1.1.41. All such schools in each of the Zones should have equal space available for sports.

1.1.42. In one year the school facilities are being used only 210 days from 8:00am till 2:30pm. For the rest of the year and all afternoons the buildings are empty. This space can be used for

teaching reading and writing of English and Tamil and vocational skills and adult education evening classes using funds that international agencies are willing to give for such programs.

1.1.43. Some schools have unwieldy numbers even exceeding 2000 students. This results in:

1.1.43.1. indiscipline in schools.

1.1.43.2. poor, unhealthy relationship between principal, teachers and students.

1.1.43.3. lack of individual attention over students and poor guidance

1.1.43.4. This goes against the saying that the teachers/ supervisor should know the student more than the subject.

1.1.44. Suggested school size is about 1500 students

1.1.45. Over crowded class rooms (normally of size 20'X20') in some schools.

1.1.45.1. This leads to indiscipline among students and lack of control of students. Teachers will be exhausted.

1.1.45.2. Unsuitable school climate for learning – teaching process, thereby affecting the quality of the educational process.

1.1.45.3. Inability of the teacher to attend to the individual needs of the pupils.

1.1.45.4. Suffering of teacher – student relationship.

1.1.45.5. Do not allow the number of students in a class to exceed 35

1.1.46. Certain schools are overstaffed while some are understaffed.

1.1.46.1. Over staffing leads to idleness of the teachers which in turn leads to

1.1.46.2. Wastage of resources

1.1.46.3. Spoiling of school atmosphere/climate

1.1.46.4. Indiscipline among teachers and factionalism

1.1.46.5. Understaffing affects the education of the students.

1.1.46.6. Equal distribution of teachers is essential for development of education.

1.1.47. Poor relationship between the principal and Old Students' Associations/ School Development Societies/ parents/ public

1.1.47.1. School community members living abroad, is a source for funds to the school.

1.1.47.2. So the principal should strive to maintain good relationship with the school community.

1.1.48. Recruitment and Posting of Principals

1.1.48.1. Some principals treat their teachers like house servants. Some of them boast that they are M.Ed or SLEAS qualified and treat teachers badly.

1.1.48.2. It was the vice- principal (as then called) who succeeds the retiring principal.

1.1.48.3. Normally a person acceptable to the community becomes a vice – principal.

1.1.48.4. He gains a lot of experience from the principal.

1.1.48.5. When the principal retires he takes over as the Principal.

1.1.48.6. Now the principals are selected by means of a competitive examination.

1.1.48.7. A teacher today becomes a principal overnight, without any experience.

1.1.48.8. A principal is the head of educational activity. The character of the school reflects and proclaims the character of the principal. He is everything in a school. He is organizer, leader, governor, business director, coordinator, teacher, philosopher and friend.

1.1.49. Today raw recruits with no experience take over schools.

1.1.49.1. No wonder, there is indiscipline, school community/school conflict, lack of leadership, lack of self confidence   and inability to manage the students and in the final result the standard of education falls on the part of the principal. These types of principals cannot stand on their own and allow interference by higher authorities.

1.1.49.2. Suggested solution,

1.1.49.2.1. All recruits and performing principals should have served at lease five years as a deputy principal in an AB grade school. This will help the principals to acquire leadership qualities, self-confidence and competency.

1.1.49.2.2. Principals and teachers are bent on improving their qualifications.

1.1.49.2.3.   They should be given study leave and other facilities. This affects the devotion of the principals and teachers for education of their charges as in yesteryears; Principals should spend full time in the school.

1.1.49.2.4.   To improve the present poor state of education the principals should be given all possible powers, assistance and facilities.

1.1.49.2.5.   The department, or ministry should not try to boss over them. (eg) should not transfer a teacher in or out of his school without his consent. Then you can put the blame on him for any deficiency in development of education. The responsibility is now with the principal.

1.1.49.2.6.   Principal of a school should not enclose himself in cabins/ cubicles. They should have open doors and should be approachable to students, teachers and school community, so that the principal could maintain communication with all stakeholders in education.

1.1.49.2.7.   Un-scheduled closing of schools as it happens on a day prior to any religious or cultural event (eg) Deepavali should stop.

1.1.49.2.8.   This upsets the whole planning and affects the effectiveness of the school programme. These haphazard decisions affect the school planning and learning – teaching process.

1.1.49.2.9.   Our schools have more (9 to 10 times more) students taking arts than science or commerce. Effort should be made to have equal number of students in Science, commerce and arts.

1.1.49.3.   Some Christian schools require or "expect" Hindu students to attend the morning prayers. And some Hindu schools require or "expect" Christian students to attend morning prayers. Such practices cause much displeasure among affected students and parents. School principals should let students from a different religion than that of the school to have their own meditation or study time in their class after non-religious announcement.

1.2. On Teachers (Many but not all)

1.2.1.   Absent/late

1.2.2.   eaching to best and favourite students

1.2.3.   Physical punishment administered by hand and stick by teachers and prefects. This should stop.

1.2.4.   Teachers attend Tutories not interested in teaching at school

1.2.5.   Not prepared to teach lessons.

1.2.6.   Often they are sleeping in another unused room.

1.2.7.   Don't know the subject.

1.2.8.   Don't like students asking questions.

1.2.9.   Many teachers do not like to repeat explanations more than once.

1.2.10.   Teachers get angry at students who cannot give correct answer.

1.2.11.   More Teachers should show interest and take part in students' extracurricular activities.

1.2.12.   Teachers are given many in-service courses and training but they are not using the training to improve their teaching.

1.2.13.   Don't know to use computers

1.2.14.   Travel from far away and come on Monday Noon and leave Friday Noon.

1.2.15.   Transferred teachers waiting to go back to their school near their home. They are not interested in their school or in the students.

1.2.16.   Past Home Guards are teachers. They have no training. The army does not pay them anymore

1.2.17.   Some teachers are talking many times on the phone during class time.

1.2.18.   Teachers never have parents – teacher meetings. Teachers run away to Tutories as soon as the school closes.

1.2.19.   Teachers want the students to go to Tutories and some of them want the students to go to the Tutories they teach.

1.2.20.   The Tutories have cadjan sheds and cheap poor quality furniture and are 50 to 200 students in each class and they charge big fees. Still students spend 10 20 hours a week in Tutories after school and week-ends.

1.2.21.   Teachers are late or absent too many times.

1.2.22.   Children need physical punishment said many parents and teachers. Students and some parents want other methods of punishment such as detention after school, work etc but teachers don't want to wait after school.

1.2.23.   Teachers have poor skills in classroom management.

1.2.24.   Some teachers are not qualified to teach and they read or are talking on the phone.

1.2.25.   The same students are chosen to go for competitions. All children who want to be part need to be given chances to take part even if they lose.

1.2.26.   Transfer of teachers

    1.2.26.1.   Qualified teachers' output does not match their qualifications.

    1.2.26.2.   leads to political interference.

    1.2.26.3.   teachers are government servants BUT they cannot be equated with government servants in other sectors.

    1.2.26.4.   teacher should know the school community and become a part of it by attending the social events of the community.

    1.2.26.5.   he/she can create a conducive climate to undertake the learning – teaching process effectively.

    1.2.26.6.   Such teachers can be a bridge between the school and the community and can prevent any friction between the two.

    1.2.26.7.   The teachers can also be community leaders.

    1.2.26.8.   In this backdrop it is suggested that

        1.2.26.8.1.   do not transfer teachers for the sake of transfer.

        1.2.26.8.2.   Post new appointees to difficult areas and provide all facilities to them.

        1.2.26.8.3.   Teachers could be transferred to where their services are required,

        1.2.26.8.4.   but consider their personal problems also.

1.2.27.   Teachers engaged in clerical and other works assisting the principal neglecting their class work. This leads to

    1.2.27.1.   unruly behavior of students in the neglected class. These students disturb the learning – teaching process in the adjoining classes.

    1.2.27.2.   This should be avoided by the principals during school hours.

1.3.   On Students

1.3.1.   Some students' have discipline problem. Some Students don't pay attention, they talk in class and laugh among themselves. They are punished physically. That is the only way they can be corrected.

1.3.2.   Students are of different levels in ability. Need to be separated to teach.

1.3.3.   Parents are not interested in their children's discipline or studies. The parents want teacher and principal to discipline the students. Some Mothers don't want to tell the father about their children's discipline problem. Because the children will be thrashed.

1.3.4.   Counselors don't know what their job is. They have no rooms. Never went to see a Counselor as that would be perceived as a teacher in emotional or classroom trouble. The word will spread and other will look down on such a teacher.

1.3.5.   They need a good beating to make them study and behave better.

1.3.6.   They want to go to Tutories as other students are going and they feel they are not going to pass.

1.3.7.   They will not listen to any advice.

1.4.   On Curricula and Examinations

1.4.1.   From January teachers review past exam papers, especially English.

1.4.2.   English teacher don't know much English

1.4.3. Syllabus never completed

1.4.4. Quick teaching in last term

1.4.5. Do not learn anything useful for work

1.4.6. Scholarship exam pressure on students by parents and school

1.4.7. Pressure on teachers and Principals

1.4.8. Same pressure for OL and AL

1.4.9. Getting a Credit or B in OL does not mean that we will get Credit or B in AL. So we choose Arts to get easy admission to universities.

1.4.10. Those about half the students in the Province who have no money don't go to Tutories.

1.4.11. After OL and AL we have nothing to do for 3 months. Tutories are too expensive. We don't want to take OL or AL a second time because we have forgotten what we learnt before soon after the first exam.

1.4.12. Not enough time to complete the syllabus.

1.4.13. What proportion of success in examinations are attributed to schools and Tutories is not known.

1.4.14. Science. Math and English Syllabus too hard for most of the students.

1.4.15. Pressure by Principal and department to cover the syllabus and for higher percentage of pass.

1.4.16. Students are not learning anything useful if they fail the OL exam.

1.4.17. With only learning in school students cannot pass the Scholarship, OL or AL exam. Those who have no money to pay for tuition fail the exam.

1.4.18. Life skills training for 15 mts a day should be included in the curricula. This should also include prevention of suicide and self-inflicted harm and students to students inflicted bodily and psychological harm, harmful effect of alcohol and tobacco, drugs,

1.4.19. The same way all children has to take part in learning, all students should be scheduled to take part in games and sports on the field at the end of school – last period – two times a week. Every term the student should take part in a different games or sports activity. The physical education classes can and should take place outside the classroom.

1.4.20. Scrap Year five Scholarship examination. Scholarship award should be based on combined income of parents.

1.5. On use of Computers and Teaching aids

1.5.1. Not used for teaching subjects.

1.5.2. Used only to teach IT.

1.5.3. Students want to learn subjects via computers.

1.5.4. Teachers are given instruction in the use of computers. But they don't have computers and don't have time to use the computers in school. Hardly any teacher or principal can type or access internet.

1.5.5. Multimedia is in school but not in the classroom. The classrooms are open and too much light.

1.5.6. All students, teachers and principals should learn to use computers and have the skills to use it in their daily life and not just to pass OL exams.

1.5.7. The school should encourage students to form ICT club to help each other and learn to apply what they learn.

1.6. On Parents and Home environment

1.6.1. Don't eat breakfast and sometime no dinner if father did not get a job that day.

1.6.2. Most Parents are daily-wage earners or are unemployed

1.6.3. No quite place to study at home.

1.6.4. Most Parents are not interested in the students learning and don't discipline their children

1.6.5. Only the mother will come and listen to teacher's or principals advice. But does not do anything to make the student learn or behave better.

1.6.6. Parents or their relatives abroad buy them cell phone which students use to watch things they should not in the Internet. They bring phones to school.

1.6.7.   Many parents are not working and some are afraid of older students. They want school and teacher to do everything.

1.6.8.   Some parents take students to work with them or make them work after school.

1.6.9.   Many students don't have space or quite place to study after school.

1.6.10.   No dinner if no job.

1.6.11.   Many Fathers are Drunk.

1.6.12.   Father hit student and mother when drunk

1.6.13.   Father and mother threaten female students to drop out of school.

1.7. On Community and School Environment

1.7.1.   Bad comments by young men to girls.

1.7.2.   Auto drivers driver harassment of girls.

1.7.3.   School too far to walk.

1.7.4.   Some students use their phone to take pictures of girls.

1.7.5.   Many shops near schools sell arrack and other hard drinks.

1.7.6.   Students see many drunk on the road in the evening.

1.7.7.   The parents and community does not provide supervised recreation area after school.

1.8. On Department of Education

1.8.1.   We, especially female teachers, don't want to be transferred to a school far away from husband and family. Don't want to remove children from the good schools they attend now. Transport difficulty. Don't want to stay in rooms in a classroom after schools. Traveling far is expensive.

1.8.2.   Some principals make inappropriate advances on lady teachers.

1.8.3.   A family cannot live on a teacher's salary. Need higher salaries.

1.8.4.   Students who left school due to following reasons and wants to restart their education and get counseling should be given an opportunity.

    1.8.4.1.   Displaced many times due to war

    1.8.4.2.   Lost the bread winner of the family and forced to take up dead-end jobs

    1.8.4.3.   Deserted by their fathers or family break up

    1.8.4.4.   Failed exams and lost hope

    1.8.4.5.   Being used by traders who with weekly pittance promise work experience and permanent employment that never happened

    1.8.4.6.   Simply didn't enjoy education whilst at school

    1.8.4.7.   Irresponsible and illiterate elders who were unable to encourage and advise

1.8.5.   Many sports competitions at high cost are taking time and funds from education as such such sports competition should be limited and more efficient.

1.8.6.   At the Zonal and provincial level when advisory or implementation committees are formed those who are appointed are those who have their own advancement in mind and not competent persons.

1.8.7.   Zones are not efficiently monitoring and supervising the schools as planned.

1.8.8.   English language education need to be improved with development of competent English teachers.

1.8.9.   Teachers should be required to attend school during long holidays to prepare for the next term and they rewarded for such work.

1.8.10.   War has affected our people for long. The education system should have a planned program to reconstruct in all areas of education to cope with the rest of the countries standards.

1.8.11.   A policy to decrease the need for students to attend Private Tutories and for teachers to teach in Tutories to increase their income need to be made and implemented.

1.8.12.   Number of holidays and day before festival holidays should be reduced.

1.8.13.   Facilities fees and other fees schools collect from students with respect to admission to national schools and other high performing schools should be reviewed and regulations made to control, modify or eliminate such practice.

1.8.14. Department of Education is not responding to queries or appeals by teachers, retired teachers and principals. When they do they do not answer the queries and always after many weeks and months. An Ombudsman committee be appointed to whom complaints can be lodged and answered thoroughly and without undue delay.

1.8.15. Appoint cadre for Coaches in major sports or give allowance to a teacher who have the ability to coach school teams after school. A cadre is also necessary for Grounds and sports material keeping and assist in sports field preparation.

1.8.16. At the end of Year 11 students should attend school after the OL and Year 13 students should attend school to continue studies in a special class and learn employable skills until the results of their examinations are announced.

1.8.17. At the end of Year 11 and Year 13, each student should get a Certificate of Completion that would also include a transcript of skills the students have achieved in school. At present at the end they leave with no recognition from their school unlike in most educationally advanced school system.

1.8.18. Most new School buildings that were built during the last 30 years or more are open classroom with a 3 foot wall around them. They need to be modified to protect the rooms from the elements, animals and birds, intruders, protect property and privacy for students and teachers to focus on their learning.

1.8.19. An evaluation of all aspects of all the National Schools, especially those in the Jaffna Zones need to be done to determine their short-comings, admission procedures in Year 1, Year 6, Year 10 and Year 11. Teacher and teaching and administration.

1.8.20. Interference of Police and Military in affairs that should be the concern of the school and department. This need to be stopped.

1.8.21. Some Christian schools require or "expect" Hindu students to attend the morning prayers. And some Hindu schools require or "expect" Christian students to attend morning prayers. Such practices cause much displeasure among affected students and parents. School principals should let students from a different religion than that of the school to have their own meditation or study time in their class after non-religious announcement.

1.8.22. Many Inservice Advisers (ISA) are not performing their jobs the way they were expected to do. They may be redundant.

1.8.23. ISA- appointment   list is to be sent to PPA for approval and to take action.

1.8.24. Seniority list for SLEAS officers, SLPS staff, MA and others are to be updated.

1.8.25. Teacher transfers are to be done by adopting suitable criteria in a transparent manner.

1.8.26. Teacher shortages in the key subjects are to be considered during transfers and appointments.

1.8.27. Teachers who are not qualified to teach a subject at the OL and AL should not be given such assignment.

1.8.28. Teachers' trainings are to be conducted effectively and efficiently without disturbing normal school hours

1.8.29. Officials of higher rank should be 'role model' for others.

1.8.30. Zonal Education offices are to be example for place of good governance

1.8.31. Exhibiting instructions and directives for beneficiaries

    1.8.31.1. Officers must be available to approach and to clarify their problems under a systematic approach.

    1.8.31.2. Ariya Basha Language Development Board, Field Work Centre activities and the need to be activated their functions.

1.8.32. Land acquisition for schools should follow established procedures.

1.9. Classroom Teaching-Learning

1.9.1. Teaching and Learning improvement areas

1.9.2. Practice oriented teaching

1.9.3. Goal oriented teaching plan

1.9.4. Student-centered teaching activity

1.9.5. Teaching to identified strength of the student

1.9.6. Recognise the different speed of learning of students with high abilities and those who learn at a lower rate.

1.9.7. Correct the class and home assignments and give them feedback.

1.9.8. MOTIVATE STUDENTS TO STUDY NOTES AND TEXTBOOKS

1.9.9. Motivate students to do self-learning

1.9.10. Identify the difficulties students have in learning and students with learning difficulties and help them.

1.9.11. At the school level mathematics, science, English need to be taught for understanding of the relationship between principles and concepts in the various subjects that are taught separately. For example in teaching Biology, the botany, zoology, chemistry and physics concepts, and principles are taught as separate subjects rather than using integrated approach and teaching the relationships and application.

1.9.12. Students entering Year 6 need to be given serious recognition

    1.9.12.1. Assigning experienced teachers instead of new teachers

    1.9.12.2. Enough attention need to be paid to the Year 6 to 8 students learning

1.9.13. Over crowded classrooms

1.9.14. More preparation is needed to teach giving recognition to the time appropriate and emotional status of students.

1.9.15. More opportunity be given to teach students skills necessary for life and work.

1.9.16. Utilizing time allocated to physical education in the field and library hours are used for teaching other subjects.

1.9.17. Too much time given for competitions and festival shows during school time

1.9.18. Attendance of students is not satisfactory

    1.9.18.1. Importantly attendance at higher grade level is not satisfactory

1.9.19. Students need to show more interest in classroom learning and be more motivated by practical activity in and out of classroom.

1.9.20. Desire to learn to excel in the Mother Tongue need to me encouraged

1.9.21. Knowledge of Grammar, writing and reading skills need improvement

1.9.22. Not enough teachers/ Teachers not qualified in the subjects they teach

    1.9.22.1. Not enough opportunity given to Primary students develop thinking and creative skills

    1.9.22.2. One teacher teaching all subjects in the Primary classes. They have difficulty in teaching all the subjects with proficiently. (If the one teacher has a degree and a postgraduate training certification in teaching primary one teacher is the norm.)

1.10. Teacher Education

1.10.1. Teaching students to their strength

1.10.2. Enthusiasm and abilities to innovate teaching in the classroom

1.10.3. Provide more instruction in teaching methods especially for those with a degree and without exposure to teaching methods

1.10.4. Encourage using the skills learned in teacher education in the classroom

1.10.5. Skills in practical teaching need to be improved

1.10.6. Conducting action research at the classroom and willingness to share ideas need to be encouraged

1.10.7. Flexibility in understanding the behaviour of students and taking appropriate teaching and class control methods.

1.10.8. Instill a clear understanding of the duties and responsibilities of a teacher

1.10.9. Ensure the teachers are utilizing the training given.

1.10.10. Not enough trained teachers in subjects such as Tamil language, Mathematics, Science, Technical skills, social studies.

1.10.11. In-service advisers are not utilized systematically

    1.10.11.1. Unequal distribution to schools

    1.10.11.2. Not delivering appropriate training, advice and demonstration.

     1.10.11.3.   Not leading by example the teaching of new methods.

     1.10.11.4.   Not enough knowledge in curricular and services and giving proper information of Circulars.

     1.10.11.5.   Need to give in-service training to improve the competence of In-Service advisers.

1.10.12. Need to conduct periodic evaluation of the teachers

1.10.13. Teachers need to follow the written regulations systematically

1.10.14. Teachers are given the same in-service training repeated ly

1.10.15. Many of the 12 Teacher Centres in the NP under the Zonal Directors are not being utilized for teacher training or teacher seminars.

     1.10.15.1.   Their equipment are in need of repair and maintenance.

     1.10.15.2.   The furniture need repairs or replacement

     1.10.15.3.   The employees spend most of the day doing nothing

1.11.   Teachers – Parents – Students Relationship

1.11.1. Regular Teacher – Parent meetings not only when there is a problem but also to share the positive progress of their child.

1.11.2. Principals should also meet with parents in a regular basis

1.11.3. Corporal punishment should be banned; students and teachers should work out alternate disciplining measures for various problems.

1.11.4. Parents should be more interested in their children education. Especially parents from lower economic and social strata.

Appendix II: Calendar of Events

Date	Activity
Mon 14 Oct 2013	**Hon.Minister Gurukularajah assumes duties at the Ministry**
Tue 15 Oct 2013	Minister announces the Review of the Northern Province Education System. Appoints Dr N. Ethir as the Facilitator. Group Coordinators selected
Tue 22 Oct.2013	First Steering Committee meeting. Forming Sub Comm, identifying issues, planning work of the Sub com
Thu 24 Oct.2013	Coordinators to start work on the program of work of their Sub comm
Fri 25 Oct.2013	Secretary places ad & calls for written submission from the public and educators
Mon 28 Oct.2013	Str comm & its Sub-comm members meet at Min Auditorium at 10.00 Am
Thu 31 Oct.2013	Minister and Team meet students, parents and teachers from Tamil medium Schs
Mon 4 Nov.2013	Min and team meet students, parents and teachers from Sinhala Medium Schools
Wed 6 Nov.2013	Str comm meet to finalize symposium logistics and for sub comm issues
Mon 11 Nov.2013	Public and Educators Postal submission closes
Wed 13 Nov.2013	Sub committees meet
Wed 27 Nov.2013	Sub comm submissions to str comm Secretariat
Fri 29-15 Jan.2014	Str.comm compiles sub-comms report with recommendations to from a whole
Thu 30 Jan.2014	Meeting with organization committee, planning symposium staff selection and training, translation Matters, planning symposium.
Fri 31 Jan.2014	Finance committee discussion
Mon 3 Feb.2014	Steering Committee discussion
Thu 6 Feb.2014	Discussion with officers in-charge of symposium
Thu 13 Feb.2014	Presentation 1st rehearsal
Mon 17 Feb.2014	Symposium staff training (1st planning)
Thu 20 Feb.2014	Presentation Rehearsal
Fri 21 Feb.2014	Special Education meeting
Tue 25 Feb.2014	Discussion with ZDE & DDE planning
Mon 3 Mar.2014	Preparation meeting to meet Hon Minister Bandula Gunawardana
Wed 5 Mar.2014	REVIEW TEAM Travel to Colombo. Names of 20 Liaison officers to be collected form A.S Mr. Sathiyabalan to meet Dr. E. before 5th
Thu 6th Mar.2014	Line Ministry meeting at Isurupaya with Minister & Staff
Fri 7th Mar.2014	All groups submit report to Secretariat
Tue 11 Mar	**Plan Symposium:-** invitees, budget , Symposium website, funding, invitation, logo, ID etc
Wed 12 Mar	**Plan training details** before12th(Mr. Sathiyapalan) Inform trainees before 12th (Mr. Sathiyapalan) Decide Trainers (Mr. Sathiyapalan)
Fri 14 Mar	Briefing meeting of TIII, TII, 1C, 1AB Principals from all Zones. (Sathiyapalan for PD).
Wed 19th Mar	**NP Minister Meet with Donors**

Fri 21st Mar	Final report draft PPT presentation
Tue25 Mar	**Symposium training** to all (liaison officers , officers in charge,) by Mr. Sathiyapalan, Mr. Krishnanathan, Mr. Johnson, and others)
Wed 26 Mar	**Start Submitting Report for translation to Tamil & Sinhalese**
Mon 7 April	Continuing preparation of appendices and finer edits
Tue 8 Apr	Group Leaders and members meeting with Mr. R. Ganesarajah to discuss planning of the Group Discussion process.. Workshop organizers to finalise all arrangements before April 18th.
21st -30th Apr	Consultancy Workshop week. Final rehearsal of Presentation at Rajeswary Hall. 22nd Halls to be ready. All ID and files ready
23rd,24th	Consultancy Workshop for 300 MOE and NP Ministry of Ed and educational institution invitees.
Thu 12th May	Final last Meeting of the Steering Committee to finalise Report
13 May-31 May	Review and Final edits
16 Jun	**Submit English version of report to Printers. Finalise Tamil version. Submit English Version for Translation to Sinhala to MOE.**
20 Jun	**Submit Tamil Version to Printers.**
July 2	**Presentation of printed English and Tamil version of reports to the Minister of Education, NP.**
17 Jul 2014	**Report Release Ceremony**

Appendix III: Program of the NESR Consultancy Workshop

Northern Education System Review Consultancy Workshop
    23rd April 2014 – 24th April 2014

1st Day – Wednesday 23rd April 2014

1. 8.30am - Receiving Guests

2. 8.40 am- Hoisting National Flag with National Anthem and Provincial Flag

3. 8.45am – Lighting of Traditional Oil Lamp

4. 8.50 am– Welcome Dance

5. 9.00am – Welcome Address by Hon.T. Gurukularajah

   (Minister of Education, sports, cultural affairs of Northern Province)

6. 9.10 am– Address by Hon. C.V. Wigneswaran (Chief Minister of Northern Province)

7. 9.20 am– Address by Hon. G.A. Chandrasiri (The Governor of Northern Province)

8. 9.35 am- Address by Hon. Bandula Gunawardana (The Minister of Education)

9. 10.00am- Introduction to the Consultancy Workshop (Dr. N. Ethirveerasingam. Facilitator, NERS-CW)

10. 10.30 am- *Tea Break*

11. 11.00 am- Submission of group presentation of the first five topics (15 Min each)
    - Psychosocial wellbeing of students and teachers. (Dr. Daya Somasunderam)
    - Teaching and Learning, National Examinations (Mr. S. Sarveswaran)
    - Administration, Appointments, Promotion and Transfers. (Mr. S. Krishnakumar)
    - ePlanning, Database, Research and Publication (S. Manimarrphan)
    - Education Management Information System (Ms. Malini Winiton & Mr. Tharmaseelan)

12. 12.30 pm- *Lunch*

13. 1.30 pm- Submission of group presentation of next five topics (15 Min each)
    - Finance, staff requirements and Student needs. (Mr. Kamalaruban)
    - Early Childhood Education and Development. (Miss Jeya Thambyah)
    - Special Needs Education (Mr. V. Vishnukaran)
    - Establishment of The Institute of Tamil Medium Education &Teacher Education (Dr. N. Ethirveerasingam)
    - Continuous Education. (Rev J. Gnanaponrajah)

- Alternate Administrative Structure with devolved decision-making. (Dr .N. Ethirveerasingam)

14. 3.00 pm- Observations by The Secretary, Ministry of Education, Isurupaya
15. 3.20 pm- by Director General, National Institute of Education
16. 3.45 pm- *Tea Break*
17. 4.15 pm- Plenary Session and discussion
18. 4.55pm- Closing remarks and vote of thanks by secretary MOE/ NP
19. 5.00pm- Closing of First day session

SECOND DAY 24 April, 2014

1. 8.30 am- Group Discussions
2. 10.30 am- *Tea Break*
3. 11.00 am- Group Discussions
4. 12.00 am- Observations and Recommendations by the Specialists from the Ministry of Education, NIE, Universities World Bank, UNICEF and other Agencies.
5. 1.00pm- *Lunch*
6. 2.00 pm- Observations and Recommendations by the Additional Secretary, MOE.
7. 3.00 pm- Observations from NP Educators of distinction.
8. 4:00 pm – Concluding observations by a Female and a Male student.
9. 4:30 pm Thank You by the Hon Minister of Education, NP.
10. 4.45 pm- Closing Remarks and Vote of thanks by Provincial Director of Education Northern province
11. 5:00 pm- Tea and Departure.

Appendix IV: Members of the Steering Committee and Participants in the Consultation Workshop

Appendix IV (a): Psychosocial wellbeing of Students and Teachers Group

S.No	Name	Designation
1	Mr.H.U.Premathilaka	Addl. Secretary, Educational Quality Development, MOE
2	Ms.S.Uthayakala	Provincial Coordinator, NP
3	Dr.D.C.Ambalavanar	Lecturer, Medical Faculty, University of Jaffna
4	Mr.R.Gokilaragavan	Principal
5	Mr.K.Thileeban	Principal
6	Mr.K.Susitharan	Principal
7	Mrs.G.Umakanth	Teacher
8	Mrs.S.Sritharan	Teacher
9	Mrs.M.Ramesh	Parent
10	Mrs.P.Rasanayagam	Parent
11	Mrs.V.Mahalingam	Principal
12	Mrs.S.Kandasamy	Principal
13	Ms.A.Nicolin	Student
14	Ms.Gayathri	Student
15	Ms.R.Rinothja	Student
16	Mrs.T.Thillainadesan	Teacher
17	Mrs.P.Premachandran	Teacher
18	Mas.N.Achuthan	Student
19	Mr.S.Sasigaran	Programme Coordinator, Save the Children
20	Mr.M.Rathakrishnan	Addl. Provincial Director of Education
21	Prof.Daya.Somasundram	Lecturer, University of Jaffna
22	Mrs.M.Wignarajah	Teacher

Appendix IV (b): Teaching, Learning & National Examinations Group

S.No	Name	Designation
1	Mr.S.Shanmukakumar	Divisional Education Officer
2	Mr.V.Rajakulasingam	Divisional Education Officer
3	Mr.B.D.C.Biyanawila	Director of Education Mathematics
4	Ms.S.Karthikeyini	Education Officer Unicef
5	Mr.V.Dissanayake	Consultant World Bank
6	Mr.T.Lenin	Assistant Director of Education
7	Mr.K.Varnakularajah	Assistant Director of Education
8	Mr.K.Selvan	Assistant Director of Education
9	Mr.U.L.Unais	Asst. Commissioner, Educational Publications Department Ministry of Education
10	Mr.S.Pirahasan	Asst. Commissioner, Department of Examinations, Ministry of Education
11	Mr.R.M.Jeyawardana	Deputy Commissioner of Exams, Ministry of Education
12	Mr.S.K.Gunathilake	Asst. Director, Science Branch, Ministry of Education
13	Mr.K.D.Bandula	Asst. Commissioner General Educational Publications Dept, Ministry of Education
14	Mrs.M.Kamani Perera	Commerce Branch
15	Ms.Damayanthi Balasoriya	Director of Education, Agriculture and Environment, Ministry of Education
16	Mr.P.E.Croos	Principal
17	Mr.F.M.Jero Selvanayagam	Principal
18	Mrs.Maithily Thevarajah	Assistant Director of Education
19	Mr.E.Kantharuban	Teacher
20	Mr.R.Yokeswaran	Teacher
21	Ms. Kumari Senevirathne	Director Quality Assurance
22	Mr.L.Maheswaran	Principal
23	Mrs.A.C.Valantin	Assistant Director of Education
24	Mrs.M.Rajaram	Ret. Assistant Director of Education
25	Mr.K.A.Sivanarulrajah	Assistant Director of Education
26	Dr.S.Srisatkunarajah	Dean Faculty of Science University of Jaffna
27	Mr. Murugamoorthi	Principal
28	Mr.K.Sarveswaran	Lecturer University of Jaffna
29	M.F.Sidney Jeyawardena	Deputy Director General, NIE
30	Ms.Uthaya Sivagnanam.	Ret. ISA, NEP.

Appendix IV (c): Administration, Appointments, Promotion, Transfers & Teachers Issues Group

S.No	Name	Designation
1	Mr.S.Krishnakumar	Zonal Director of Education
2	Mr.A.Rajendran	Addl. Provincial Director of Education
3	Mr.K.Murugavel	Zonal Director of Education
4	Mr.A.J.Croos	Zonal Director of Education
5	Mr.Upali Marasinha.	Addl. Secretary, Education Services Establishment
6	Ms.T.Periathamby	Ret. Provincial Director of Education
7	Mrs.P.Ganesalingam	Zonal Director of Education
8	Ms.Sudarshi Hapukotuwa	Asst. Director of Education
9	Mr.S.Vethanathan	Principal
10	Mr.K.Arunthavapalan	Principal
11	Mr.N.Kugaparan	Teacher
12	Mr.T.Pangayachelvan	Divisional Education Officer
13	Mr.S.Amithalingam	President, National College of Education, Jaffna
14	Mr.S.Sethurajah	Principal
15	Mr.S.R.Sathiyendrampillai	Vice President
16	Mr.S.Subramaniyeswaran	Principal
17	Mr.N.Jeyaweerasingam	Principal
18	Mr.G.Piratheepan	Administrative officer
19	Mr.T.Kirupakaran	Deputy Director of Education
20	Mr.V.E.Gaston Roy	Principal
21	Mr.P.Ariyaratnam	Ret.Addl Provincial Director
22	Mr.S.Sivaneswaran	Principal
23	Mr.A.Kailayapillai	Principal
24	Mr.S.Santhirarajah	Zonal Director of Education
25	Mr.Z.Thajudeen	Director, Muslim Schools, Ministry of Education
26	Mr.A.F.M.Rafi	Project Director, Northern Education Development, Ministry of Education

Appendix IV (d): ePlanning, Database, EMIS, Research and Publication Group

S.No	Name	Designation
1	Prof.S.Rajathurai	Ret. Professor
2	Mr.K.Manimarphan	Addl. Provincial Director of Education
3	Mrs.M.M.Wehalla	Director, Planning Ministry of Education
4	Prof.M.Sinnathamby	Ret. Professor
5	Mr.S.R.Elizabeth	Principal
6	Rev.Sis.S.Aloseseary	Principal
7	Mr.P.Anatharasa	Principal
8	Mr.V.Senthan	Teacher
9	Mr.S.Tharmaseelan	Addl. Director of Education
10	Mr.K.V.Vishnukanthan	Teacher Resource
11	Mr.W.S.Perera	Director, Data Management
12	Ms.G.D.Thevarajah	Principal
13	Mr.Arulvathanan	Teacher
14	Mr.O.Vijayaratnam	Teacher
15	Mr.A.Shanmugalingam	Teacher
16	Prof.M.Karunanithy	Professor, University of Colombo
17	Mr.G.M.Neel Gunadasa	Director ICT Branch, Ministry of Education
18	Mrs.Malini Wenitan	Zonal Director of Education

Appendix IV (e): Finance, Staff requirements, Expenditures and Teachers Salary Group

S.No	Name	Designation
1	N.H.M.Chitrananda	Additional Secretary, Administration & Finance, Ministry of Education
2	Mr.R.Karunasiri	Program Head, ESDP - Ministry of Education
3.	K.Bratley	Deputy Director of Education. NP
4	MR.K.Premakanthan	Addl. Provincial Director of Education
5	Mr.T.Gnanasundaran	Deputy Director of Education
6	Mr.S.P.N.Samarasinha	Chief Accountant-Ministry of Education
7	Mr.S.U.Wijerathana	Addl. Secretory Planning & Performance review, Ministry of Education
8	Mr.T.Jesuthananthan	Principal
9	Mr.S.Murugananthan	Principal
10	Mr.S.Balakrishnan	Principal
11	Mr.A.Kiritharan	Accountant
12	Mr.K.kamalaruban	Chief Accountant, Provincial Department of Education
13	MR.V.S.Vyayananthan	Senior Lecturer, Advanced Technical College
14	Mr.S.Muralitharan	Director of Education, Tamil Schools, Ministry of Education

Appendix IV (f): Early Childhood Education Development Group

S.No	Name	Designation
1	Mrs.Asoka Pandithasekara	Director, Primary Branch, Ministry of Education
2	Mr.T.Arumainayagam	Principal
3	Mr.R.Perinpanathan	Principal
4	Mrs.L.I.Irathika	Teacher
5	Mr.M.Sivananthan	Principal
6	Mr.M.Y.Knoon	Teacher
7	Mrs.A.M.Nirmalajothy	Teacher
8	Miss.P.Karthigesu	Teacher
9	Mr.T.Uthayakumar	Zonal Director of Education
10	Mr.T.Muhunthan	Asst. Director of Education
11	Mr.S.Puvirajasingam	Teacher
12	Ms.Susmitha	Student
13	Mas.T.Senthuran	Student
14	Ms.Jeya Thampiah	Director,ECD
15	S. S. Divakalala	Former Secretary of Education, Cultural Affairs & Sports NEP

Appendix IV (g): Special Needs Education Group

S.No	Name	Designation
1	Mr.H.P.N.Lakshaman	Director of Education, Sports Branch, Ministry of Education
2	A.Elanko	Deputy Director of Education, NP
3	Mr.N.Kandathasan	Asst. Director of Education, NP
4	Mr.S.Pushpalingam	Deputy Director of Education, NP
5	Mr.M.M.Ziyan	Zonal Director of Education, NP
6	Mr.T.Jhon Quintes	Zonal Director of Education, NP
7	Mr.A.C.Sarufudeen	Principal
8	Mr.T.Jeganathan	Divisional Education Office
9	Mr.Y.Thusyanthan	Teacher
10	Mr.V.Prabakaran	Teacher
11	Mr.S.Vigneswaran	Teacher
12	Mr.V.Visnukaran	Teacher
13	Mr.S.Nanthan	Teacher
14	Mr.S.L.M.D.Piyasena	Director, 1000 Schools, Ministry of Education
15	Mr.A.D.Nandasena	Director Technical Subject, MOE
16	Mr.C.Jeyamanon	Teacher
14	Mr.L.S.Lloyd	Teacher

Appendix IV (h): Establishment of the Institute of Tamil medium Education Group

S.No	Name	Designation
1	Mr.K.K.Yoganathan	Principal
2	Mr.K.Jegatheeswaran	Principal
3	Mr.S.N.Uthayakumar	Principal
4	Mr.N.Ketheeswaran	Principal
5	Mr.V.T.Jeyanthan	Principal
6	Mr.T.Vamadevan	Principal
7	L.M.D.Dharmasena	Chief Commissioner-Teacher Educational Establishment, Ministry of Education
8	Mr.Nagenthirarajah	Principal
9	Mr.S.Jayaratnam	S.D.C Secretary Mu/Oddusuddan M.V
10	Mr.S.Kuganesan	Principal
11	Mr.S.Nanthakumar	Zonal Director of Education
12	Mr.S.Jeyananthakumar	Principal
13	Mr.S.Krishnakumar	Principal
14	Mr.M.Nadaraj	Divisional Education Officer
15	Mr.S.Amirthalingam	Principal
16	Prof.Pakeer Joufer	Deputy Director General, NIE
17	Mr.N.Thevarajah	Principal
18	Mr.S.Perinpanathan	Principal
19	Mr.A.Sivagnnanaseelan	S.D.C Secretary, J/Idaikadu M.V

Appendix IV (i): Institute of Tamil Medium Education Group

S.No	Name	Designation
1	Mr.K.K.Yoganathan	Principal
2	Mr.K.Jegatheeswaran	Principal
3	Mr.S.N.Uthayakumar	Principal
4	Mr.N.Ketheeswaran	Principal
5	Mr.V.T.Jeyanthan	Principal
6	Mr.T.Vamadevan	Principal
7	L.M.D.Dharmasena	Chief Commissioner-Teacher Educational Establishment, Ministry of Education
8	Mr.Nagenthirarajah	Principal
9	Mr.S.Jayaratnam	S.D.C Secretary Mu/Oddusuddan M.V
10	Mr.S.Kuganesan	Principal
11	Mr.S.Nanthakumar	Zonal Director of Education
12	Mr.S.Jeyananthakumar	Principal
13	Mr.S.Krishnakumar	Principal
14	Mr.M.Nadaraj	Divisional Education Officer
15	Mr.S.Amirthalingam	Principal
16	Prof.Pakeer Joufer	Deputy Director General, NIE
17	Mr.N.Thevarajah	Principal
18	Mr.S.Perinpanathan	Principal
19	Mr.A.Sivagnnanaseelan	S.D.C Secretary, J/Idaikadu M.V

Appendix IV (j): A New Northern School Administrative System – & Continuous Education Group

S.No	Name	Designation
1	Mr.J.Kiyomar Pious	Principal
2	Mr.S.M.Jabir	Principal
3	Mr.T.Abarajithan	Teacher
4	Mr.K.Gnanaseelan	Principal
5	Mr.J.R.Ravikumar	Teacher
6	Mr.S.F.Xavier	Principal
7	Mr.A.Rangan	Teacher
8	Rev.N.J.Gnanaponrajah	Principal
9	Mr.S.Kailasanathan	Addl. Director of Education
10	Mr.K.Nadarajah	Ret. Addl. Director of Education
11	Mr.A.H.I.Lafir	Ret.ISA
12	Mr.A.C.Ariff	Principal
13	Mr.S.Muralitharan	Director of Education, Ministry of Education

Appendix V: Organization Chart of the NP Ministry of Education, Cultural Affairs, Sports and Youth Affairs

Institutional Structure of the Ministry of Education, Cultural Affairs, Sports & Youth Affairs
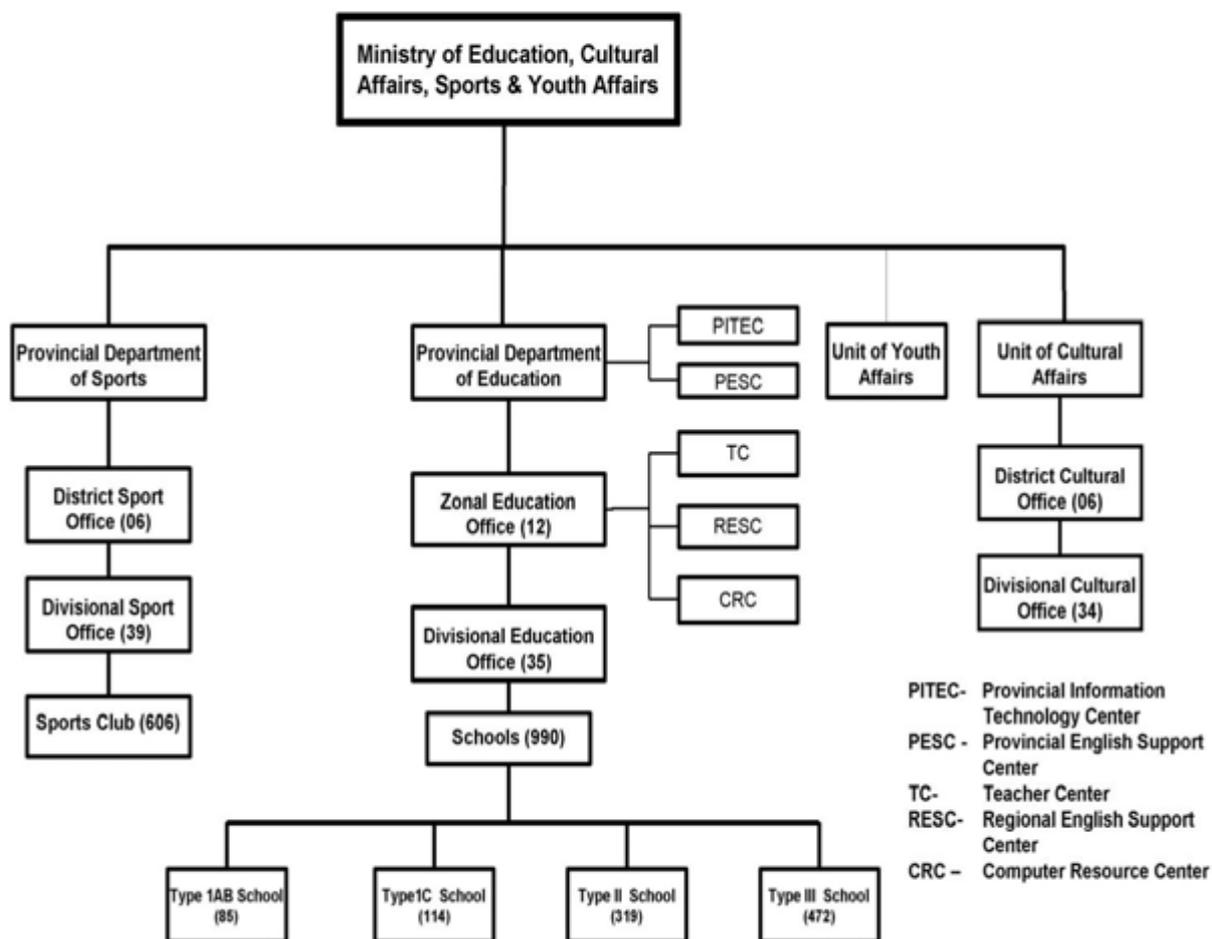
* In Northern Province total School is 1074, but 990 schools are now functioning.

PITEC- Provincial Information Technology Center
PESC - Provincial English Support Center
TC- Teacher Center
RESC- Regional English Support Center
CRC – Computer Resource Center

Appendix VI: Organization Chart of the Northern Provincial Education System

Provincial Department of Education _ Northern Province
Organization Chart

Provincial Director of

Administration Unit
- APDE(Gen. Admin)
- APDE(Teacher Est.)

Development Unit
APDE (Dev)

Planning Unit

Finance Unit
Chief Accountant

DDE (Admin)

DDE (Edu. Mana)

DDE (Edu. Dev)

DDE (Plan.)

Accountant

ADE (Admin)

ADE (Mamagement.)

ADE (Non formal/ spe. edu).

ADE (Primary), ADE (Maths), ADE (Science) ADE (First Langue), ADE (English) ADE (Physical Edu) , ADE (Aest) , ADE (Second lan), ADE (Com & Ar ADE(Te.Su) (ADE(IT)

Psycho social co-coordinator

ADE (Plan.)

ADE (EMIS)

Financial Assistant

Administrative Officer

Development Officer

Development Officer

Development Officer

Development Officer

Development Officer

Development Officer

MA

MA (PMASI)

MA(PMAS II/III)

MA(PMA

MA(PMAS

MA (PMASII/III)

MA (PMASII/III

MA (PMAS u/iii\

MA(PMAS

Driver

Watcher

OES

MA(PMAS

MA(PMAS

OES

OES

OES -

OES

OES

OES

OES

Appendix VII: Organization Chart of the Zonal Education System
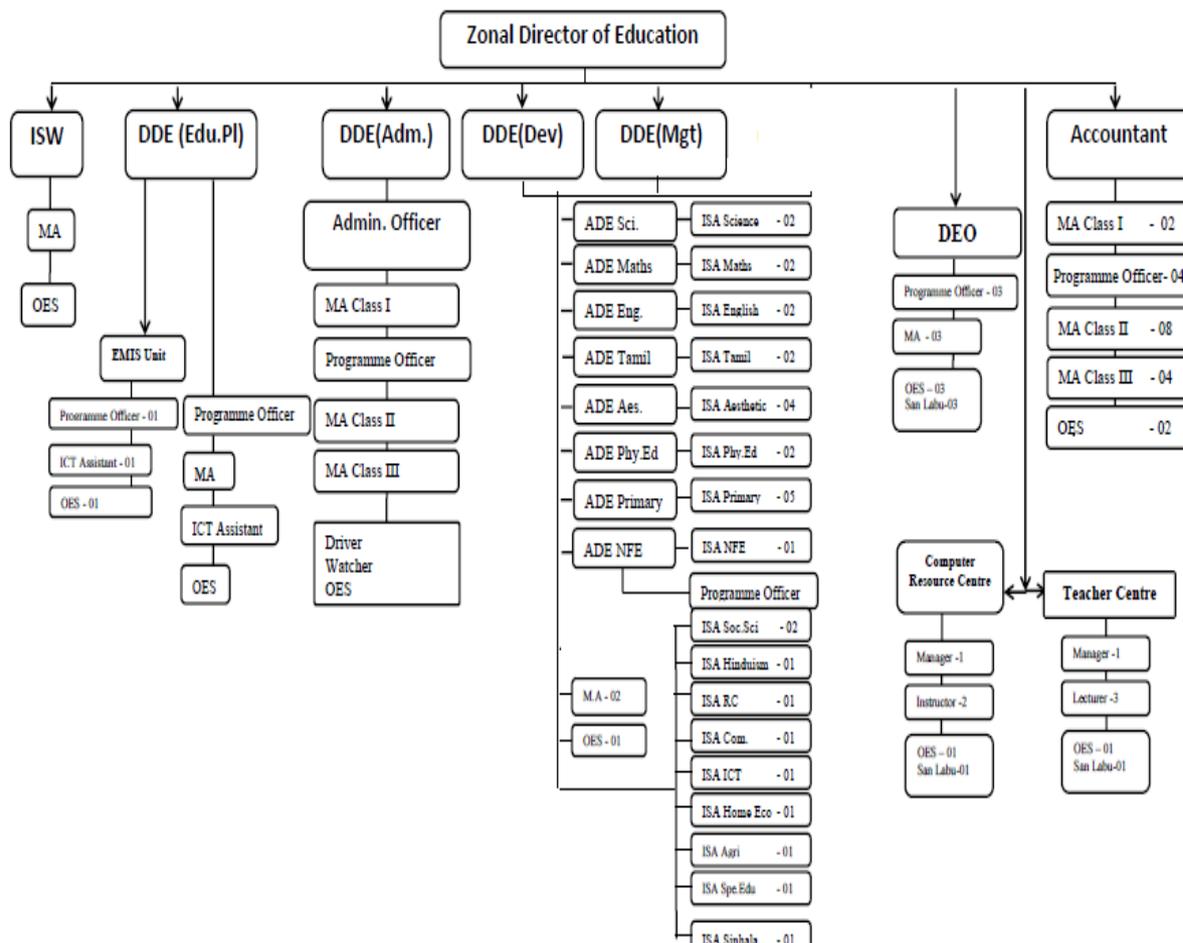
Appendix VIII: Teachers Salary Scale

The Table 4.2 gives the salary scale of all categories of employees in the Sri Lanka Education System.

Table 4.1: Sri Lanka Teachers and Education Administrators Salary Scale - June 2006	
SERVICE	SALARY
SLEAS I	36,755 – 16X 1050 -53555
SLEAS II	30,175 – 12X 790-39655
SLEAS III	22,935 -16X645 -33255
SLPrS I	22,290 -1- X645 -34545
SLPrS 2-I	21,645 X20X 645 -34545
SLPrS 2-II	18,845 -12 X400 -23645
SLPrS III	15,995 -5 X240 -10 X330 -20495
SLTeS I	21,645 -13 X645 -30030
SLTeS 2-I	18,845 -12 X 400 -23645
SLTeS 2-II	15,995 -5X 240-10X330-20,495
SLTeS 3-I	14,135 -15 X 180-16,835
SLTeS 3-II	13,120 -10 X145 -5X 180 -15,470
MN 7	19,755 -15 X325-11X400-29,030
MN 4	15,215 – 14X215 -18,225
MA I	17,550 -5X 240-14X320 -23,230
MA II	15,610 -11 X 170 -7X240 -19,160
MA III	19,990 -18 X145 -16,600
MN 3	14,510 -4X150-6X205-20X290-11X230-25, 660
MN I	12,920 -10X120-11X140-10X210-10X290-20, 660
PL3	12,360 -10 X110 -10 X120 -10X130-12X140-17, 640
OES I	14,375 -14X145-16,405
OES II	13,060-14X130-14,880
OES III	11,730 X10X100-10X110-10X120 -12X130-16,590
Source: http://www.moe.gov.lk/web/images/stories/sleaslist.pdf & http://p2.pscdn.me/content/ps_teacher_salaries02.png	

Appendix IX: Applicable MOE Circulars

CIRCULARS AND GAZZETTE NOTIFICATION

RECRUITMENT/ TRANSFER

S.No.	Circular No.	Issued by/Effect Date	Subject
1	Management Services Circular No. 36	Dept. of Management Service General Treasury.	Vacancies in the approved Cadre of Public Service, Provincial Public Service and the Development project included in the Budget Estimates.
2	1589/30 20.02.2009	Gazzette Notification 02.04.2009	அரசாங்க உத்தியோகத்தர்களின் நியமிப்பு, பதவி உயர்வு மற்றும் இடமாற்றங்கள் பற்றிய நடைமுறை விதிகளும் இவற்றுடன் சம்பந்தப்பட்ட விடயங்களுக்கு அவற்றுக்கு இடைத்தேர்வான விடயங்களுக்கும் ஏற்பாடு செய்தல்.
3	91/24 21.09.1991	Ministry of Education and Higher Education Isurupaya	Obtains the service of retired English Teachers, qualified retired Government servants and other persons who have the ability to teach the English Language to cover the existing vacancies of English Teachers, in an external basis at school level.
4	13/2005 28.07.2005	Ministry of Public Administration and Home Affairs	அரச திணைக்களங்கள், கூட்டுத் தாபனங்கள் மற்றும் நியதிச் சட்ட சபைகளில் தற்காலிக, அமைய, ஒப்பந்த அடிப்படையின் பேரில் ஆட்சேர்ப்புச் செய்த ஊழியர்களை நிரந்தரமாக்குதல்.
5	21/2006 06.12.2006	-do-	-do-
6	21/2006(I) 17.07.2007	-do-	-do-
7	21/2006(II) 19.11.2007	-do	-do
8	21/2006(III) 17.04.2008	do	do
9	21/2006(IV) 30.07.2008	do	-do
10	Sep-07 11.05.2007	Ministry of Public Administration and Home Affairs	Re-employment of Retired Public Offices
11	3-Apr 02.12.2003	Public service Commission	மாகாண அரச சேவையில் பதவி வகிக்கின்ற கல்வி ஆளணியினர் சம்பந்தமாக நடவடிக்கை மேற் கொள்ளல்.

SERVICE MINUTES

S. No	Circular No.	Issued by/Effect Date	Subject
1	843/4 31.10.1994	Gazette Notification 06.10.1994	Sri Lanka Teachers Service Minutes
2	865/3 03.04.1995	Gazette Notification	SLTS Minutes Amendment
3	966/5 11.03.1997	Gazette Notification	SLTS Minutes Amendment
4	975/6 – 14.05.1997	Gazette Notification	SLTS Minutes Amendment
5	1086/26 02.07.1999	Gazette Notification	Sri Lanka Principals Service Minutes
6	1225/32 01.03.2002	Gazette Notification	Sri Lanka Education Administration Service Minutes
7	1490/21 30.03.2007	Gazette Notification	SLEAS Minutes Amendment

Promotion/Absorption

S.No.	Circular No.	Issued by/Effect Date	Subject
1	90/45 12.11.90	கல்விச்சேவை ஆணைக்குழு	ஆசிரிய சேவையில் பட்டம் பெற்ற ஆசிரியர்களை நிரந்தரப் பட்டதாரி ஆசிரிய சேவையில் சேர்த்துக்கொள்ளல் (01.01.1984 - 01.10.1988 வரை உள்ளவர் களுக்கு 01.10.1988 ல் இருந்து படடதாரி சம்பளம் வழங்கல்)
2	93/02 24.08.1993	கல்விச்சேவை ஆணைக்குழு	ஆசிரிய சேவையில் பட்டம் பெற்ற ஆசிரியர்களை நிரந்தரப் பட்டதாரி ஆசிரிய சேவையில் சேர்த்துக் கொள்ளல் 02.10.1988- 01.06.1993 வரையான காலப் பகுதிக்குள் பட்டம் பெற்று 01.06.1993ல் ஒரு வருடம் பூர்த்தியாயின் 01.06.1993இல் இருந்து பட்டதாரி நியமனம் வழங்கல்)
3	95/07 08.03.1995	கல்விச்சேவை ஆணைக்குழு	ஆசிரிய சேவைக்குள் உள்ளெடுத்தல்.
4	95/07 (I)	கல்விச்சேவை ஆணைக்குழு	ஆசிரிய சேவைக்குள் உள்ளெடுத்தல். (திருத்தம்)
5	95/07 (II)	கல்விச்சேவை ஆணைக்குழு	ஆசிரிய சேவைக்குள் உள்ளெடுத்தல். (திருத்தம்)
6	95/07 (III)	கல்விச்சேவை ஆணைக்குழு	ஆசிரிய சேவைக்குள் உள்ளெடுத்தல். (திருத்தம்)
7	95/07 (IV)	கல்விச்சேவை ஆணைக்குழு	ஆசிரிய சேவைக்குள் உள்ளெடுத்தல். (திருத்தம்)
8	95/07 (V)	கல்விச்சேவை ஆணைக்குழு	ஆசிரிய சேவைக்குள் உள்ளெடுத்தல். (திருத்தம்)

9	95/05 24.08.1995	கல்விச்சேவை ஆணைக்குழு	ஆசிரிய சேவையிலிருக்கும்போது சேவைக்கு வருவதற்கு முன் பட்டம் பெற்ற நிரந்தர ஆசியர்களை பட்டதாரி பதவியணியில் உள்ளீர்த்தல். (02.06.1992 - 06.10.1994 வரை பட்டம் பெற்றவர்களை பட்டதாரிச் சான்றிதழ் செல்லுபடியாகும் திகதியிலருந்து ஒரு வருடம் பூர்த்தியாகிய திகதியில் பட்டதாரி நியமனம் வழங்கல்)
10	95/05 (I) 11.07.1996	கல்விச்சேவை ஆணைக்குழு	ஆசிரிய சேவையிலிருக்கும்போது சேவைக்கு வருவதற்கு முன் பட்டம் பெற்ற நிரந்தர ஆசியர்களை பட்டதாரி பதவியணியில் உள்ளீர்த்தல். (95/5 சுற்றுநிருபம் 02.06.1992 - 06.10.1994 வரை பட்டம் பெற்றவர்களுக்கு மட்டுமே பொருத்தமாகும்)
11	96/02 06.08.1996	கல்விச்சேவை ஆணைக்குழு	ஆசிரிய சேவையில் உள்ளீர்க் கப்பட்ட பின் ஆசிரிய பயிற்சியும் பட்டமும் பெறும் ஆசிரியர் சம்பந்மான நடவடிக்கை. (இலங்கை ஆசிரிய சேவைக்கு உள்ளீர்க்கப்பட்ட பின் பட்டம் பெற்றவர்களை பட்டச் சான்றிதழ் செல்லும் திகதியிலிருந்து ஒருவருட பூர்த்தி திகதியில் பட்டதாரி ஆசிரியராக நியமனம் செய்தல்.
12	96/03 04.10.1996	கல்விச்சேவை ஆணைக்குழு	1992இலும் அதன் பின்னரும் நியமிக்கப்பட்ட பயிலுநர் ஆசிரியர்களை நிரந்தரமாக்கல். (பயிலுநர் சேவையில் நான்கு வருடம் பூர்த்தி/பயிற்சிச் சான்றிதழ் செல்லுபடியாகும் திகதி இதில் பிந்திய திகதியில் நிரந்தரமாக்கல்)
13	97/05 30.04.1997	கல்வி அமைச்சு இசுறுபாய	இலங்கை அசிரியர் சேவைப் பிரமாணக் குறிப்பு பட்டதாரி ஆசிரியர் உள்ளீர்த்தல் 1995.
14	97/05(1) 19.05.1997	கல்வி அமைச்சு இசுறுபாய	-do-
15	97/05(II) 07.07.1997	கல்வி அமைச்சு இசுறுபாய	-do-
16	98/01 16.01.1998	கல்விச்சேவை ஆணைக்குழு	பயிலுநர் சேவையில் நான்கு வருடம் பூர்த்த/பயிற்சிச் சான்றிதழ் செல்லுபடியாகும் திகதி இதில் பிந்திய திகதியில் நிரந்தரமாக்கல்.
17	1998/28 03.09.1998	கல்வி அமைச்சு	இரசாயனவியல் (இலங்கை) நிறுவனத்தில் விஞ்ஞான பட்டச்சான்றிதழ் பெற்றவர்களை விஞ்ஞானப் பட்டதாரியாக அங்கீகரித்தல்.
18	98/08 30.10.1998	கல்விச்சேவை ஆணைக்குழு	3-I பட்டதாரி ஆசிரியர் 5வருடசேவை/டிப்ளோமா 2-II வுக்கு நியமனம்.

19	99/4 28.01.1999	கல்வி அமைச்சு	பயிற்றப்பட்ட டிப்ளோமாதாரரை ஆசிரியர் சேவையில் உள்ளீர்த்தல்.
20	99/1 30.09.1999	கல்விச்சேவை ஆணைக்குழு	இலங்கை ஆசிரியர் சேவைப் பிரமாணத் திருத்தத்திற்கமைய ஆசிரிய சேவையில் பதவி உயர்வை செயற்படுத்தல்.
21	1/99(1) 11.10.1999	கல்விச்சேவை ஆணைக்குழு	-do-
22	99/05 30.11.99	கல்விச் சேவை ஆணைக்குழு	பட்டம் பெற்றுள்ள பயிலுனர் ஆசிரியர் களையும்/பட்டதாரிப் பயிலுனர் ஆசிரியர் களையும் / தகுதிகாண் ஆசிரியர்களையும் பதவியில் நிரந்தரப் படுத்தல்.
23	2000/14 27.03.2000	கல்வி அமைச்சு	இலங்கை ஆசிரியர் சேவையின் பதவி உயர்வு நடவடிக்கை முறைகளை அமுல் நடாத்துதல்.
24	2001/12 16.11.2001	கல்விச்சேவை ஆணைக்குழு	பயிலுனர்/தகுதிகாண் அடிப்படையில் ஆட் சேர்க்கப்பட்ட ஆசிரியர்களை இலங்கை ஆசிரியர் சேவை பிரமாணங்களுக்கு அமைய ஆசிரியர் சேவைக்கு உள்ளீர்த்தல்.
25	2001/12(1) 27.11.2001	கல்விச்சேவை ஆணைக்குழு	do Amendment
26	2002/3 18.03.2002	கல்விச்சேவை ஆணைக்குழு	பயிலுநர்/தகுதிகாண் அடிப்படையில் ஆட் சேர்க்கப்பட்ட ஆசிரியர்களை இலங்கை ஆசிரியர் சேவைப் பிரமாணங்களுக்கு அமைய ஆசிரியர் சேவைக்கு உள்ளெடுப்புச் செய்தல்.
27	02/2003 07.11.2003	கல்விச்சேவை ஆணைக்குழு	பயிலுநர் தகுதிகாண் அடிப்படையில் ஆட்சேர்க்கப்பட்ட ஆசிரியர்களை இலங்கை ஆசிரியர் சேவையில் உரிய வகுப்பில் தரத்தில் நியமித்தல்.
28	2004/01 16.01.2004	Ministry of Human Resource Revenue Education & Cultural Affairs.	இலங்கை ஆசிரியர் சேவையின் பதவி உயர்வுகளை அமுல் நடாத்துதல்.
29	2005/04 19.05.2005	கல்வி அமைச்சு	இலங்கை ஆசிரியர் சேவைக்கு உள்ளீர்ப்புச் செய்யும் செயற்பாடு மற்றும் பதவி உயர்வு விதிமுறைகளை திருத்தி அமைத்தல்.
30	2008/5	கல்வி அமைச்சு	இலங்கை ஆசிரியர் சேவையிலிருந்து இலங்கை

	20.02.2008		அதிபர் சேவைக்கு நியமனம் பெற்றதன் அடிப்படையில் சம்பளக் குறைவிற்கு உள்ளாக்கப்பட்ட அலுவலர்களுக்கு அவ் இழப்பை ஈடுசெய்யக்கூடிய வகையில் சம்பளம் வழங்குதல்.
31	2008/45 23.12.2008	கல்வி அமைச்சு	இலங்கை ஆசிரியர் சேவையில் தொழில் தகைமையற்ற பட்டதாரி ஆசிரியர்களுக்கு நிவாரணம் வழங்கல். (06.10.1994 க்கு முன் ஆசிரிய நியமனம் பெற்ற தொழிற்றகைமையற்ற பட்டதாரி ஆசிரியர்களை தொழில் தகைமை கொண்ட பட்டதாரி ஆசிரியராகக் கருதி நடவடிக்கை எடுத்தல்.
32	2009/25 12.08.2009	கல்வி அமைச்சு	இலங்கை ஆசிரியர் சேவையில் பதவி உயர்வு. (31.12.2008 வரை உரிய புள்ளிகளைப் பெற்றவர்களை உரிய தரத்திற்குப் பதவி உயர்த்தல்)
33	2010/20 18.05.2010	கல்வி அமைச்சு	இலங்கை ஆசிரிய சேவை வகுப்பு 1இல் உள்ளவர்களை இ.அ.சே. 2-II க்கு நியமிக்கப்பட்டதற்கமைய சம்பளமாற்றம் செய்தல்.
34	2010/20(1) 2010.10.	கல்வி அமைச்சு	இலங்கை ஆசிரிய சேவை வகுப்பு 1இல் உள்ளவர்களை இ.அ.சே. 2-II க்கு நியமிக்கப்பட்டதற்கமைய சம்பள மாற்றம் செய்தல். கல்வி அமைச்சின் சுற்றறிக்கை இல.2010/20.
35	2011/30 11.11.2011	கல்வி அமைச்சு	இலங்கை ஆசிரியர் சேவையில் பதவி உயர்வு. (31.12.2010 வரை உரிய புள்ளிகளைப் பெற்றவர்களை உரிய தரத்திற்குப் பதவி உயர்த்தல்)

Special Circulars

S.No.	Circular \No.	Issued by/Effect Date	Subject
1	2005/36 13.12.2005	MOE Isurupaya	பாடசாலைகளின் வருடாந்த பரிசளிப்பு விழா உட்பட பாடசாலையில் நடை பெறும் விழாக்களுக்கான அதிதிகளை அழைத்தல்.
2	6/1/2001 20.02.2001	Public Administration	அரசாங்க அலுவலர்களின் அலுவலக நேரங்கள்.
3	20/2013 23.05.2013	MOE Isurupaya	கல்வி அமைச்சின் உத்தியோகத்தர்களின் அலுவலக நேரங்கள்.
4	26/2009 28.07.2009	MOE Isurupaya	பாடசாலைகளின் கையடக்கத் தொலைபேசிப் பாவனை.
5	17/2005 2005.05.	MOE Isurupaya	பாடசாலைகளில் ஒழுக்க விழுமியங்களை பேணல்.
6	24/2004 12.07.2004	MOE Isurupaya	அலுவலக வளவினுள் புகைத்ததல், மதுபானம் அருந்துதல், போதைப் பொருள் பாவனைகளைத் தடைசெய்தல்.
7	3/1/2011 18.01.2011	MOE Isurupaya	பாடசாலைச் சிற்றுண்டிச்சாலை நடாத்துதலும் பாடசாலை வேளையில் உணவருந்துதலும்.
8	39/2008 2008.09.29	MOE Isurupaya	மாணவர்களைச் சேர்த்தல் வகுப்பேற்றல் மற்றும் விலக்கிக்கொள்ளல் தொடர்பான இடாப்பு, தினவரவ இடாப்பு மற்றும் மாணவர் செயலாற்றகைப் படிவம் என்பவற்றை.
9	16/2006 21.03.2006	MOE Isurupaya	கல்வி பண்புசார் உள்ளீடு (Q.I) கொள்வனவு, விநியோகம் மற்றும் உயர்மட்ட கல்விச் செயற்பாடுகளுக்காக (Higher Order Process) நிதி செலவிடல்.

Salary Increase/Increment

S.No.	Circular \No.	Issued by/Effect Date	Subject
1	28/2010 31.12.2010	Ministry of Public Administration and Home Affairs	Revision of salaries and allowances of the Public service in terms of the Budget Proposals 2011.
2	10/1/2011 15.12.2011	Department of Pension	-do-
3	10/2011(1) 03.02.2012	Department of Pension	Rationalization of rates of increments of salary scales in the Public Service.
4	10/2011(II) 28.05.2012	Department of Pension	-do-
5	06/2006(1) 24.05.2006	Department of Pension	2006 வரவு செலவுத் திட்டத்தின்படி அரசாங்க சேவையிலுள்ள சம்பள மீளமைப்புகளை மேற்கொள்ளுதல் /உச்ச நிலையில் தங்கியிருத்தல்.
6	06/2006(II) 10.11.2006	Department of Pension	
7	06/2006(III) 25.01.2007	Department of Pension	வகுப்பு 1இல் உள்ள அலுவலகர்களுக்கு தேக்கநிலைச் சம்பள ஏற்றம் வழங்கல்.
8	06/2006(IV) 24.08.2007	Department of Pension	சகல அலுவலர்களுக்கும் சம்பளங்களை மாற்றியமைத்தல்.
9	06/2006(V) 12.06.2008	Department of Pension	2006 வரவு செலவுத் திட்டத்தின்படி அரசாங்க சேவையிலுள்ள சம்பள மீளமைப்புகளை மேற்கொள்ளுதல்/உச்ச நிலையில் தங்கியிருத்தல்.
10	06/2006(VI) 26.06.2008	Department of Pension	2006 வரவு செலவுத் திட்ட பிரேரணைக் கமைய அரசாங்க சேவையின் சம்பளங்களை மீளமைத்தல்
11	06/2006(VII) 22.08.2008	Department of Pension	2006 வரவு செலவுத் திட்ட பிரேரணைக் கமைய அரசாங்க சேவையின் சம்பளங்களை மீளமைத்தல்
12	14/2013 4.2013	Ministry of Education	பொது நிர்வாக சுற்றறிக்கை இல.06/2006 ந்கமைய ஒப்பிட்டு கொடுப்பனவைச் செலுத்துதல்.

Pension

S.No.	Circular No	Issued By / Effect Date	Subject
1	Circular No 16/95 (07.06.1995)	Public Administration	Pension Procurement
2	Circular No 02/95 (21.08.1995)	Public Administration	Pension Procurement
3	Circular No 07/2002 (01.10.2002)	Public Administration	Pension Procurement
4	Circular No 08/2002 (10.12.2002)	Public Administration	Pension Procurement
5	Circular No 09/2004 (30.06.2004)	Public Administration	ஓய்வூதியக் கொடை அளிப்பு மற்றும் மாற்றப்பட்ட ஓய்வூதியம் வழங்கும் புதிய செயன்முறை
6	Circular No 09/2004 (1) (30.09.2011)		-Do-
7	Circular No 09/2004(11) 22.12.2011		-Do-
8	14/20051/1/2007	Ministry of Public Administration and home affairs	Updating files in order to expedite the payment of pension of the officer who retire from Public service
9	1/1/2007 04.01.2007	Department of Pension	அரச சேவை, மாகாண சேவை ஊழியர்களுக்கான பங்களிப்பு ஓய்வழரீதியத் திட்டத்தை இல்லாதொழித்தல் மற்றும் விதவைகள்/தபுதாரர்கள், அனாதைகள் ஓய்வூதியத் திட்டத்திற்கு அங்கத்துவத்தைப் பெற்றுக் கொடுத்தல்

சம்பள மாற்றங்களும் நடைமுறைத் திகதிகளும்.

இல	சுற்றறிக்கை	நடைமுறைத் திகதி
1	பொது நிர்வாகச் சுற்றறிக்கை இல.770	1969.05.01
2	திரட்டிய சம்பளம்	1969.10.01
3	எல்.பி.டி.சில்வா சம்பள அறிக்கை	1975.04.01
4	விசேட சம்பள உயர்ச்சி (வேலை நிறுத்தம் சார்பாக.	1981.06.18
5	பொது நிர்வாகச் சுற்றறிக்கை இல.197	1982.01.01
6	தயாரட்ண சம்பள அறிக்கை	1985.01.01
7	பொது நிர்வாகச் சுற்றறிக்கை இல.327	1986.01.01
8	பொது நிர்வாகச் சுற்றறிக்கை இல.387,387(1) அரைவாசி உயர்ச்சி. முழு உயர்ச்சி.	1988.01.01 1988.11.01
9	பொது நிர்வாகச் சுற்றறிக்கை இல.37/92 (அ) பதவிநிலை உத்தியோகத்தர்களுக்கு 50% ஏனையோருக்கு 60 % (ஆ) மிகுதி உயர்ச்சி.	1993.01.01 1993.07.01
10	பொது நிர்வாகச் சுற்றறிக்கை இல. 27/94 (தொழில்நுட்ப சேவையாளர்கட்கு)	1994.07.01
11	பொது நிர்வாகச் சுற்றறிக்கை இல. 29/94 (எழுதுநர்களும் அதையொத்த தரங்களும்)	1994.08.01
12	பொது நிர்வாகச் சுற்றறிக்கை இல. 30.∴.94 (நாடளாவிய சேவையாளர்க்கு)	1994.08.01
13	பொது நிர்வாகச் சுற்றறிக்கை இல. 14/95 (தொழில்நுட்ப சேவை வகுப்பு -1)	1995.01.01
14	பொது நிர்வாகச் சுற்றறிக்கை இல. 33/95 (சம்பள முரண்பாடுகளை அகற்றல், இணைப்பு -1)	1995.11.01
15	பொது நிர்வாகச் சுற்றறிக்கை இல. 34/95 (சிற்றூழியர்கள்/சாரதிகள்)	1995.11.01
16	பொது நிர்வாகச் சுற்றறிக்கை இல. 02/97 40% அதிகரிப்பு. மிகுதி அதிகரிப்பு	1997.01.01 1998.01.01
17	பொது நிர்வாகச் சுற்றறிக்கை இல. 02/97(III) 40மூ அதிகரிப்பு. மிகுதி அதிகரிப்பு	1997.01.01 1998.01.01
18	பொது நிர்வாகச் சுற்றறிக்கை இல. 15/2003	2004.01.01 − 30.11.2004
19	பொது நிர்வாகச் சுற்றறிக்கை இல. 09/2004	2004.12.01 − 31.12.2005

20	பொது நிர்வாகச் சுற்றறிக்கை இல. 06/2006	2006.01.01
21	பொது நிர்வாகச் சுற்றறிக்கை இல. 06/2006(IV)	2006.06.01
22	தாபனக் கோவை 7-4	பழைய சம்பளம் - புதிய சம்பளம் அடுத்த சம்பளப் படிநிலை.
23	தாபனக் கோவை 7-5	பதவி உயர்வுகள்
24	தாபனக் கோவை 7-9	கூடிய சம்பளத் திட்டம் குறைந்த சம்பளத் திட்டம்புதிய ஆரம்ப சம்பளப் படிநிலை ஏற்கனவே பெற்ற சம்பள ஏற்றம்.

Appendix X: Concept Paper on Nature Centres for Experiential Learning

Prepared by N. Ethirveerasingam. Ph.D. (Cornell)

Nature Centres: Nature Centres in selected habitats will provide the students and their teachers a retreat to learn a variety of skills related to the environment and the scientific method. Students would learn to record the various species of plants and animal, to measure rainfall, temperature, and water quality, and identify land biomass cover and soil profiles in the selected habitats. Students and teachers would be able to analyze and study the relationship of the environmental factors and use such information for exercises. The data will also benefit those who formulate policies to manage and sustain the environment. The students will acquire an appreciation of the interdependence of animals, plants, and people within the environment. With such knowledge, they can become responsible guardians of their environment in the future.

Nature Centres will need two core teaching staff and two caretakers in residence in each of the centres. They will perform all tasks in the Centre. Science and Social Studies teachers from each of the participating classes from the visiting schools will comprise the visiting staff.

Schools near wetlands, inland waters, coastal and marine and forests: Similar exercises, as proposed for Nature Centres can be conducted by schools as an in-school, in-village and in environmental sites near the schools as part of the class exercise in the science and social science subjects. The inland waters, coastal and marine, and forests provide opportunities for learning experiences and challenges at various levels in language, mathematics, social sciences, and other subject areas taught at the GCE levels. The teachers and students can observe and experience in the field the principles and concepts of those subjects taught in school. Such experience will lead them to ask questions that they have not thought of before and seek, find, test, and experience the solutions. To provide such experience there are many requirements. Some of which are identified here.

Physical requirements

To start with, one Nature Centre each in a forest area, and inland lake and coastal area is necessary. All buildings should be with locally available materials only. The Centre should blend in with nature. A well and facilities for bathing should be near the sleeping huts. Accommodations should have two roofed areas for 30 students each. Huts to accommodate 20 teachers including two of the staff of the Centre are necessary. One kitchen and dining area, an office, a multipurpose covered space to accommodate 70 persons will also be required. Adequate toilet facilities should be built near the buildings. A Solar energy source, wind energy source, biogas energy source is needed as the Centre expand. Most of the work is done by students and teachers within a ten-mile radius from the site and visiting students and teachers. Periodic camping out will be required.

Equipment

The centres will need bicycles, garden and other tools, teaching and learning materials, including digital and video cameras, audio visual equipment, office equipment, including two computers for use by students and staff, and a three-wheeled vehicle. Most of the exercises can be done with locally available tools and materials.

The plan should call for the first few batches of students to take an active part in establishing biogas, solar, and wind energy production units. Each of the future batches will add to the centre's learning features, including an integrated sustainable organic farm. All work to operate the centre during the student

residency period will be done by students and visiting and residential staff. A planning workshop could prepare the final project document with contribution from students, educationists, environmentalist, experiential learning specialists, technical specialists and extension specialists.

The program

The program is targeted at students enrolled in the 10th Grade and 12th Grade and their science, mathematics, and social studies teachers. The objectives of the program are to:

1. Provide opportunities for students to observe the environment, apply the knowledge they had gained in school and learn new knowledge, and the relationships between the various subjects areas in the environment.

2. Create activities for students to identify, take photographs, and take inventory the trees and other plants and animal life in the habitat, and record animal behaviour.

3. Encourage students to observe, interview, and study the human population near the nature centre and observe and record the interaction between the people and the habitat.

4. Challenge students to identify the principles they have learned in the biological and physical sciences, as well as the social sciences and the ecological principles of the habitat.

5. Guide students to acquire skills in working in groups productively and harmoniously to achieve desired ends.

6. Communicate their experience and data to their fellow students in other parts of the country and internationally in real time via the internet.

Curricular – Co-curricular Activities

One of the frames for curricular activities that can be structured is for example;

Activity: Tracks

Section: Ecological knowledge

Topic: Wildlife population

Grade Level: 10 and 12

Duration: 2 to 3 hours

Setting: Outdoors

Objective: Students will identify common animal tracks.

Method: Draw or photograph with digital camera and load them into the computer. Group discussions based on observations. Draw conclusions and identify ecological and science principles at work. Keep notes and write report.

Another activity is to classifying the land cover of the site surrounding the Centre using the Modified UNESCO Classification (MUC) chart.

The data collected by students under the supervision of the teachers can be fed into the website www.globe.gov. Schools around the world use this program. Students learn to measure and analyse data, and feed it into the Globe program. They can then compare their data to other similar sites and their peers around the world.

Appendix XI: Education Management Information System Implementation Proposal

வடக்கு மாகாண கல்வித் திணைக்கள இணைய வழித் தரவேற்றப் பொறிமுறை கையாளுகைத் திட்டம்

வடக்கு மாகாண கல்வி முறைமை முன்னேற்ற மீளாய்வு செயலமர்வு மூலம் கல்வித் தரவுகள் உடனுக்குடன் பெறக் கூடிய வகையில் இணைய வழி பொறிமுறை ஒன்று உருவாக்கப்பட வேண்டும் என பரிந்துரைக்கப்பட்டது .

வடக்கு மாகாண கௌரவ கல்வி அமைச்சரின் வழிகாட்டலிலும் மேற்படி செயலமர்வின் பரிந்துரையிலும் ஏற்கனவே வடக்கு மாகாணக் கல்வித் திணைக்களத்தின் திட்டமிடல் பிரிவின் EMIS அலகினால் நடைமுறைப்படுத்தப்பட்டு வந்த தரவுத்தளம் இணைய வழிப் பொறிமுறைக்கு மாற்றப்பட்டு ../.../2014 முதல் கீழே குறிக்கப்படும் பொறிமுறையில் நடைமுறைக்கு வருகிறது என்பதனை மகிழ்வுடன் அறியத் தருகின்றேன் .

மாதம் தோறும் அருகில் குறித்துரைக்கப்படும் திகதிகளில் குறித்துரைக்கப்படும் உத்தியோகத்தர்கள் பொறுப்புக் கூறக்கூடிய வகையில் தங்கள் கடமைகளை நிறைவேற்றுதல் அவசியம் ஆகும் .

திகதி	பொறுப்பு அதிகாரி	கடமை	மேற்பார்வை
20-25	Zonal Accountant	தங்கள் வலயத்திற்குட்பட்ட ஒவ்வொரு பாடசாலையிலும், வலயத்திலும் சம்பளம் பெறும் ஆசிரியர்களின் எண்ணிக்கையை குறித்த இணையப் Page ல் பதிவேற்றுதல்	Chief Accountant PDE
25-28	DEO (Division)	ஒவ்வொரு பாடசாலையிலும் சம்பளம் பெறும் எண்ணிக்கை ஆசிரியர்களது விபரம் அப் பாடசாலைக்குரிய Page ல் உள்ளமையை சீர்செய்தல்	DDE(Admin) Zone
28-30	DDE(Admin)	1.வலயத்திற்குட்பட்ட நடைபெற்ற இடமாற்றங்கள் உரியமுறையில் தரவேற்றம் செய்யப்பட்டுள்ளமையை உறுதி செய்தல் 2. ஆசிரியர்களது சுயவிபரங்கள் தொடர்பான நிரல்களில் சரியான தரவுகள் பூரணப்படுத்தல் / உறுதி செய்தல்	ZDE
41641	DDE(PI)	எதிர்பார்க்கப்படும் வகையில் தரவுதளத்தை பூரணப்படுத்தப்பட்டுள்ளமையை உறுதி செய்தல் / தவறுகள் இருப்பின் உரிய பொறுப்பளிக்கப்பட்ட உத்தியோகத்தர்களுக்கு எழுத்து மூலம் அறிவித்தல் / பிரதி – மாகாணக் கல்வித் திணைக்களம் , மாகாணக் கல்வி அமைச்சு ஆகியவற்றிற்கு அறிவித்தல் வேண்டும் .	ZDE
3	ADE(Admin) Province	மாகாண மட்டத்தில் வலயங்களுக்கிடையே மேற்கொள்ளும் இடமாற்றங்களை தரவேற்றம் செய்தல்	DDE(Admin) Province
		அனைத்து வலயங்களிலும் தரவுகள் சரியாக	

4	ADE(EMIS) Province	தரவேற்றம் செய்யப்பட்டுள்ளமையை உறுதி செய்தல் / தவறு இருப்பின் எழுத்து மூலம் அறிவித்தல்	DDE(Pl) Province
5	ADE(EMIS) Province	கோட்ட , வலய , மாகாண மட்ட அறிக்கைகளைத் தயாரித்தல் / வெளியிடல் (மென்,வன் பிரதி)	DDE(Pl) Province
6	DDE(Pl) Province	மாகாணத்தில் வலய ரீதியாக ஆசிரியர் மிகை / பற்றாகுறை விடயங்களை DDE(Admin) க்கு கையளித்தல்	APDE
6	DDE(Admin) Province	அடுத்த மாதத்தில் நடைபெறும் இடமாற்றங்கள் குறித்த தரவுகள் அடிப்படையில் மேற்கொள்ளல் .	PDE
6	DDE(Pl) Zone	வலயத்தில் பாடசாலை ரீதியாக , பாட ரீதியாக ஆசிரியர் மிகை / பற்றாகுறை விடயங்களை DDE(Admin) க்கு வன்பிரதியாக கையளித்தல்	ZDE
6	DDE(Admin) Zone	பாடசாலை ரீதியாக வலயத்தினுள் நடைபெறும் இடமாற்றங்களை இவ் அறிக்கையின் அடிப்படையில் மேற்கொள்ளல்	ZDE

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